Project GOAL

Graduation = Opportunities for Advancement and Leadership

Dropout Prevention Intervention Implementation Guide

The Dropout Prevention Institute

The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

The purpose of this guide is to provide practitioners and administrators with a framework of an evidence-based dropout prevention intervention to implement a research-based program, Project GOAL. This guide is intended to give an overview of Project GOAL and explain the importance of each intervention component. Examples illustrate how the intervention might look in a school setting.

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Students At Risk for Dropping Out

Introduction: What Do We Know?

Many educators already know that school dropout is a national crisis. Recent evidence suggests the following:

- 75% of students graduate within 4 years (Chapman, Laird, & KewalRamani, 2010).

- 55% of students with disabilities graduate high school with a standard diploma (Data Accountability Center, 2008).

- Each year, about 40% of students with learning disabilities and 65% of students with emotional disturbances drop out (Office of Special Education and Rehabilitative Services, 2006).

- High school students in the lowest 25% of their class are 20 times more likely to drop out than the highest-performing students (Carnevale, 2001).

- If the graduation rate increased by only 5%, the nation could see annual increased revenue and savings in crime-related costs of $5 billion (Alliance for Excellent Education, 2006).

In fact, many of us do not need to see these statistics; school dropout is a crisis of which we are, unfortunately, already aware. We know that many students are not academically prepared to graduate high school in 4 years to become productive members of society. We know that many students are disengaged academically and behaviorally in school. We know that many students do not even attend school on a consistent basis. And we know that a large percentage of these students do not have the support at home needed to guide them toward a successful future.

The Purpose of This Guide

The purpose of the *Dropout Prevention Intervention Implementation Guide* (DOPIIG) is to provide administrators, teachers, schools, and districts with guidance regarding dropout intervention—specifically, this guide details how to implement a dropout intervention aligned with the latest recommendations from the Institute of Education Sciences (IES) Dropout Prevention Practice Guide (Dynarski et al., 2008), a synthesis of dropout research. These recommendations are divided into three categories: (a) diagnostic processes for identifying students most at risk for dropping out of school (Recommendation 1); (b) targeted interventions for a subset of middle and high school students identified as being at risk for dropping out (Recommendations 2, 3, and 4); and (c) schoolwide interventions to enhance engagement for all students and prevent dropout more

generally (Recommendations 5 and 6). The dropout prevention intervention this guide describes, Project GOAL (Graduation = Opportunities for Advancement and Leadership), is being field tested in two randomized controlled trial studies in two high-needs districts in Texas as part of the work of The Meadows Center for Preventing Educational Risk Dropout Prevention Institute. For more information about these studies, please see: www.meadowscenter.org/institutes/dropout.

Students drop out for many reasons, and we know that the process of withdrawal begins as early as third grade. Students who drop out typically suffer economically and socially. Dropouts often commit crimes, are incarcerated, or remain unemployed because of their lack of education, costing our nation billions of dollars annually. Therefore, it is important for educators and parents to be proactive and to intervene as soon as possible.

Although Project GOAL has been used primarily with secondary students in grades 8 and 9, it is acceptable to use the information in this guide to inform intervention for students in the upper-elementary grades, middle school, and high school.

DOPIIG serves as a tool to help educators do the following:

- Determine which students are most at risk in a school or district by using risk indicators found to be the most predictive of dropping out of school. This important first step will ensure that schools dedicate their resources where they will get the "biggest bang for their buck."

- Effectively use a designated dropout prevention advisor to implement targeted interventions

- Understand how to effectively monitor the progress of students by using data, so that the dropout prevention advisors can intervene in areas where students show the greatest need

You are probably wondering how to determine which students to target for intervention. To that end, we first present information regarding the most predictive risk factors of dropping out of school. We know that, especially in a struggling economy, it is essential to use our resources wisely. After you have chosen which students you will target for intervention, the next step is to implement a dropout prevention intervention, preferably one that is aligned with the research findings in the IES Practice Guide (Dynarski et al., 2008). Therefore, we next present an overview of what Project GOAL "looks" like by providing a thorough description of its program model. After you are familiarized with the program model, you will need to know how Project GOAL advisors should monitor student data, so that they can intervene in a timely manner, targeting students' academic and behavioral needs. We walk you through the detailed procedures in Project GOAL to monitor data, determine students' risk status on an ongoing basis, and then intervene accordingly. Finally, we end the guide with a discussion of the many logistical needs in setting up this intervention. Our hope is that you will use this valuable resource to accurately target, monitor, and intervene with your at-risk students.

Whom Should We Target, and What Data Should We Collect?

Dropping out of high school is the culmination of a gradual disengagement from school. Years before they actually drop out of high school, a large percentage of these students exhibit "warning flags" (Balfanz, Herzog, & MacIver, 2007). To decrease the percentage of students who drop out of high school, educators need to be aware of and able to identify these early indicators. Research has demonstrated that the most powerful indicators are academic and behavioral disengagement (Allensworth & Easton, 2005; Balfanz et al., 2007; Gleason & Dynarski, 2002). Below, we describe findings regarding these key predictors.

Who Drops Out of School?

Two types of disengaged students who are at an increased risk for dropping out and warrant dropout prevention interventions are 1) academically disengaged students and 2) behaviorally disengaged students.

1. Academically Disengaged Students

Students who struggle in the classroom and fall behind academically are more likely to drop out. Course failure, test failure, and being held back one or more times are all factors that have been associated with an increased likelihood of dropping out of high school. The warning flags for academically disengaged students include the following:

- Course failure and test failure (Allensworth & Easton, 2005; Balfanz & Herzog, 2005; Balfanz et al., 2007; Neild & Balfanz, 2006; Rumberger, 1995)—for example, Neild and Balfanz followed a cohort of students in Philadelphia for multiple years, finding the following:

  - Of students who failed mathematics and/or English, 77% dropped out of school.

  - Students who dropped out as 9th- or 10th-graders scored on a 5th-grade level on the SAT-9 reading and/or mathematics tests while in 8th grade.

- Retention (Goldschmidt & Wang, 1999; Roderick, 1994; Roderick, Nagaoka, Bacon, & Easton, 2000; Rumberger, 1995; Rumberger & Larson, 1998): Students held back in grades 1 to 8 are six times more likely to drop out between grades 8 and 10 than students who were not held back, even when controlling for demographic and family background factors (Rumberger, 1995).

2. Behaviorally Disengaged Students

High rates of absenteeism or tardiness and poor classroom behavior all have been associated with the likelihood of dropping out of high school. The warning flags for behaviorally disengaged students include the following:

- Excessive absenteeism (Allensworth & Easton, 2005; Finn, 1989; Gleason & Dynarski, 2002; Neild & Balfanz, 2006; Rumberger, 2001):
  - Attending school less than 90% of the time in sixth grade increases the chance of dropping out of high school (Balfanz et al., 2007).
  - Attending school less than 80% of the time (missing approximately 36 days or more in the year) results in a 75% high school dropout rate (Balfanz et al., 2007).
- Excessive tardies: Being tardy more than 10% of the time increases the chance of dropping out of high school (Neild & Balfanz, 2006).
- Discipline problems (Gleason & Dynarski, 2002; Goldschmidt & Wang, 1999): Having five or more disciplinary referrals or student conduct violations is linked with increased probability of dropping out of high school.

Identifying Students at Risk for Dropping Out of High School

To keep track of which students exhibit risk factors, schools need to establish a data system. Such databases should include the following student data:

- Transcript information, including grades and retentions
- Performance on standardized tests
- Attendance, including excused and unexcused absences
- Tardy rates
- Discipline problems

Based on these data, educators can identify students who are at risk for dropping out. More specifically, students can be considered at risk for dropping out of school if they meet at least one of the risk indicator thresholds. The following table provides a summary of risk indicators and warning flags.

Table 1-1 Categories of Risk and Warning Flags

Categories of risk	Specific risk factors	Warning flags
Academic disengagement	Core course failures	The student failed one or more semester courses in core subjects, including English language arts, social studies, science, and mathematics.
	Test failures	The student failed the reading portion of the Texas Assessment of Knowledge and Skills (TAKS), the state standardized test.
	Retention	The student was retained.
Behavior disengagement	Attendance	The student missed 10% or more of instructional time (absences).
	Tardies	The student was tardy 10% or more of instructional time.
	Misbehavior/ discipline problems	The student had five or more disciplinary referrals or student conduct violations.

Examples of Risk Indicator Data

The following table shows sample data from four students. The school recorded and tracked data (semesters 1 and 2 grades) in the students' core classes for 1 full year and noted whether the students were retained in the previous 2 years.

Table 1-2 Raw Data: Course Grades and Retention

STU ID	ELA sem1	ELA sem2	MATH sem1	MATH sem2	SCI sem1	SCI sem2	SS sem1	SS sem2	Reten-tion
1	80	85	74	65	66	71	80	80	no
2	88	89	91	87	78	85	81	81	no
3	71	68	65	61	70	71	71	71	yes
4	69	75	75	76	77	71	83	85	no
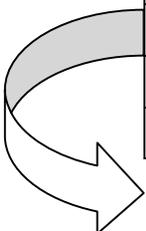
Using the school-recorded data and the predetermined criteria for who is considered at risk for dropping out, we flagged students who reached a specific benchmark, using high-yield predictors of dropping out. In the next table, "No" indicates that a student did not reach the benchmark. "Yes" indicates that a student did reach the benchmark.

Table 1-3 Flagged Data: Identifying Students At Risk for Dropping Out of High School

STU ID	Fail ELA sem1	Fail ELA sem2	Fail MATH sem1	Fail MATH sem2	Warning flags				
					Fail SCI sem1	Fail SCI sem2	Fail SS sem1	Fail SS sem2	Reten-tion
1	no	no	no	yes	yes	no	no	no	no
2	no	no	no	no	no	no	no	no	no
3	no	yes	yes	yes	no	no	no	no	yes
4	yes	no	no	no	no	no	no	no	no

The following table is a continuation of Table 1-2 (raw data on course grades and retention). The table shows sample data from the same four students as the previous table. The school recorded and tracked the students' scores on the reading portion of the TAKS, possible days, days absent unexcused, days tardy, and the total number of disciplinary referrals for 1 full year. Using this information, we calculated the absence rate and tardy rate by multiplying days absent unexcused or days tardy by 100 and dividing it by possible days.

Table 1-4 Raw Data: Test Failure, Attendance, Tardies, and Misbehavior

STU ID	Reading TAKS score	Days possible	Days un-excused	Days tardy	Absence rate	Tardy rate	Total # of discipl. referrals
1	2250	176	9	2	5.11	1.13	2
2	2300	176	8	9	4.54	5.11	3
3	1850	176	18	20	10.22	11.36	8
4	1785	176	25	8	14.20	4.54	14

Similarly to Table 1-3 (flagged data for course failure and retention), we flagged students who were at risk for dropping of the high school.

Table 1-5 Flagged Data: Identifying Students At Risk for Dropping Out of High School

STU ID	Warning flag			
	Failed Reading TAKS	Attendance	Tardy	Misbehavior
1	no	no	no	no
2	no	no	no	no
3	yes	yes	yes	yes
4	yes	yes	no	yes

Table 1-6 is a summary of Table 1-3 and Table 1-5 (flagged data for course failure and flagged data for behavior and attendance). It shows that of the four students, three were at risk for dropping out. As we stated previously, students are considered at risk for dropping out if they meet at least one of the risk indicator thresholds. As the table below shows, student 1 had only one warning flag, but he or she was still at risk of dropping out. Student 2 did not meet any risk indicator threshold, so he or she was not at risk for dropping out. Student 3 was the most at-risk student in this example: He or she had six warning flags. Student 4 had four warning flags.

Table 1-6 Summary of Risk Indicators

| STU ID | Warming flags | | | | | | Total warning flags | At risk for dropping out |
	Course failure	Test failure	Reten-tion	Atten-dance	Tardy	Mis-behavior		
1	yes	no	no	no	no	no	1	YES
2	no	no	no	no	no	no	0	NO
3	yes	yes	yes	yes	yes	yes	6	YES
4	yes	yes	no	yes	no	yes	4	YES

In conclusion, these examples show how educators can translate research on dropping out of high school to practice. Using data already available in most schools and predetermined criteria, educators can identify students who are at risk for dropping out. These data allow educators not only to flag students who have reached a specific benchmark in high-yield predictors of dropping out, but also to design individualized interventions based on students' needs. In our example, student 1 had only one warning flag, and student 3 had six warning flags. Therefore, when designing a dropout prevention program, student 3 should get more intensive intervention than student 1. The intervention for student 3 should focus on all six risk factors. The intervention for student 1 should address the problem of failing core courses.

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Overview of Project GOAL

In this section, we present an overview of the Project GOAL program model. For a detailed description of the intervention components, see Section 3: Implementing Project GOAL: How Do We Intervene?

Purpose of Project GOAL

The purpose of Project GOAL is to do the following:

- Reduce dropout and increase school engagement with practices associated with success, based on research

- Promote school success and completion, with the ultimate aim of students finishing high school and exploring postsecondary options

Project GOAL stands for:
Graduation = Opportunities for Advancement and Leadership

Project GOAL helps students to do the following:
- Meet goals to **graduate**
- Maximize **opportunities** to build a successful future
- Meet short-term and long-term goals to achieve personal **advancement**
- Develop **leadership** skills and personal responsibility

Project GOAL is a multiple-component dropout prevention intervention for secondary students at risk of dropping out of school. The program model includes three core elements:

Core element 1   Checking student data

Core element 2   Individual interventions

Core element 3   Group interventions

Section 3 of this guide discusses each element and component at length.

Project GOAL uses a Check and Connect (Christenson et al., 2008) framework. Project GOAL advisors routinely *check* student data on dropout risk indicators and *connect* with identified at-risk students, engaging them in school and helping them eventually to graduate.

Project GOAL is a modified Check and Connect model because of three major differences:

1. Check and Connect is an individualized approach to engaging students in school and preventing students from dropping out. Project GOAL includes individual interventions as well as three standardized components of small-group interventions.

2. Check and Connect offers individual academic tutoring for students who demonstrate the risk indicator of failing academics. Given the additional responsibilities of Project GOAL advisors, such as implementing Project GOAL group interventions, they are unable to provide adequate academic tutoring to students who are at risk of failing or have been retained.

3. Check and Connect advisors have caseloads of approximately 10 fewer students than Project GOAL advisors. A typical caseload of a Check and Connect advisor is 50 students, and a typical caseload of a Project GOAL advisor is 60 students.

Who Should Be Project GOAL Advisors?

We recommend that full-time staff members serve as Project GOAL advisors daily for a minimum of 2 years. This 2-year commitment allows Project GOAL advisors to form committed, long-term relationships with the students on their caseload. The knowledge and expertise of these advocates may vary across settings, depending on who fulfills the role. Schools may consider leaders in the following positions to serve as Project GOAL advisors: teachers, mentors, counselors, social workers, or staff members who can implement Project GOAL as a full-time responsibility. It may be possible for an advisor to implement Project GOAL at multiple campuses in one district or have students on his or her caseload who are enrolled at different schools in the area. Guidance on how to set up Project GOAL at a school or within a district is the focus of Section 5: Logistics: How Do We Set This Up?

Full-time Project GOAL advisors are responsible for fulfilling the objectives of each of the three core elements listed above. The primary responsibility of Project GOAL advisors is the cyclical process of checking student data, planning targeted interventions, implementing individual and group interventions for students at risk of dropping out, and then checking the student data to determine what additional interventions to provide or how to adjust current interventions to target identified risk indicators (see Figure 2-1). Next, we explain what type of student data Project GOAL advisors should collect, how Project GOAL advisors can interpret these data to plan interventions directly related to students' needs, and how to

follow up with students, family members, staff members, or other supportive people to determine whether students have increased their engagement and are on track to graduate.

Figure 2-1 Project GOAL Advisors' Primary Responsibilities
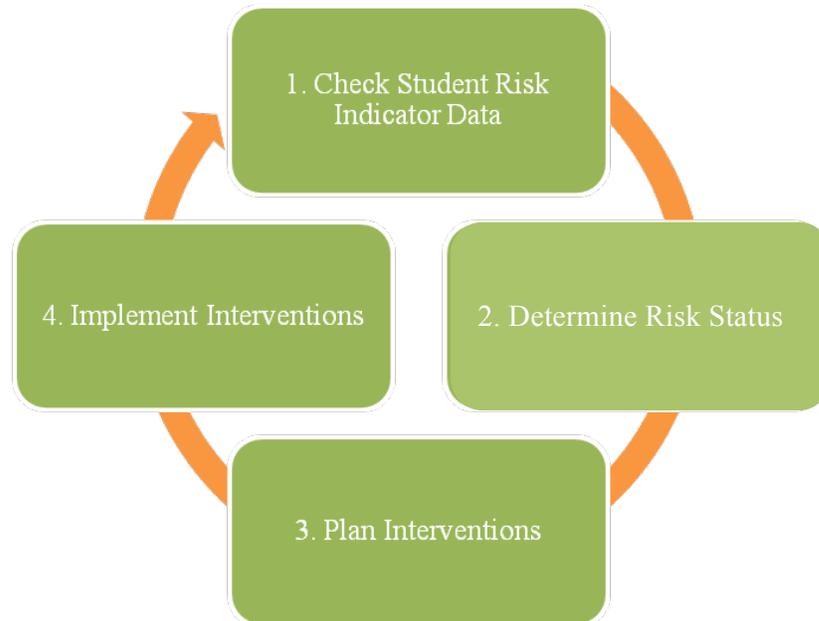
Project GOAL advisors may be responsible for several tasks at schools, in addition to checking student data and intervening with the students on their caseload. Figure 2-2 outlines a Project GOAL advisor's responsibilities during a typical week of implementation. Project GOAL advisors' roles and duties may vary greatly, depending on a number of factors. The needs of individual students determine the extent of each of the outlined tasks and responsibilities. A Sample 1-Year Implementation Calendar (Appendix A) outlines the basic schedule for Project GOAL advisors. These monthly tasks likely will differ for different advisors, depending on each school's standardized testing schedule, focus, leadership, and students' needs, among many other reasons.

Figure 2-2 Project GOAL Advisors' Tasks
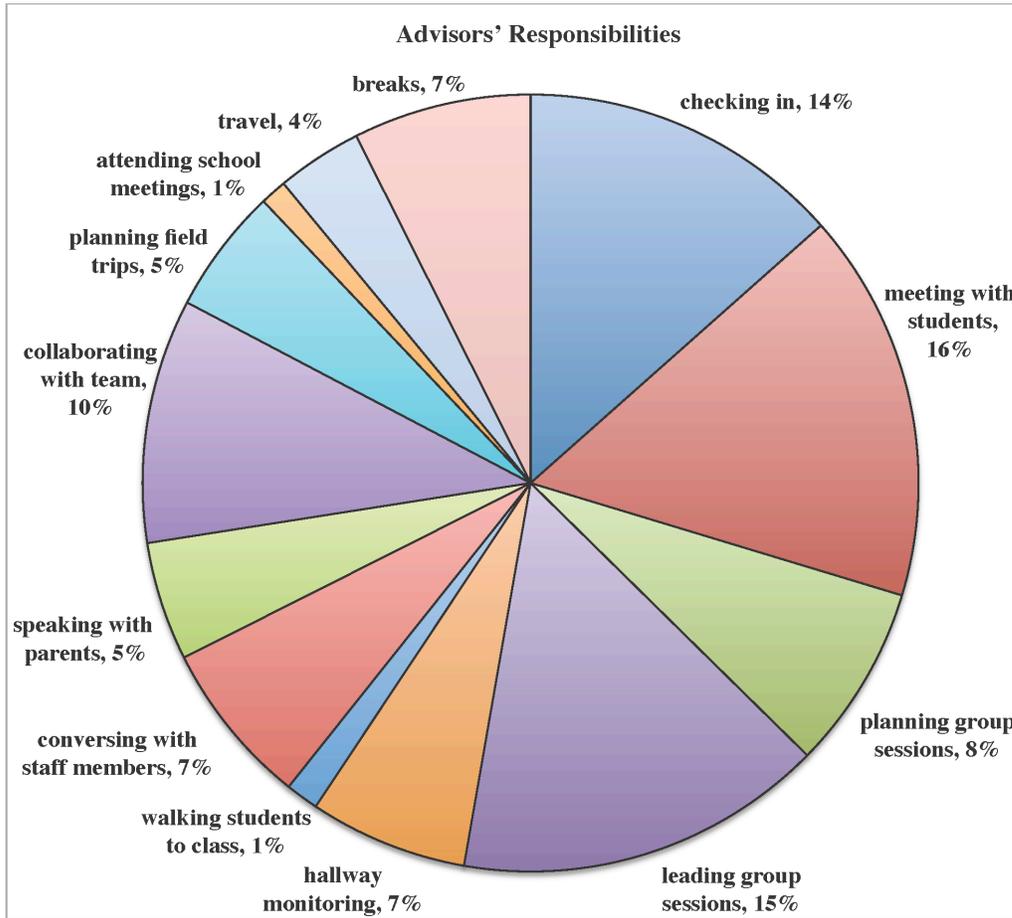
Overview of Core Element 1: Checking Student Data

Project GOAL advisors check all students' risk indicator data at least weekly, using the Weekly Student Progress Check form (Appendix B). Project GOAL advisors more frequently check the data of students at higher risk of dropping out. These data inform advisors of how to intervene, based on students' needs and risk indicators.

After interpreting student data, Project GOAL advisors must prepare a plan for intervening and implementing targeted interventions for students determined to be at higher risk of dropping out, based on the risk indicator literature (see Section 1). Advisors account for the risk status of each student on their caseload and organize their time, effort, and interventions to implement tiered, intensified interventions to students who exhibit the greatest risk of dropping out.

Overview of Interventions

The Project GOAL program model includes a total of six components (see Table 2-1) delivered to students in the format of either individual interventions or group interventions.

Individual interventions are implemented individually with students, whereas group interventions are implemented in small groups of approximately 6–10 students. The individual interventions are individualized to meet the needs of each student. The frequency and type of intervention may differ per student, depending on a student's risk status and type of risk.

The group interventions are standardized to provide all students the same amount and type of small-group instruction/intervention. The frequency and type of intervention are not targeted to meet each student's individual needs. Section 3 of this guide provides further details about each component.

Table 2-1 Overview of Project GOAL Components

Individual interventions			Group interventions		
Connect commitment	Connect conversation	Home connection	GOAL sessions	College and career exploration	Motivation
Greeting students to communicate that advisors are committed, supportive adults in students' lives	Discussing the importance of success in school; a targeted conversation regarding a student's risk indicator(s), resulting in a plan of action	Building relationships with students' families	Modeling and practicing academic and behavioral skills students need to succeed	Exploring students' college and/or career interests	Both teacher and peer acknowledg-ment of students' progress in academics, behavior, and leadership

Overview of Core Element 2: Individual Interventions

Each of the three different types of individual interventions is highly individualized to meet the needs of each student, as indicated by a student's risk indicators. Next, we briefly define each individual intervention component.

Connect commitment	A brief interaction with a student, such as greeting a student or a quick "check-in"
Connect conversation	A more lengthy interaction with a student that includes discussing a student's risk indicator(s) and devising a plan of action to target these risk indicator(s)
Home connection	An attempt or actual contact made with a student's family to praise a student and/or communicate about a student's risk indicator(s)

Overview of Core Element 3: Group Interventions

Each of the group intervention components is standardized to provide similar activities and interventions to all students at risk of dropping out, regardless of their risk status. This approach allows for all students in Project GOAL to be exposed to behavioral and social skills training and postsecondary options. It is, however, possible to tailor certain activities to meet a student's needs. Below, we briefly define each group intervention component.

GOAL sessions	Small-group sessions focusing on problem-solving, goal-setting, and reflecting activities, in which students practice the academic and behavioral skills they need to succeed
College and career exploration	Exposes students to college and/or career interests that students identify
Motivation	A structured, peer-based incentive program that acknowledges students' progress in academics, behavior, and leadership

Typically, all students receive the same number and type of small-group interventions; however, rare exceptions can be made. Advisors are expected to provide more motivation activities to students who require intensive interventions than to students who require basic and monitoring-only interventions. (Section 3 of this guide provides more information on these types of interventions.) In addition, in the rare case that a Project GOAL advisor determines that GOAL sessions are not appropriate for a very intensive student, the advisor can opt to replace GOAL sessions with more intensive individualized interventions.

Overview of Expected Weekly Intervention Dosage for Project GOAL Students

Project GOAL advisors implement the individual interventions (e.g., connect with students and their parents or guardians) as frequently as necessary, at least meeting specified minimums. Advisors implement group interventions on a regular basis, as indicated in Figure 2-3. This individualized approach to implementing the individual interventions allows for flexibility and responsiveness. The more standardized approach to implementing the group interventions provides a consistent schedule for the components to be implemented.

Next, we explain the expected weekly dosage for Project GOAL participants. We provide only a summary of Figure 2-3; Section 3 of this guide includes a more in-depth explanation of the expected weekly dosage for each intervention component.

Figure 2-3 Overview of Project GOAL Expected Weekly Intervention Dosage

| | Individual interventions | | | Group interventions | | |
	Connect commitment	Connect conversation	Home connection	College and career exploration	GOAL session	Motivation
Intensive interventions		2*	1	1 (1/month)	1 (biweekly)	2 (biweekly)
	Total = 7					
Basic interventions		1*	1 biweekly	1 (1/month)	1 (biweekly)	1 (biweekly)
	Total = 5					
Monitoring only	1*		–	1 (1/month)	1 (biweekly)	1 (biweekly)
	Total = 1					

* = At a minimum.

To interpret Figure 2-3, the reader must be aware that in Project GOAL, a student's risk status is determined to be one of three levels. The highest risk status is *intensive intervention*, indicating students in need of very individualized, intensive interventions. Students at risk for dropping out, but with risk indicators not as severe as students needing intensive interventions, need *basic intervention*. Students with a history of exhibiting risk indicators but who are not as disengaged as basic intervention students, need *monitoring only*.

Intensive Intervention

Project GOAL advisors are expected to connect with each student who needs intensive interventions seven times each school week. A minimum of two of those connections must be connect conversations that specifically target the student's risk indicator(s). Connect conversations typically result in a plan of action with immediate steps for the student to follow to change risk behavior. Therefore, Project GOAL advisors may have seven connect conversations with an intensive intervention student (or at least two). Alternatively, advisors may have two connect conversations and five connect commitments with a student. Project GOAL advisors may have even more than seven connections with a student if necessary, but they must be cautious not to spend all of their time with one student. With a caseload of approximately 60 students per advisor, time must be spent efficiently.

Basic Intervention

Project GOAL advisors are expected to connect with each student who needs basic interventions five times during 1 school week. A minimum of one of those connections must be a connect conversation that specifically targets a student's risk indicator(s), leaving four connect commitments. Again, these are minimum numbers that may be adjusted, based on need.

Monitoring Only

Project GOAL advisors are expected to connect with each student who needs monitoring a minimum of one time during 1 school week. A minimum of one connection must be a connect commitment. If needed, Project GOAL advisors can connect (connect commitment or connect conversation) even more with these students.

How Do We Monitor Data?

This portion of the guide provides readers with an in-depth understanding of the importance of monitoring students' data and examples of ways to monitor data. Researchers at the University of Minnesota, Johns Hopkins University, and the Consortium of Chicago School Research provide guidance on how to identify students at risk for dropping out (see Section 1 of this guide), how to monitor student data to determine whether students exhibit risk indicators, and how to determine the intensity of the risk to intervene appropriately.

Checking Risk Indicator Data of Project GOAL Students

Before establishing a routine for monitoring data, it is critical to determine what data to collect and on which students, the frequency with which to review the data, and when and how to interpret the data. As we pointed out in Section 1, we know that we need to target students who exhibit the greatest risk indicators. Also mentioned in Section 1, schools should collect student data on the following predictors of dropout:

- Transcript information, including grades and retentions
- Performance on standardized tests
- Attendance, including excused and unexcused absences
- Tardy rates
- Discipline problems

To see how Project GOAL advisors log weekly student data, see the Weekly Student Progress Check form in Appendix B.

Frequency of Data Collection

Project GOAL advisors are expected to check the risk indicator data on all students on their caseload a minimum of once a week. For example, some Project GOAL advisors may decide to dedicate a few hours each Friday to checking and recording these data to determine a plan of action for the following week. The main purpose of representing the data in a weekly view (instead of a monthly or a yearly view) is to allow Project GOAL advisors to be as responsive to students' risk indicators as possible when planning for interventions. It may be necessary to check student data more than once a week and potentially as often as throughout each day for select students. Once the risk indicator data are collected and reviewed, Project GOAL advisors determine the risk status of each student.

Determining Risk Status of Project GOAL Students

Project GOAL advisors use the weekly risk indicator data to determine the risk status of each student on their caseload. The guidelines for determining risk status (see Table 2-2) align with the research on the indicators of dropping out. This narrow, weekly view of the data is equivalent to a typical academic year of 36 weeks, or 180 school days. In other words, Project GOAL advisors determine whether students need one of the three types of intervention (intensive, basic, or monitoring) by determining their risk status through reviewing attendance, behavior, and grades, as outlined in Table 2-2, representing a weekly view, or on a yearly equivalent rate, as described on the following page.

- Intensive intervention students have a more than 20% absence rate during a school year, a more than 20% behavioral infraction rate, and/or fail any class.

- Basic intervention students have an approximately 10% absence rate during a school year, an approximately 10% behavioral infraction rate, and/or are in danger of failing a class.

- Monitoring-only students have a less than 9% absence rate during a school year, a less than 9% behavioral infraction rate, and/or pass all classes with a C or above.

These yearly equivalent rates can be interpreted as students being at a high, medium, or low risk for dropping out, given their period absences, behavior, and grades during a week time frame.

Table 2-2 Determining Risk Status

Weekly data	Intensive	Basic	Monitoring
Period absences (UE, E, and T)	≥ 8	3–7	≤ 2
Behavioral infractions (R, ISS, and OSS)	> 1	1	0
Grades (class score %)	≤ 69% any class	70%–74% any class	≥ 75% all classes

Note. UE = unexcused absence; E = excused absence; T = tardy; R = referral; ISS = in-school suspension; OSS = out-of-school suspension.

Using Data to Inform How to Intervene With Project GOAL Students

Step 1: Data Collection and Review

Using the guidance provided from current research, Table 2-2 indicates students' risk status, based on absences, behavioral infractions, and grades in 1 week. To provide more timely interventions to target students' risk indicators, each Project GOAL advisor collects and interprets student risk indicator data for a caseload of approximately 60 students a minimum of once a week. Project GOAL advisors may review data more frequently for students who demonstrate high rates of absences and behavioral infractions, and low grades (i.e., students who need intensive interventions daily or possibly throughout the day).

Step 2: Risk Determination

After reviewing student data, Project GOAL advisors determine students' risk status weekly to identify students who need intensive interventions, basic interventions, and monitoring only. This tiered approach provides more intensive interventions for students at the highest risk, based on attendance, behavior, and grades during 1 week.

After interpreting student data, Project GOAL advisors must prepare a plan for intervening and implementing targeted interventions for students at higher risk of dropping out. We discuss ways in which we intervene in Section 3 of this guide.

Examples

Students with absences (unexcused or excused) and tardies that result in missing more than 1 day a week ($\geq$ 8 periods, based on a 7-period day) need intensive interventions. Students also need intensive interventions if they have more than one behavioral infraction or fail any class. Students need basic interventions if they miss or are tardy more than three periods during the week or have a behavioral infraction. Students who are passing classes, but by only a few percentage points, need basic interventions. Students who are absent or tardy fewer than two periods during the week, have not received a behavioral infraction, and are passing all classes with a C or above need monitoring only for the upcoming week. Advisors collect this level of data from 1 typical week of 5 school days and plan interventions to target students' risk indicators, based on risk status.

Additional Data to Monitor

Project GOAL advisors check all students' risk indicator data a minimum of once a week. However, Project GOAL advisors are encouraged to check other student performance data to learn more about why students struggle or to better understand what intervention is most appropriate to target students' risk. Other examples of checking student data include the following:

- Observing students' conduct and skill acquisition in classrooms or hallways
- Reviewing students' performance on a contract
- Reviewing students' long- and short-term goals set during GOAL sessions
- Reviewing students' grades
- Participating in grade-level meetings or student concern meetings
- Reviewing student attendance at the beginning of the day and possibly conducting physical checks to be certain the attendance data are accurate

Monitoring Student Risk Indicators, Using Project GOAL Forms

Project GOAL advisors use two main forms to monitor students' risk indicators. One form is the Weekly Student Progress Check (Appendix B), and the other is the Daily Log of Interventions and Field Notes (Appendix C).

Weekly Student Progress Check

Project GOAL advisors use the Weekly Student Progress Check form to track the attendance, behavior, and grades of each student, determine the status of each student, and plan interventions that target each risk indicator. Project GOAL advisors track student data weekly and determine interventions prior to the next week. The Notes column is for Project GOAL advisors to log specific details to guide their individual interventions.

Daily Log of Interventions and Field Notes

Project GOAL advisors use the Daily Log of Interventions and Field Notes to track what interventions were completed with which students. This form helps advisors to determine the dosage students received daily and throughout the intervention. Project GOAL advisors should fill out the Daily Log every day.

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SECTION 3
Implementing Project GOAL: How Do We Intervene?

After checking student data to determine risk factors, Project GOAL advisors intervene, targeting those risk factors. As previously discussed, Project GOAL comprises six separate intervention components: three individual intervention components and three group intervention components. The three components of individual (connecting) interventions are the following:

1. Connect commitment
2. Connect conversation
3. Home connection

Table 3-1 shows the frequency of the individual interventions.

Table 3-1 Frequency of Individual Interventions

	Connect commitment	Connect conversation	Home connection
Intensive intervention	Daily	Two weekly*	Weekly
Basic intervention	Daily	Weekly*	Biweekly
Monitoring only	Weekly*		

Note. * = minimum. Frequency varies based on students' needs. Connect conversations always target students' risk indicators.

Before we dive into more examples of these individual interventions, it is important to note again that the interventions need to be responsive to student data, and information from faculty members, staff members, students, and parents or guardians. Figure 3-1 illustrates the relationship between checking (explained in Section 2 of this guide) and connecting.

Figure 3-1 The Checking and Connecting Cycle

1. Checking

2. Connecting with student

4. Connecting with parent

3. Connecting with teacher, school staff member, or other people involved
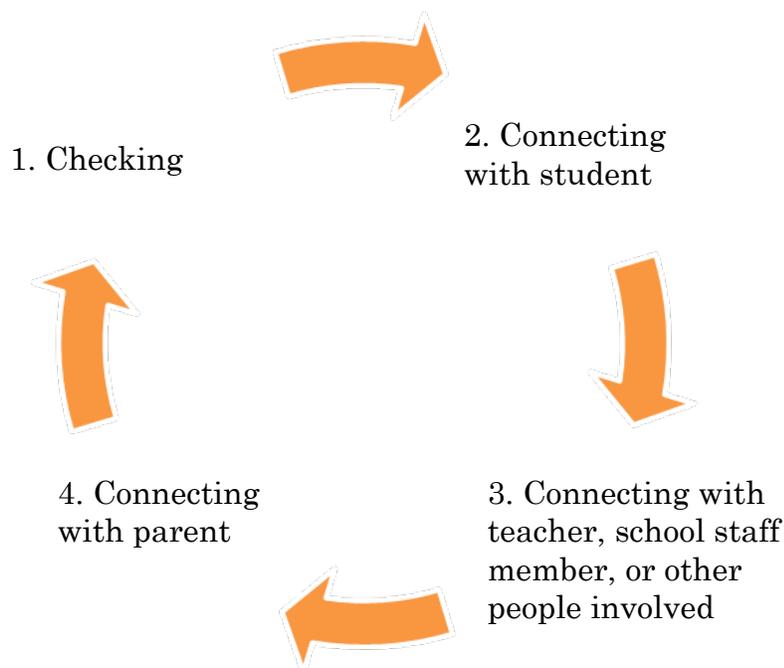
The steps Project GOAL advisors take to check and connect include the following:

1. Check the data, using the Weekly Student Progress Check form (see Appendix B) to gather the necessary information about students' progress.

2. Speak to the identified students to ascertain why they are struggling. (It may be necessary at this point to check with teachers, staff members, or parents to clarify or verify the reasons students provide.) Once they know the reasons, Project GOAL advisors can guide the students through problem solving and develop a plan of action.

3. Connect with teachers (or other people involved) regarding the plan of action.

4. Connect with parents or guardians to share information about the plan of action, so that the parents can provide more support for students.

5. Finally, the cycle repeats. Project GOAL advisors check students' progress and then check in with the students to praise and/or continue problem solving. If the problem persists, Project GOAL advisors connect again with the teachers (or others involved), provide additional or modified interventions to the students, and then update the parents about the students' progress.

Connecting: Individual Interventions

The individual interventions include three "connecting," individualized actions by Project GOAL advisors.

1. Connect Commitment

A connect commitment is talking briefly with a student before, during, and after classes. Connect commitments include daily "meet and greets" at the beginning of the school day, between classes, and/or during breakfast or lunch. Connect commitments can also take place during extracurricular activities, assemblies, etc. One might think of connect commitments as brief "check-ins."

Project GOAL advisors use connect commitments to greet students and to show them that the advisors care about them. Connect commitments are generally intended to be separate from connect conversations, which are more targeted to a risk indicator. Although connect commitments are brief, they can still be personalized. Advisors can recognize students for doing well, working hard, or participating in extracurricular activities, or advisors can simply ask students questions, such as whether they plan to go to the football game. Connect commitments can also be used to remind students of action steps from previous goal-setting discussions, but the overall objective is to build and maintain a positive, caring relationships with students.

Table 3-2 Connect Commitment Overview

Connect commitment		
What is it?	Greeting a student before, during, and after classes	
Why should I implement it?	These daily greetings acknowledge students and show them that Project GOAL advisors notice them, are glad to see them at school, and are present on campus for support. These brief exchanges also let Project GOAL advisors know that students are present at school and whether there is an immediate issue to address.	
How often during a school week should I implement it?	Intensive	Students who need intensive interventions require a minimum of seven connections during the week; a minimum of two must be connect conversations, leaving five remaining connections to be connect commitments.
	Basic	Students who need basic interventions require a minimum of five connections during the week; a minimum of one must be a connect conversation, leaving four remaining connections to be connect commitments.
	Monitoring	Students who need monitoring only require a minimum of one connection during the week; this connection should be a connect commitment but may develop into a connect conversation.
When should I implement it?	Connect commitments can occur at any time in the school day, such as before, during, and after classes. Project GOAL advisors should be present in the hallways during transition periods and lunch to increase the number of students with whom to conduct connect commitments.	
How does it look?	Connect commitments can include brief "meet and greets" with students, making eye contact with students, and, when appropriate, giving students hand shakes, "high fives," or pats on the back.	
Examples	▪ Recognizing a student's attendance: "I noticed you arrived to class on time 2 days in a row. Good job!" ▪ Reminding a student of something: "Tryouts for the basketball team are next week." ▪ Greeting a student in the hallway: "Good morning, Sheree. It's nice to see you today."	

2. Connect Conversation

Connect conversations are individual meetings with students (in class, outside class, or elsewhere, including libraries, community locations, and students' houses). These meetings include lengthy, purposeful, back-and-forth conversations that target students' risk indicators, ending in some sort of plan or understanding, which may include problem solving of academic or behavioral issues, discussing students' personal concerns, or providing instructional support.

Project GOAL advisors use connect conversations to share risk indicator data with students, determine the root cause of issues that exacerbate risk factors, set goals for improvement, follow up on students' progress toward meeting goals, establish contracts with students, and target numerous other issues that interfere with students meeting their goals. Unlike connect commitments, connect conversations should always target a risk factor and end with a plan of action with immediate steps for the student to follow to meet objectives. For lengthy connect conversations, it is often necessary to arrange with teachers to pull out students from class. Sometimes advisors should invite counselors, parents or guardians, or other school staff members to participate in connect conversations with students. It is advisable to let students know in advance if others will be present.

Table 3-3 Connect Conversation Overview

Connect conversation		
What is it?	Lengthy, directed, back-and-forth conversations, typically ending in some sort of plan or understanding for students, which may include problem solving of academic or behavioral issues, discussing students' personal concerns, and providing instructional support.	
Why should I implement it?	Conversations should focus on students' risk indicators and outline steps to remediate the behavior. Project GOAL advisors should identify areas in which students struggle and develop immediate, realistic actions to target the behavior.	
How often during a school week should I implement it?	Intensive	Students who need intensive interventions require a minimum of seven connections during the week; a minimum of two must be connect conversations.
	Basic	Students who need basic interventions require a minimum of five connections during the week; a minimum of one must be a connect conversation.
	Monitoring	Students who need monitoring only require a minimum of one connection during the week; this connection must be a connect commitment but may develop into a connect conversation and should occur as frequently as needed.
When should I implement it?	Project GOAL advisors should establish a routine time to converse with students if possible. However, depending on the circumstances and needs of students, some students may seek out Project GOAL advisors to have connect conversations. In this event, Project GOAL advisors should use their best judgment to determine whether the connect conversation must occur at that moment or continue at a more appropriate time. Connect conversations, although lengthier than connect commitments, can still be relatively short (5 minutes) or may require a much lengthier meeting (30–45 minutes).	
How does it look?	Usually, but not always, connect conversations take place in quiet locations away from other students, where Project GOAL advisors and students can fully engage, often sitting down. Other key individuals such as teachers may be involved.	
Examples	- Role-playing with a student on how to approach his algebra teacher during lunch to find out when algebra tutorials are held - Discussing a student's increasing number of absences in the period after lunch and developing a contract targeting these absences - Talking with a student about how to study for biology quizzes and then devising a plan about when the student will attend tutoring	

3. Home Connection

Project GOAL advisors are expected to make home connections a minimum of once a month for each student on their caseload in the form of monthly newsletters. Depending on students' risk status, the frequency of home connections will vary (see Table 3-3). For students who need intensive interventions, Project GOAL advisors should attempt to make home connections at least once that week. Project GOAL advisors are expected to make home connections biweekly for students who need basic interventions. Home connections involve discussing issues related to students, answering questions, listening to, and collaborating with students' parents or guardians. The following are additional examples of ways to connect with students' homes and to encourage student engagement in school. An important first step is to ask parents or guardians their preferred method of contact and to give them the direct phone number of the Project GOAL advisor. To access a resource for home communication, see Appendix D: Home Communication Log.

Examples of Home Connections

- Communicating with parents or guardians (in person, phone, e-mail)

- Discussing with parents or guardians particular issues, such as how often their children dedicate time to homework nightly to devise a plan for dedicating that time wisely

- Sending home an initial parent letter to explain the program and its purpose

- Scheduling an informational meeting for all parents to learn about the program and share contact information

- Sending home a notification sheet each month that lists all excused absences, unexcused absences, skipped class, tardies, suspensions, current number of credits, whether students are on track for graduation, and, if necessary, the number of credits behind

- Notifying parents of any available school services or after-school programs

- Sending home a newsletter (see Appendix E: Sample Newsletter)

Table 3-4 Home Connection Overview

Home connection	
What is it?	Contacting parents or guardians by phone, e-mail, or in-person meeting to discuss issues related to students
Why should I implement it?	Connecting with parents or guardians and possibly other family members who reside with students may support efforts to engage students in school.
How often should I implement it?	Intensive / Basic / Monitoring — A minimum of once a month or more frequently, as needed
When should I implement it?	Project GOAL advisors should call students' homes at least once per month to provide positive reinforcement—more frequently for students with continued risk behavior. Monthly newsletters should include general information on how parents or guardians can increase students' attendance and overall school engagement. These newsletters may also benefit students and families by informing them of available school services or after-school programs.
How does it look?	Phone calls to students' homes, letters, and e-mails
Examples	▪ Meeting with a parent or guardian to develop a contract for a student to follow the school's behavioral expectations ▪ Calling a parent or guardian to ask whether a student can attend a military speaker presentation after school ▪ Mailing a newsletter to a student's parent or guardian with updates on an upcoming field trip

Intensive Individual Interventions

Individualized, intensive interventions are necessary for students who exhibit many risk indicators at once or even one risk indicator that meets the requirements for being intensive. Table 2-2 describes the recommended criteria for determining which students should receive intensive doses of intervention.

Intensive interventions are similar to basic interventions, but the recommended frequency of the interventions is greater. Also, there may be additional interventions specific to intensive students, due to the nature of their risk factors. For example, Project GOAL advisors may decide to attend court for intensive students, visit the students at alternative placement, or numerous other interventions, based on individual students' situation.

General guidelines for intensive individual interventions include the following:

- Begin with connect conversations to ascertain the reasons for continued risk behavior.

- When applicable, establish individualized contracts with students (see Appendices F and G for sample student contracts).

- Notify parents of the contracts.

- Follow up with the contracts.

- Discuss progress with students.

- Use positive reinforcement and/or tangible incentives for progress made. (To make incentives meaningful, allow students to help determine what incentives to use.)

Guidelines for intensive individual interventions that are specific to academic issues include the following:

- Establish academic contracts (see Appendix F: Sample Academic Contract).

- Observe students in other classes and focus on academic effort and engagement.

- Discuss how classroom behavior affects academic progress.

- Monitor work completion.

- Help students with organization.

- Help students with study skills.

- Discuss progress with teachers.

- Connect students to tutoring opportunities.

- Link intensive individual interventions to goal-setting group sessions.

- Perform more frequent checks on monthly goals.

Guidelines for intensive individual interventions that are specific to behavioral issues include the following:

- Establish behavior contracts (see Appendix G: Sample Behavior Contract).
- Observe students in other classes and focus on behavior in multiple settings.
- Discuss consequences for continued behavior.
- Role-play how to deal with conflicts with teachers and/or peers.
- Help students with impulse control and anger management.
- Help students with classroom etiquette.
- Discuss progress with teachers, counselors, and administrators.
- Connect students to possible resources (e.g., anger management classes).

General reminders for intensive individual interventions include the following:

- Project GOAL advisors' job is not to discipline students, nor to get students "off the hook."
- Advisors' goal is to help students reflect on their current situation and to guide students through making better decisions in the future.
- To develop interventions for specific at-risk behaviors, access the Project GOAL Advisor Response Tool (see Section 6 of this guide).

Group Interventions

The group intervention components of Project GOAL are the following:

1. GOAL sessions
2. College and career exploration
3. Motivation

Group interventions allow Project GOAL advisors to provide intervention to a group of students at one time as well as to foster a sense of a small learning community. We next describe each of these group components in detail.

Table 3-4 outlines the components of the group interventions and the expected frequency of each. All students participate in group interventions with the whole class or in small groups, except for rare cases of very intensive students who need only individual interventions because group sessions are inappropriate and do not target these students' intense needs. Project GOAL advisors implement group interventions biweekly or monthly.

Table 3-5 Frequency of Group Interventions

	GOAL sessions	College and career exploration	Motivation
Intensive intervention frequency	Biweekly	Monthly	Two separate incentives biweekly
Basic intervention frequency	Biweekly	Monthly	Biweekly
Monitoring only frequency	Biweekly	Monthly	Biweekly

1. GOAL Sessions

Project GOAL advisors lead GOAL sessions biweekly with small groups of students on the Project GOAL caseload. The sessions occur during a regularly scheduled period on a pullout basis. For example, many schools elect to have students pulled out of an elective period, such as art or band. Some schools use an "advisory" period for their group sessions. During GOAL sessions, Project GOAL advisors instruct students in problem-solving and goal-setting steps and practice using these skills to achieve students' goals.

Also during GOAL sessions, advisors check data with students to monitor their progress and connect students with available services that may aid in meeting their goals, such as tutoring services, community service opportunities, and college and career preparation. Additionally, Project GOAL advisors interact with students in a classroom setting during the biweekly GOAL sessions, helping advisors to determine students' classroom behaviors that may impede progress in other classes as well.

Lastly, GOAL sessions create small learning communities, which are the basis for the Promoting Enthusiastic, Engaged Peer Success (PEEPS) incentive program, in which students are motivated to support others in their group (see Figure 3-2). Overall, GOAL sessions provide Project GOAL advisors with a consistent time for connecting and addressing students' needs, which ultimately helps students form an open, communicative relationship with Project GOAL advisors.

Table 3-6 GOAL Session Overview

GOAL session	
What is it?	Small-group sessions that include activities related to goals, problem solving, self-advocacy, and responsibility
Why should I implement it?	GOAL sessions promote a smaller learning community within the school, foster the relationship between Project GOAL advisors and students, and provide students the opportunity to apply academic and behavioral/social skills to real-life situations. Additionally, GOAL sessions provide a regularly scheduled time for students to receive formative feedback from Project GOAL advisors and to share successes and challenges with peers. Meetings are typically 45–55 minutes.
How often should I implement it?	Intensive / Basic / Monitoring — All students should participate in biweekly GOAL sessions.
When should I implement it?	GOAL sessions should occur every other week during students' elective periods or whenever the school prefers.
How does it look?	Guiding a group of students through steps to effective goal-setting to pass required classes for graduating high school
Examples	- Teaching a group of students a problem-solving step, modeling how to use the step in a scenario, and then having students practice, using the step in partners with a sample scenario role-play - Providing students with a current grade printout, having them chart their progress on a graph, and guiding students through setting a goal and immediate steps for improvement

Learning Objectives of GOAL Sessions

The objectives of GOAL sessions are to teach students skills related to 1) goal setting and 2) problem solving. GOAL sessions provide time for students to practice using these skills in their everyday life, such as setting future goals, reflecting on progress in meeting their goals, solving problems that may impede their progress in meeting their goals, and determining which steps to take to succeed. In GOAL sessions, advisors provide students with their current risk indicator data, including attendance, behavior, grades, and credit accrual. Project GOAL advisors then help students to set, reflect, and revise short- and long-term goals to reduce their risk indicators and increase their overall school engagement. Through the use of scenarios, role-playing, short video clips, journaling, college and career exploration, and problem solving, students respond to real-life challenges, with guided practice and coaching from Project GOAL advisors.

Planning for GOAL Sessions

Prior to meeting as a group, Project GOAL advisors conduct two individual meetings with each student (see Section 5 for more information on setting up these meetings; for individual meeting agendas and materials, see Appendices H, I, J, and K). Project GOAL advisors should determine the group session schedule prior to the second individual meeting with students. This sequence allows Project GOAL advisors to use their knowledge of students' needs, based on the first meeting, to choose the groups and then to review the groups with students prior to the first group session. For example, one group may be geared more toward students who need to improve behavior, whereas another group may be geared toward only academic support. Advisors determine groups based on each student's elective periods and how many students are available each period. The goal is to have 6–10 students in each group. If a large number of students have the same elective period, Project GOAL advisors must divide these students into groups on different days.

Grouping Considerations

It is important that Project GOAL advisors pay attention to all students' individual needs when planning group membership. For example, advisors attempt to group English as a second language students with classmates with whom they are comfortable and can translate when needed. Advisors also attempt to group extremely shy students with at least one person with whom they are comfortable and ask these students in advance whether the group situation would be comfortable. Project GOAL advisors must also ensure that students in the same group do not have rival gang affiliations or other conflicts. With the constraints of using only elective periods, grouping choices may be limited, but it may be preferable not to put one female in a group with all males or vice versa. Students may not feel comfortable in such groups, hindering their participation in group activities and discussions. Showing the proposed groups to teachers for their approval or suggestions prior to starting group sessions may help Project GOAL advisors prevent some problems in the future. It is, of course, important to keep in mind that at some point, students need to learn to work with others, so although Project GOAL advisors always consider accommodations, they are not always possible.

Leading GOAL Sessions

The GOAL session lessons for year 1 guide students through a series of goal-setting steps and problem-solving steps. The steps for the problem-solving component were adapted from ALAS Resilience Builder (Larson, 2009; to access these adapted problem-solving lessons, visit the Resources page of the Dropout Prevention Institute within The Meadows Center for Preventing Educational Risk (www.meadowscenter.org/institutes/dropout/resources.asp). These steps guide students through the process of recognizing problems early, controlling impulses, predicting outcomes, and responding thoughtfully to situations. Students learn the problem-solving steps through explanations and examples and then practice using

the steps in role-play scenarios and scripts. At the end of the session, students apply the steps to real problems they encounter.

The goal-setting component of GOAL sessions focuses on charting students' grades every month, making plans for improvement, and setting immediate steps for students to take to meet academic goals. Each month, students reflect on their progress and determine whether to keep working toward their existing goals or to revise their goals and immediate steps. See Appendix L for a suggested scope and sequence of lesson topics.

2. College and Career Exploration

College and career exploration can take the form of many different activities. Project GOAL advisors might have the resources to invite leading experts and guest speakers to share their career path with students and to visit various types of postsecondary options. To expose students to a wide variety of postsecondary options, Project GOAL suggests that students take field trips or speak with an expert in as many of the following areas as possible:

- University/state schools

- Trade schools

- Apprenticeships

- Military

The time required to explore students' interests and then to expose students to areas of interest can be extensive, including coordinating activities for field trips or speakers, completing the required paperwork, and attending field trips or speaker presentations. To assist with the planning process, Project GOAL advisors are encouraged to refer to the Field Trip Planning Template (Appendix M) to coordinate students, family members, schools, and field trip sites and to outline expectations.

Advisors also are encouraged to access resources and services available on campus to explore students' career goals. Some schools and districts have access to career counselors, college centers, college nights, career fairs, career exploratory curricula, career interest surveys, etc. School counselors are an excellent resource to assist in exploring students' college and career interests and options.

Table 3-7 College and Career Exploration Overview

College and career exploration		
What is it?	Events that provide students the opportunity to broaden their college and career awareness, typically field trips or speaker presentations at schools	
Why should I implement it?	Events are based on students' college and/or career interests to engage students in high school and encourage postsecondary education. Each event aligns with typical state college and career readiness standards.	
How often should I implement it?	Intensive Basic Monitoring	All students should participate in at least one monthly activity to explore colleges and careers.
When should I implement it?	At least once a month, Project GOAL advisors should arrange for students to explore a career path or postsecondary school. Speakers may visit schools when arranging field trips is a challenge. Online resources are helpful for exploring college and career options as well.	
How does it look?	Taking a group of students who express interest in art to explore an art institute and to meet with current students to discuss the realities of enrolling and attending courses there	
Examples	- Taking students on a field trip to a university, community college, or trade school - Encouraging a student interested in the military to attend a military speaker presentation - Arranging for a student to meet with a graphic artist to discuss career aspirations and options	

Choosing a Speaker or a Field Trip Venue

Project GOAL advisors begin college and career exploration during the initial intake meeting, Individual Lesson Plan 1 in the GOAL session curriculum. After Project GOAL advisors determine and organize the areas of interest for their caseload, they plan what type of guest speakers to invite and where to visit for field trips. In addition to students' areas of interest, Project GOAL advisors can use students' goals to inform the selection of guest speakers and field trip venues. Each field trip should explore students' college and/or career interests, targeting specific students with each trip. Venues that require a fee may offer "scholarships," or community donations may cover fees.

Less expensive example activities to explore students' college or career options include following:

- Meeting with a student and counselor to verify that the student's schedule includes the prerequisites for the local culinary school

- Exploring postsecondary education institutions in the area

3. Motivation

As mentioned earlier, Project GOAL includes a structured point system for recognizing academics, behavior, and leadership: Promoting Enthusiastic, Engaged Peer Success (PEEPS). One of the ways that students earn a PEEPS point is when a peer, teacher, or other school staff member acknowledges them for meeting or exceeding expectations (see Figure 3-2, which also appears as Appendix N, for more ways that students can earn points). The idea behind PEEPS points is to promote peer success, so students should earn points toward a group prize. That way, everyone on the team is encouraged to be a positive influence on his or her peers. Teams typically comprise members of a GOAL session who meet together on a weekly basis. For more resources to implement the PEEPS program, see Appendix O: PEEPS Point Coupons and Appendix P: PEEPS Party Invitations.

Figure 3-2 PEEPS

PEEPS Incentive Program

Promoting Enthusiastic, Engaged Peer Success

How can you earn PEEPS points?

ACADEMICS	BEHAVIOR	LEADERSHIP
Significantly improve grades	Make a positive remark to a peer or staff member	Encourage a peer to make a positive decision
Initiate academic help by attending tutorials or starting a study group	Receive a positive remark from a peer or staff member	Positively contribute to an extracurricular group, club, or team
Help a peer academically	Volunteer to help a peer or staff member	Demonstrate school spirit
Score "commended" on the TAKS	Take personal responsibility for a poor attitude or action	Advocate for yourself or a peer in a respectful way
Meet an academic contract goal	Meet a behavior contract goal	Volunteer your time to help the community

The following is how one advisor introduced the PEEPS incentive program during a GOAL session:

"What do you think of when you think of the word 'PEEPS'? It means your people or friends. You support your friends and you want them to be successful, right? Well, the idea of the PEEPS incentive program is to encourage you to be a positive influence on others and promote the success of your peers. Because the PEEPS points are all about working together, the prize will be a group prize. When you earn a PEEPS point, you earn a point for your class. You will be in competition with my other Project GOAL teams. The class whose students earned the most PEEPS points collectively will earn a prize for the whole class. Some examples may include going on a class trip, having a class party, or earning a special incentive. We'll talk later about the possibilities, but basically, when you are a positive role model to others and you take care of your own business, opportunities will open up to you. You not only can earn PEEPS points in my class, but also in other classes and even out of class. Your other teachers will tell me when you earned a PEEPS point in their class, and there may even be a way to earn PEEPS points from other students."

PEEPS Incentive Program: Frequently Asked Questions

Q1. When do I introduce the PEEPS incentive program to my students?

In group session 1.

Q2. After I introduce the program, what do I need to do?

Reinforce the PEEPS point system and prize at each GOAL session to motivate students. During monthly goal-setting sessions, award PEEPS points to students who meet their monthly goal. Give students the opportunity to award PEEPS points to others in the group and to share reasons why they have earned PEEPS points themselves. Between the GOAL sessions, if you see students doing one of the actions on the list or anything outstanding that fits in the categories, give them a PEEPS point coupon or suggest that one student give another student a PEEPS point. Also give students a point if you hear something positive about them from teachers or other students. (These teachers do not necessarily need to know about PEEPS points.) Be sure to notify the students and to explain the specific action that earned the point. Then, either give the coupons to the students and keep a tally or keep the coupons with the others for that team. Set up a group prize monthly or at least once every quarter.

Q3: How do I keep track of PEEPS points?

Put the point cards on the wall of your office or classroom under the heading of the team. If you do not have a centrally located office or classroom, just keep a tally on a sheet of paper. Another idea is to have a box or envelope for each team in which to keep the coupons, which you can count for the students at each GOAL session.

Q4: If students reward PEEPS points to one another, does each student need PEEPS point coupons to give to other students?

Consider having students share the positive remarks with you, and you fill out the PEEPS point coupons. Require students to explain why they give each PEEPS point, so that it is not too easy to "stack the deck" for their own group.

Q5: To whom can students give PEEPS point coupons?

Those on their GOAL session team.

Table 3-8 Motivation Overview

Motivation		
What is it?	Recognizing a student who encouraged a peer to enthusiastically engage in school and/or to succeed academically, behaviorally, or through leadership by providing verbal positive reinforcement or an incentive	
Why should I implement it?	This incentive program rewards students for responding positively to peers and staff members in addition to the expected behavior outlined in the school's code of conduct.	
How often should I implement it?	Intensive	Students participate in two motivational incentives biweekly.
	Basic	Students participate in motivational incentives biweekly.
	Monitoring	
When should I implement it?	Encouraging student engagement in school should occur at any time in the school day, such as before, during, and after classes. Project GOAL advisors should be present in the hallways during transition periods and lunch to increase the number of students with whom they can check in. School staff members should be encouraged to acknowledge positive student behavior and award PEEPS points when earned.	
How does it look?	Awarding a PEEPS point to a student when a student has earned recognition or praise, telling the student exactly what he or she did to earn the PEEPS point, and reminding the student of the incentive to encourage continued positive behavior. Adults or peers can award points to students.	
Examples	▪ A teacher or peer awards a PEEPS point when a student volunteers to help a peer. ▪ A Project GOAL advisor awards a student a PEEPS point for praise from the student's geography teacher.	

How Do We Measure Fidelity?

Fidelity of implementation observations are a way for program organizers and district leaders to ensure that interventions are implemented as intended, as specified by the program model. We suggest observing implementation fidelity six times for each Project GOAL advisor sporadically throughout the year. We also suggest conducting two fidelity observations to measure each Project GOAL advisor's implementation of GOAL sessions.

You may be wondering *who* should conduct these observations. A district leader or program organizer who is a Project GOAL expert and trainer should conduct fidelity of implementation checks. The observations, which last for an entire school day, should occur for each advisor four times throughout the school year, twice each semester. Following the evaluation, the evaluator should share results and indicate areas of strength and improvement during an individualized coaching session (see Appendix Q: Daily Fidelity Coaching Form).

Daily Implementation of Project GOAL

Project GOAL advisors use the Advisor's Daily Plan for Fidelity (Appendix R) to outline their plan for implementing interventions for the fidelity observation day, similar to a teacher's lesson plan. Advisors should draft the daily plan prior to the fidelity observation and include a minimum of one intervention per class period and the planned location to implement connect commitments with students. Fidelity of implementation evaluators (i.e., district leaders or Project GOAL experts or trainers) check adherence to the plan and overall program model on the fidelity observation day, using the Fidelity of Daily Implementation Form (Appendix S).

Fidelity checks comprise the following two parts:

1. Determining the adherence of checking student data (using the weekly progress check) and the adherence of connecting

2. Determining the implementation quality of connecting

GOAL Session Lessons

The fidelity of the GOAL sessions is measured twice during the school year, using a separate measure (see Appendix T). Patterns and discrepancies inform coaching sessions regarding the features of effective instruction, lesson components, and student engagement (see Appendix U: GOAL Sessions Coaching Form).

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SECTION 5
Logistics: How Do We Set This Up?

Frequently Asked Questions

There is no doubt that setting up this complicated model in a school or district requires the coordination and oversight of many people. When implementing any model in a secondary setting, barriers ranging from master schedules to the importance of earning graduation credits can become overwhelming if they are not adequately anticipated early. To guide you through some of the logistical challenges we have faced, we now answer some of the most frequently asked questions about how to support this model logistically.

Q1.   What kind of professional development is necessary to prepare Project GOAL advisors?

Prior to the beginning of the school year, Project GOAL advisors participate in 1 week of training with trained district personnel, who also monitor implementation of the intervention throughout the year. During the school year, Project GOAL advisors participate in monthly professional development "booster sessions" to receive additional, in-depth training on intervention components or data-collection procedures. Weekly professional development coaching visits occur onsite to model high-quality implementation of Project GOAL and to provide ongoing feedback on areas of improvement. Informal observations and formal fidelity observations are conducted and notes and results are reviewed to provide areas of focus for professional development.

Q2.   How should Project GOAL advisors make their role known to the school staff?

Prior to implementing Project GOAL, during the first staff meeting, Project GOAL advisors should ask principals for a few minutes on the agenda to introduce themselves and Project GOAL. It is important that the faculty and staff members understand the Project GOAL advisor's role and responsibilities on campus. Advisors should explain what services will be provided and to which students and the importance of sharing information that is pertinent to the students on the Project GOAL caseload. Project GOAL advisors must be aware of the school district's confidentiality policy and follow it at all times.

Project GOAL advisors must make regular contact with staff members who are vital to the program, including the following (others may also be important, depending on the local context):

- *School administrators* are vital in alerting Project GOAL advisors of discipline problems, referrals, and suspensions. Advisors must explain that information will be kept confidential and will be used in individualized interventions with students. Because discipline office secretaries typically can notify Project GOAL advisors of behavior referrals, advisors should provide the discipline office secretaries with a list of Project GOAL students. Project GOAL advisors benefit from fostering a collegial relationship with the discipline office personnel, so that advisors' calls are welcomed. When staff members understand that they share the same goals as Project GOAL advisors (to support students academically and behaviorally), they are more willing to work with advisors. This office may be very busy at times, so it is important for Project GOAL advisors to be patient and courteous, especially during stressful times.

- *School nurses* are an important resource for issues about health, nutrition, and potentially harmful behaviors, such as sexual activity and/or abuse. School nurses may be able to discuss issues with students and parents that may not be legal for Project GOAL advisors to discuss. School nurses can also help students with limited resources obtain eyeglasses, clothing, and other necessities.

- *Attendance secretaries* should be in constant communication with Project GOAL advisors because of their shared concern and duties: school attendance. Project GOAL advisors call parents when students in their caseload are absent. It is important for Project GOAL advisors to let attendance secretaries know which students are on their caseload to avoid parents getting two calls in the morning. While checking daily attendance, Project GOAL advisors may discover some errors in the attendance record (e.g., students who were with Project GOAL advisors but were marked absent by mistake or students who were not physically in class but were not marked absent). Attendance secretaries will likely appreciate these notifications, as they help the school to keep a more accurate attendance record.

- *School counselors* are an important resource for Project GOAL advisors. For example, a student may have a hard time in an elective class and express these concerns to a Project GOAL advisor. The Project GOAL advisor could work with the student,

counselor, and teacher about a possible class change *after* trying a variety of strategies to keep the student in the class. An important responsibility of Project GOAL advisors is to connect students to appropriate resources on campus and to work with students regarding the most appropriate method of solving problems. This responsibility might require Project GOAL advisors to model for students the appropriate way to approach a teacher or counselor. Subsequent to modeling, Project GOAL advisors may want to role-play this situation with the student to provide extra practice.

- *Special education department chairpersons* are a vital resource for Project GOAL advisors in providing assistance to special education students. Project GOAL advisors need to be in constant contact with the special education department to understand each student's needs. For example, if a student with special education needs has trouble in a class, the Project GOAL advisor should become well versed in the student's individualized needs and goals. The advisor can serve as an advocate for the student, working with the student and teacher to ensure that the student is provided all the necessary accommodations listed on his or her individualized education program (IEP). Also, Project GOAL advisors should ask to attend any IEP meetings for students on the Project GOAL caseload.

- *Teachers* provide Project GOAL advisors with the most important information about students on the Project GOAL caseload. Teachers inform Project GOAL advisors about students' academic needs, how they handle frustration, and what holds them back from academic success, such as a lack of skills, missing classwork or homework, or distractions from other students. Project GOAL advisors may also learn from teachers what motivates students or how best to help students feel successful. Because teachers provide such an important perspective about students, Project GOAL advisors should be aware of all teacher team meetings and attend them whenever there is likely to be talk of student concerns. When Project GOAL advisors attend such meetings, they should bring a list of all Project GOAL students, so that each teacher can mention any pertinent information about the students' progress. Project GOAL advisors should remind teachers to share any positive comments as well as negative. The more that teachers see Project GOAL advisors being proactive about new information and facilitating improvement in student behavior, the more likely teachers will be to share their concerns and specific incidents in class. Therefore, a team effort between Project GOAL advisors and faculty members is ideal.

Q4. What is Project GOAL advisors' role as staff members within schools?

Project GOAL advisors must strive to be part of the school community. Collaboration with school personnel is necessary to ensure the success of the program, so it is important for Project GOAL advisors to establish a positive relationship with the faculty and staff. Advisors may be asked to work during breakfast, lunch, or when students board the bus at the end of the day. Advisors should use these opportunities to connect with students and school faculty and staff members. Duty or not, Project GOAL advisors should always be visible and accessible for students during breakfast and lunch, during transition periods, and at the end of the day. Project GOAL advisors should also attend staff meetings and participate in school activities when possible. Although it is important for Project GOAL advisors to be "accepted" on campuses as staff members, they must establish some boundaries, so that extra duties do not detract from Project GOAL tasks. One way to avoid this problem is to inform all staff members at a staff meeting of the many duties and the purpose of Project GOAL advisors. Although some advisors may be asked to take on school duties, it is important for advisors and school officials to protect the time of advisors, so that they can fulfill their normal responsibilities (i.e., checking and connecting).

Q5. What is the ideal place on campus for Project GOAL advisors to be located?

A centrally located classroom is ideal for Project GOAL advisors to quickly respond to students' needs and to conduct biweekly GOAL sessions. Office space is acceptable if classroom space is not available, as long as Project GOAL advisors have a larger space available as needed to conduct GOAL sessions. The best location for Project GOAL advisors' classroom or office is in the hall where the majority of the Project GOAL caseload attend class. For example, if a Project GOAL advisor has a caseload that consists of mainly eighth-graders, a prime location is in the hallway where all eighth-grade English language arts classes are located, a class that all students are required to take. This location would make it easy for the Project GOAL advisor to greet students during passing periods and to quickly check on students in their classes. Also, having a centrally located classroom or space allows students and teachers to easily contact Project GOAL advisors.

Please note: Although it is important for Project GOAL advisors to be easily accessible to students, it is equally important that students do not take advantage of Project GOAL advisors' support and use their classroom or office as an excuse to get out of class. Project GOAL advisors must set clear guidelines for when, why, and how, students are to visit them. An acceptable reason is to discuss and role-play the way a student might approach a teacher with whom he or she is having trouble. An unacceptable reason is to get help from a Project GOAL advisor on an assignment. Project GOAL advisors are not tutors; tutoring one student inevitably pulls away advisors from their normal checking and connecting duties with the rest of their caseload. An alternative, however, would be for the Project GOAL advisor to teach the student an acceptable way to access tutoring or extra help. All teachers and students should be clear about these rules. Project GOAL advisors are advocates for students, but not friends. In addition, Project GOAL advisors risk losing respect and cooperation from teachers if they feel that advisors undermine the goal of students taking personal responsibility. The goal of Project GOAL advisors is not to act as a crutch or excuse for students; instead, the goal is to be mentors who teach students to become their own advocates.

Q6. What is the function of Project GOAL advisors' working space, and what do advisors need in it?

Project GOAL advisors' classroom or office space serves as their home base. Project GOAL advisors need a computer with access to the school's database to monitor students' risk indicators. Advisors also need e-mail access to communicate with school staff members, parents, and others as needed. Project GOAL advisors also need a telephone to call parents, guardians, and staff members; make field trip arrangements; and contact other services beneficial to students. Project GOAL advisors' space is also where many connect commitments with students and parent meetings occur. This space should be welcoming, with extra chairs and sufficient room for parents and students to meet. The space also serves as a message board for students to contact Project GOAL advisors. Because Project GOAL advisors spend most of the day out in the halls, connecting with students and staff, it is important to set up a system for students to leave notes when advisors are not in their classroom or office.

Q7. What should Project GOAL advisors display in their classroom or office?

In addition to conducting group sessions, Project GOAL advisors can use this space to promote awareness of college and career readiness activities, events, and goals. Advisors are encouraged to display inspirational quotations; posters from colleges, universities, and vocational/trade schools; and pamphlets from postsecondary institutions. Many of these items can be obtained for free by contacting schools or through an online search.

Q8. How can Project GOAL advisors' interactions with students create a positive and caring atmosphere?

Project GOAL advisors must believe in students and show this belief in a sincere way, avoiding sarcasm and negative remarks, such as "Well, well, well, glad you finally showed up." Advisors should build on students' talents and small successes, guiding students in needed areas of growth, rather than reprimanding them for mistakes or perceived weakness. Project GOAL advisors can occasionally assist students who are not prepared for class, such as handing out pencils in the hall. But as mentioned earlier, it is important that students do not use Project GOAL advisors as a crutch. Students should be encouraged to be as prepared as possible every day.

Q9. When and how do Project GOAL advisors first contact the students on their caseload?

Once the caseload is determined, the first step is to obtain the students' schedules. Project GOAL advisors then pull students out of nonacademic, noncore periods on a one-on-one basis to make a personal introduction and to explain the program. Elective periods, PE classes, or advisory periods should always be the first choice for pulling students out of class throughout the year. Project GOAL advisors are responsible for notifying teachers—preferably, in advance—when pulling a student out of class. There may be emergency situations when students must be pulled out of core classes. In this rare occasion, Project GOAL advisors should notify the teachers and be sure the students are prepared to ask for the work they missed. At first, Project GOAL advisors may retrieve missed work for students, but it is important for students to begin to take on this responsibility. Project GOAL advisors must know when to remove this scaffold, so that students begin to take responsibility for themselves.

Project GOAL advisors' first two contacts with students are individual meetings. These meetings allow advisors to develop a relationship with each student, to determine the students' needs, and to explain to the students how Project GOAL could help them. These meetings typically last 10–15 minutes (see Appendices H, I, J, and K for individual meeting agendas and resources).

Q10. How should Project GOAL advisors initiate communication with parents and guardians?

At the beginning of the school year, Project GOAL advisors send home a letter of introduction that explains their roles and responsibilities and the purpose of the program. The letter should also include contact information and an invitation to call or e-mail with any questions or concerns (see Appendix V: Sample Parent Letter). Within the first month, Project GOAL advisors call every parent to open up the line of communication. Advisors should make the first call after having some contact with each student and knowing the students well enough to discuss their specific situation and to

mention some specific positives about the student. At that time, Project GOAL advisors should let parents know that they will contact parents regularly and ask their preferred method of contact and the best time to reach them.

Q11.   How should Project GOAL advisors build a relationship with parents and guardians?

Project GOAL advisors need to take every opportunity to meet the parents and guardians of students on their caseload. The goal is to make parents feel comfortable calling Project GOAL advisors with concerns about their children and to ensure parent response when Project GOAL advisors need information or cooperation. It is likely that some parents of these at-risk youth did not have a positive experience with school themselves; therefore, it may take some extra effort to make the parents feel that Project GOAL advisors are "on their side" and are there to help "catch the student being good," rather than bad. Project GOAL advisors need to provide parents with several avenues to reach them: phone, e-mail, text, etc. Advisors need to let parents know that their children are cared for at school and that advisors will respond to parent concerns immediately. Project GOAL advisors should be a positive contact for parents who may usually receive only negative calls about their children. Project GOAL advisors should call or e-mail parents at least once a month and send a newsletter once a month to encourage parents' participation in their children's education (see Appendix D: Home Communication Log and Appendix E: Sample Newsletter).

Q12.   What are some other opportunities for Project GOAL advisors to connect with parents during the school year?

- *Parent conferences.* When parents are already at school for a meeting, Project GOAL advisors should make every effort to introduce themselves. Project GOAL advisors should attend parent meetings with administrators or teachers. As already noted, it is important for Project GOAL advisors to have a good relationship and be in constant communication with administrators, counselors, and other personnel, as they may inform advisors of meetings with children on their caseload.

- *Open house* or *back-to-school nights.* These events are great opportunities to meet parents in person. Project GOAL advisors should call every parent to personally invite them to back-to-school nights and may even consider sending the parents a personalized invitation. Project GOAL advisors should let parents know where the Project GOAL classroom or booth is and send a flyer home with students. Project GOAL advisors should also provide brochures about the program, along with contact information for parents to take home.

- *Schoolwide events.* These activities are a great way to promote parents' support of their children at school. Project GOAL advisors should use the parent newsletter and/or calls home to notify parents of events at the school and to encourage family involvement. When possible, Project GOAL advisors may attend some of these events, especially when they involve the students on their caseload.

Figure 5-1 Process of Home Contact

```
┌─────────────────────────────────────────────────────────────┐
│        Letter of introduction (beginning of school year)     │
└─────────────────────────────────────────────────────────────┘
                              ▽
┌─────────────────────────────────────────────────────────────┐
│   Call home to open line of communication (within first      │
│                    month of school)                          │
└─────────────────────────────────────────────────────────────┘
                              ▽
┌─────────────────────────────────────────────────────────────┐
│            Parent letter or newsletter (monthly)             │
└─────────────────────────────────────────────────────────────┘
                              ▽
┌─────────────────────────────────────────────────────────────┐
│ Regular home contact through parent's preferred method (at   │
│ least monthly for basic intervention; more frequently as     │
│ needed for intensive intervention)                           │
└─────────────────────────────────────────────────────────────┘
```
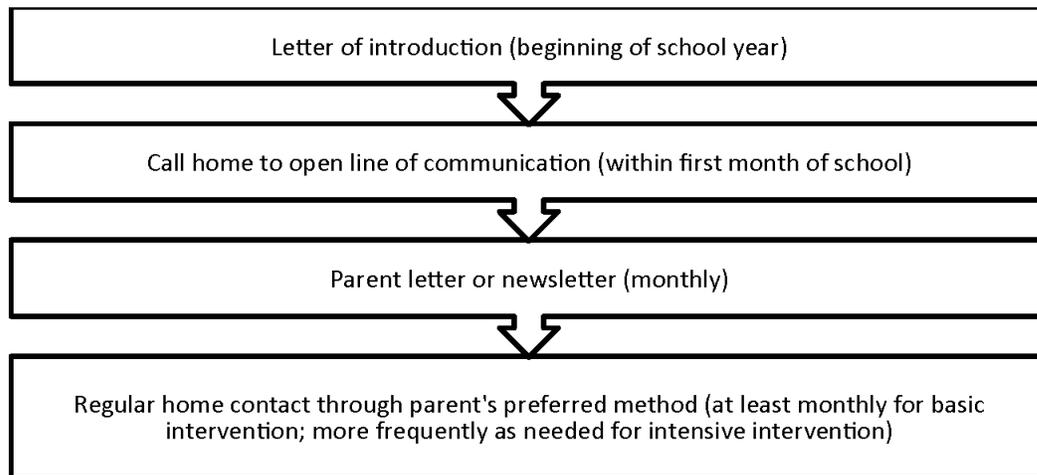
Q13.   What part of the discipline policy should Project GOAL advisors be aware of?

Project GOAL advisors must be familiar with the school or district's code of conduct and the policies for student offenses. Project GOAL advisors should be able to explain to students the consequences for certain behaviors. When problem solving with students to prevent at-risk behavior, Project GOAL advisors should not act as administrators, disciplining students for their actions; instead, advisors should act to prevent certain behaviors from escalating. For example, if a Project GOAL advisor catches a student skipping a class, the advisor should speak to the student about the behavior, ascertain why the student made that decision, work toward the student taking responsibility for his or her actions (apologizing for behavior when appropriate) and learning from the incident (thinking about what he or she could have done differently), provide guidance for better choices, and then closely monitor the student's continued behavior. (See the Project GOAL Advisor Response tool at www.meadowscenter.org/projects/goal/art for a menu of potential interventions.)

Q14. What do Project GOAL advisors need to know to collect the necessary data to implement the program?

Project GOAL advisors need to become familiar with how schools function, such as how the caseload is organized for each counselor and assistant principal, to know with whom to speak about a particular student. Also, it is important to discover how data is accessed and disseminated and how Project GOAL advisors will collect the data needed. Attendance records typically are online. To access this information, Project GOAL advisors must obtain a username and password. Advisors should start by asking the school secretary, but it may be necessary to contact the district's technology department. Advisors may need to explain the purpose of Project GOAL and what type of access is needed. Advisors should obtain the same access as the discipline office personnel, so they can look up behavior records, attendance records, and family contact information. In addition to these data, Project GOAL advisors need access to student grades.

The following is a list and explanation of the data Project GOAL advisors need to access frequently throughout the school year:

- *Attendance records.* Project GOAL advisors access these records daily as part of routine monitoring. It is advised that Project GOAL advisors check attendance first thing in the morning every day. This routine monitoring alerts Project GOAL advisors of two important risk factors: frequent absences and frequent tardies. Project GOAL advisors can tell from these data whether students stay home all day or skip certain classes. After recording this behavior, Project GOAL advisors can best determine the intervention needed for individual students.

- *Academic data.* Records for the entire school year, including current grades and earlier grading periods, are necessary to track students' academic progress and to help students set achievable goals. Project GOAL advisors should also have access to current grade books for each student's class to help determine why students struggle in particular classes. Does the student fail to do homework, earn low scores on tests, or fail to turn in projects? It often is helpful for advisors to view grade books with students and to have the students determine what they need to work on. These data should always be available; advisors access academic data at least once a month but more frequently as needed.

- *Behavioral records.* Data for each student are vital for Project GOAL advisors to provide individualized support to each student. These data typically are not as easy to access as attendance and academic data. Each school and district has its own policy for how to share these data among faculty and staff. These data are not entered into a computer

system in real time. Therefore, it is important for Project GOAL advisors to establish a method of being alerted of behavioral referrals and incidents of students on the Project GOAL caseload, so they can respond quickly. If incidents occur in class, teachers can call Project GOAL advisors to walk the students to the office. This arrangement gives Project GOAL advisors a chance to speak to students, possibly helping them to "cool down" before speaking to the administrator.

Q15.   How can Project GOAL advisors be responsive to student incidents when the online database is not updated in "real time?"

Because it takes some time for discipline data to be entered into the database, Project GOAL advisors must make extra effort to be responsive to students on campus. Advisors can pass by the discipline office or in-school suspension room to quickly scan for any Project GOAL students. If any students on the caseload are present, Project GOAL advisors should sit down with the students and talk about what happened. As already mentioned, it is important for Project GOAL advisors to establish a method for discipline office secretaries to contact advisors when students on the caseload are sent home for suspension, sent to in-school suspension, or assigned detention. In serious cases, students may be sent to an alternative placement program. Project GOAL advisors should understand that such notifications might not come right away. Sometimes, Project GOAL advisors may not know that students have been suspended until viewing the attendance record the next day. In this situation, advisors should follow up with students when they return to school. Project GOAL advisors must be alert to what is happening on campus and try to respond to incidents as soon as possible.

Intervention Materials

Check and Connect and ALAS Resilience Builder

The overall Project GOAL model uses a modified Check and Connect framework (http://checkandconnect.org). Some of the Project GOAL lessons and topics were modified from ALAS Resilience Builder (www.raiseinspiredkids.com). To access these lessons, visit the Resources page of the Dropout Prevention Institute within The Meadows Center for Preventing Educational Risk (www.meadowscenter.org/institutes/dropout/resources.asp).

Project GOAL Advisor Response Tool

This interactive tool provides examples of Project GOAL advisors' responses to specific student academic and behavioral issues. Students have a variety of needs, and educators can use this resource as a "bank" of suggestions for possible appropriate advisor responses. The tool, therefore, was created to share with administrators, teachers, and mentors possible prevention and intervention strategies to increase engagement. This interactive resource is available online through The Meadows Center for Preventing Educational Risk website (www.meadowscenter.org/projects/goal/art). When possible, downloadable materials such as templates and models are available for educators to use.

Online Dropout Prevention Resources

- Center for Research on the Education of Students Placed At Risk, www.csos.jhu.edu/crespar

- Dropout Prevention Institute, The Meadows Center for Preventing Educational Risk, www.meadowscenter.org/institutes/dropout

- National Center on Secondary Education and Transition, www.ncset.org

- National Dropout Prevention Center, www.dropoutprevention.org

- National Dropout Prevention Center for Students with Disabilities, www.ndpc-sd.org

- National High School Center, www.betterhighschools.org

- National Secondary Transition Technical Assistance Center, www.nsttac.org

- PACER Center, www.pacer.org

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Appendix

Appendix A   Sample 1-Year Implementation Calendar

Appendix B   Weekly Student Progress Check Form

Appendix C   Daily Log of Interventions and Field Notes

Appendix D   Home Communication Log

Appendix E   Sample Newsletter

Appendix F   Sample Academic Contract

Appendix G   Sample Behavior Contract

Appendix H   Individual Meeting 1 Agenda

Appendix I   Intake Questionnaire

Appendix J   Individual Meeting 2 Agenda

Appendix K   Agreement for Success

Appendix L   GOAL Session Topics Scope and Sequence

Appendix M   Field Trip Planning Template

Appendix N   PEEPS Incentive Program

Appendix O   PEEPS Point Coupons

Appendix P   PEEPS Party Invitations

Appendix Q   Daily Fidelity Coaching Form

Appendix R   Advisor's Daily Plan for Fidelity

Appendix S   Fidelity of Daily Implementation Form

Appendix T   Fidelity of GOAL Sessions Form

Appendix U   GOAL Sessions Coaching Form

Appendix V   Sample Parent Letter

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Appendix A: Sample 1-Year Implementation Calendar

August 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24 *Begin First Semester*	25	26	27	28
29	30 **Individual Meetings 1**	31 **Individual Meetings 1**				

September 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 **Individual Meetings 1**	2 **Individual Meetings 1**	3 **Individual Meetings 1**	4
5	6 *Labor Day Holiday*	7	8	9	10	11
12	13 **Individual Meetings 2**	14 **Individual Meetings 2**	15 **Individual Meetings 2**	16 **Individual Meetings 2**	17 **Individual Meetings 2**	18
19	20	21	22	23	24	25
26	27	28	29	30 **College and Career Exploration Field Trip**		

Appendix A: Sample 1-Year Implementation Calendar

October 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Group Sessions 1	5 Group Sessions 1	6 Group Sessions 1	7 Group Sessions 1	8 Group Sessions 1	9
10	11 *Student Holiday*	12	13	14	15	16
17	18 Group Sessions 2	19 Group Sessions 2	20 Group Sessions 2	21 Group Sessions 2	22 Group Sessions 2	23
24	25	26	27 Career Speaker	28	29 PEEPS Incentive Party	30
31						

November 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Group Sessions 3	2 Group Sessions 3	3 Group Sessions 3	4 Group Sessions 3	5 Group Sessions 3	6
7	8 *Student Holiday*	9	10 Career Speaker	11	12	13
14	15 Group Sessions 4	16 Group Sessions 4	17 Group Sessions 4	18 Group Sessions 4	19 Group Sessions 4	20
21	22 *Student Holiday*	23 *Thanksgiving Break*	24 *Thanksgiving Break*	25 *Thanksgiving Break*	26 *Thanksgiving Break*	27
28	29	30				

Appendix A: Sample 1-Year Implementation Calendar

December 2010

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 **CCE Field Trip**	4
5	6 **Group Sessions 5**	7 **Group Sessions 5**	8 **Group Sessions 5**	9 **Group Sessions 5**	10 **Group Sessions 5**	11
12	13	14	15	16	17	18
19	20 *Winter Holiday*	21 *Winter Holiday*	22 *Winter Holiday*	23 *Winter Holiday*	24 *Winter Holiday*	25
26	27 *Winter Holiday*	28 *Winter Holiday*	29 *Winter Holiday*	30 *Winter Holiday*	31 *Winter Holiday*	

January 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 *Student Holiday*	4 *Begin Second Semester*	5	6	7 **PEEPS Incentive Party**	8
9	10 **Group Sessions 6**	11 **Group Sessions 6**	12 **Group Sessions 6**	13 **Group Sessions 6**	14 **Group Sessions 6**	15
16	17 *MLK Holiday*	18	19 **Career Speaker**	20	21	22
23	24 **Group Sessions 7**	25 **Group Sessions 7**	26 **Group Sessions 7**	27 **Group Sessions 7**	28 **Group Sessions 7**	29
30	31					

February 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7 Group Sessions 8	8 Group Sessions 8	9 Group Sessions 8	10 Group Sessions 8	11 Group Sessions 8	12
13	14 *Student Holiday Texas Assessment of Knowledge and Skills (TAKS) Prep. Day*	15	16	17	18 **College and Career Exploration Field Trip**	19
20	21 *Student Holiday*	22 Group Sessions 9	23 Group Sessions 9	24 Group Sessions 9	25 Group Sessions 9	26
27	28 Group Sessions 9					

March 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 TAKS Testing	2 TAKS Testing	3 TAKS Testing	4 TAKS Testing	5
6	7 Group Sessions 10	8 Group Sessions 10	9 Group Sessions 10	10 Group Sessions 10	11 **Group Sessions 10 PEEPS Incentive Party**	12
13	14 *Spring Break Holiday*	15 *Spring Break Holiday*	16 *Spring Break Holiday*	17 *Spring Break Holiday*	18 *Spring Break Holiday*	19
20	21	22	23	24	25	26
27	28	29	30 **Career Speaker**	31		

April 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 TAKS Testing	5 TAKS Testing	6	7	8	9
10	11 Group Sessions 11	12 Group Sessions 11	13 Group Sessions 11	14 Group Sessions 11	15 Group Sessions 11	16
17	18	19	20	21	22	23
24	25 TAKS Testing	26 TAKS Testing	27 TAKS Testing	28 TAKS Testing	29 TAKS Testing	30

May 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Group Sessions 12	3 Group Sessions 12	4 Group Sessions 12	5 Group Sessions 12	6 Group Sessions 12 PEEPS Incentive Party	7
8	9	10	11	12	13	14
15	16 Group Sessions 13	17 Group Sessions 13	18 Group Sessions 13	19 Group Sessions 13	20 Group Sessions 13	21
22	23	24	25 Career Speaker	26	27 End of the Year Pizza Party	28
29	30 Memorial Day Holiday	31				

Appendix A: Sample 1-Year Implementation Calendar

June 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 *Last Student Day*	3 *Student Holiday*	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Appendix B: Weekly Student Progress Check

School: _____   Advisor: _____   Date: _____

____ weekly progress (week of _____ - _____)   *or*   ____ cycle/cumulative progress (dates of _____ - _____)

II = ____
BI = ____
MO = ____

STUDENT	GRADES			ATTENDANCE			BEHAVIOR			CREDITS	*	NOTES	CURRENT STATUS			PLAN FOR INTERVENTIONS FOR NEXT WEEK (week of _____ - _____)	✓
	C = Low C (70–74)	F = Close to passing (60–69)	F = Far from passing (≤ 59)	Unexcused absences (UE)	Excused absences (E)	Class skips/tardy tank (TT)	Referral	In-school suspension (ISS)	Out-of-school suspension (OSS)	Number of credits earned	Other concerns present	Note specific problem classes, attendance patterns, notes for consideration, etc.	INTENSIVE (II)	BASIC (BI)	MONITORING ONLY (MO)	Write specific actions and interventions that you plan to implement during the following week that target a student's risk behavior.	COMPLETED ✓

Weekly	Intensive	Basic	Monitoring
Period absences (UE, E, and TT)	≥ 8	3–7	≤ 2
Behavior (Referrals, ISS, and OSS)	> 1	1	0
Grades (Class score %)	≤ 69% any class	70%–74% any class	≥ 75% all classes

Quick Reference for Interventions

1. Connect Commitment with student about ____
2. Check with school staff about ____
3. Observe student in ____
4. Connect Conversation about ____
5. Home connection about ____
6. Other

Appendix C: Daily Log of Interventions and Field Notes

School: _____ Advisor: _____ Date: _____

STUDENT	CHECK			CONNNECT		GRP ACT		HOME CONNECTION		MOT	DETAILS	
	Check student risk data	Check with school staff	Observe student	Connect commitment	*Connect conversation	Attend GOAL session	Attend CCE/FT speaker	Home contact made/met parent	Home contact attempt	Participate in incentive	Other notes (typical day, special schedule, specific details about an intervention): *Connect conversation: Include focus and immediate step(s)	Follow-up needed?

Note. GRP ACT = group activity; CCE/FT = college and career exploration field trip; MOT = motivation.

Adapted with permission from Christenson, S. L., Thurlow, M. L., Sinclair, M. F., Lehr, C. A., Kaibel, C., Reschly, A. L., . . . Pohl, A. (2008). *Check & connect: A comprehensive student engagement intervention: Manual and intervention guide*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

Appendix D: Home Communication Log

Student: _____ ID number: _____

Address: _____ ZIP: _____

Home phone: _____ Birthday: _____

Mother's name: _____

Work phone: _____ Cell phone: _____

E-mail: _____

Father's name: _____

Work phone: _____ Cell phone: _____

E-mail: _____

Date	Time	Comments

Appendix D: Home Communication Log

Date	Time	Comments

Project GOAL
Graduation= Opportunities for Advancement and Leadership

Parent Newsletter

Meet your child's Project GOAL Advisor!

My name is XXXXXX, and I am the Project GOAL Advisor at XXX High School.

Project GOAL is a student engagement program designed to promote students' active participation in school and help them find success in school through graduation. I have been working with your child, offering support in a number of ways:

· I check-in regularly with your child.

· I monitor your child's attendance and grades.

· I work with teachers and school administrators to increase your child's success.

· I contact you regarding your child's progress.

· I am available to assist you in connecting you to services available to you and your family, as needed.

It is important to me to share information with you on a regular basis. I hope that we can work together to make school a positive and successful experience for your child.

Please call anytime with questions or concerns at 594-0883. You can also reach me via email at escovill@pflugervilleisd.net

Special points of interest:

✓ Meet your child's Project GOAL Advisor.

✓ Group Sessions focus on Personal Responsibility and GOAL setting

✓ The first semester's end is closer than your child may think.

This Month in Group

Project GOAL students participate in bi-weekly group sessions. The focus of the recent group sessions are personal responsibility and Goal-setting. Students were asked to review their current grades and take personal responsibility for their academic progress. Students learned to make S.M.A.R.T. Goals, goals that are Specific, Measurable, Action-oriented, Realistic, and Timely to set them up for success. Check out your child's goal by reading his or her GOAL sheet and discuss the immediate steps that will result in success in meeting their goals.

(INSERT SCHOOL LOGO)

University of Texas Contacts:

Dr. Jade Wexler, Principal Investigator
jwexler@mail.utexas.edu

Dr. Nicole Pyle, Project Director
npyle@mail.utexas.edu

Mrs. Leah Sayre, Intervention Specialist
lsayre@mail.utexas.edu

The Meadows Center
FOR PREVENTING EDUCATIONAL RISK

THE UNIVERSITY OF
TEXAS
AT AUSTIN

XXXXXXX School Contact:

XXXXXXXXX,
Project GOAL Advisor

Phone: XXXXXX
E-mail: XXXXXX
Office: XXXXXX

Semester Grades– Coming Soon!

With the holidays right around the corner, the next few months will be short on school days and there is less time than it might seem until the close of the semester. Also, with vacation days come extra distractions and fewer chances for all of us to keep students focused on academics. Ninth graders may not be used to the faster pace of high school classes and the importance of earning credits toward graduation.

Here are some suggestions for parents to help your child succeed academically:

- Check your child's grades frequently. Avoid discovering failing or low grades at report-card time, when it's too late.

- Request teacher conferences early when your child's grades are not up to standard.

- Ask your child how he or she is doing in classes and discover what subjects may be more challenging.

The Project GOAL advisor is here to help by checking your child's grades and connecting your child with the appropriate tutorials on campus. Feel free to contact the Project GOAL Advisor with any concerns about your child's progress.

The last day of the first Semester is December 17!

Project GOAL Student Contract

Student: _____   Date contract established: _____

Overall goals: To earn 6 credits to be a sophomore next year; to graduate in 2014

The student agrees to the following:

Behavioral expectations:

1. I will wake up at _____ on school days.
2. I will attend school daily.
3. I will miss school only when I am sick, and I will bring a note to excuse my absence.

Attendance goal: 95% attendance rate for the remainder of the year

Academic expectations:

1. I will stay on task and awake in class and focus on the lesson.
2. I will complete all my work to the best of my ability and turn it in.
3. I will ask for help on assignments when I need it, so there will be no incomplete work.

Academic goal: To pass 100% of my classes the remainder of the year

Signature _____   Date: _____
                        (Student)

The Project GOAL advisor agrees to do the following:

1. Meet with the student individually on a weekly basis to monitor his or her progress
2. Check with teachers about the student's progress
3. Provide assistance with solving problems

Signature _____   Date: _____
                (Project GOAL advisor)

Appendix G: Sample Behavior Contract

Project GOAL Student Contract

Student: _____   Date contract established: _____

Overall goals: To pass all my classes and avoid earning any more behavioral referrals

The student agrees to the following:

Behavioral expectations:

1. I will not talk when a teacher is talking or teaching a lesson.
2. I will raise my hand if I want to speak.
3. I will share only relevant ideas with the class.

Academic expectations:

1. I will stay on task and minimize distractions in class, so I can focus on learning (no talking to friends, cell phone, MP3 player).
2. I will ask for help by raising my hand and waiting to be called upon.
3. I will complete all my work to the best of my ability and turn it in.

Signature _____   Date: _____
             (Student)

The Project GOAL advisor agrees to do the following:

1. Meet with the student individually on a weekly basis to monitor his or her progress
2. Check with teachers about the student's progress
3. Provide assistance with solving problems
4. Invite the student back to the group when he or she has successfully and consistently met the above expectations

Signature _____   Date: _____
             (Project GOAL advisor)

Project GOAL: Individual Meeting 1

When:
Schedule this meeting as soon as your list of students is available and you have notified teachers that you will pull students out of their classes, preferably at or before mid-September. In 2 weeks, you will schedule the second individual meeting.

How long:
15 minutes

Objectives:
1. Introduce yourself and the purpose of Project GOAL.
2. Explain to the student that he or she was selected for Project GOAL and briefly discuss what to expect from the program.
3. Complete the intake questionnaire with the student to learn about his or her special situations, goals, and interests.

Materials:
Intake questionnaire

Appendix I: Intake Questionnaire

Instructions: Complete this questionnaire during the first individual meeting. Ask the questions verbally and record the student's answers. Ask further questions to clarify as needed.

Sample script: *I will ask you some questions to get to know you and to find out how I can help you this school year. If you want to skip a question, just let me know.*

About the student:

1. What do you like to do when you're not in school? _____

2. What is something that your teachers may not know about you that you'd like to share?

_____

3. What are some of your strengths, or what you're good at? _____

4. Who is someone you can count on for support? _____

5. Tell me about your family: _____

About the student's school experience:

6. What is your favorite class? _____ Why?_____

7. What is your least favorite class? _____ Why? _____

8. Usually, is the work in your classes: too easy / too hard / just right *(circle one)*

9. Do you do your best when you work: alone / with one other person / in a group *(circle one)*

10. In school, what do you have the most trouble with? _____

11. In the past, what is one thing that helped you with your schoolwork? _____

12. What is one thing you wish *teachers* would do to help you be more successful?

_____

13. What is one thing you would change about *school* to help you be more successful?

_____

14. For each of the following behaviors, tell me "yes" if you do it or "no" if you do not. *(Y or N)*

___ Attend school every day   ___ Keep an assignment book or agenda   ___ Ask questions

___ Pay attention in class   ___ Complete all classwork   ___ Take notes   ___ Read every day

___ Complete all homework on time   ___ Study for tests

About the student's goals:

15. What are some of your goals for today / this week / this quarter / this semester / this year? *(circle one)*

_____

16. If you could do anything with your life, what would it be? _____

17. What is your career goal? _____

18. To achieve your career goal, what education do you need? _____ years at a:

 4-year college / 2-year college / technical or trade school / no further education / don't know *(circle one)*

Adapted with permission from Christenson, S. L., Thurlow, M. L., Sinclair, M. F., Lehr, C. A., Kaibel, C., Reschly, A. L., . . . Pohl, A. (2008). *Check & connect: A comprehensive student engagement intervention: Manual and intervention guide*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

Project GOAL Individual Meeting 2

When:
Schedule this meeting at or before the end of September. In 2 weeks, you will have the first group session.

How long:
15 minutes

Objectives:
1. Inform the student of his or her current grades and what each numerical score represents.
2. Discuss the student's grades and any problems or concerns in the student's classes.
3. Explain how you are available to help the student.
4. Read the "Agreement for Success" with the student, record any additional help you will provide, and both you and the student sign the contract.
5. Notify the student of the group session in 2 weeks. You may want to tell the student who is scheduled to be in his or her group and to ask whether the student has any conflicts or issues with these students. Students will appreciate your concern, and you may be able to prevent problems by switching the groups or even just speaking in advance about leaving those kinds of issues "at the door" and having a positive attitude during the group sessions.

Materials:
1. Current grade printout for the student
2. Breakdown of the grade/point system for the school (100–90 = A, 89–80 = B, 79–70 = C, etc.)
3. "Agreement for Success" contract
4. Group session schedule: Tentative roster for each group

Project GOAL Agreement for Success

Student name: _____ **Student ID number:** _____ **Grade:** ___ **Date:** _____

After reviewing my **grades** for the month, I plan to work on the following:

- _____
- _____
- _____

To improve my **grades**, I will make the following changes:

- _____
- _____
- _____

After reviewing my **attendance** for the month, I plan to work on the following:

- _____
- _____
- _____

To improve my **attendance**, I will make the following changes:

- _____
- _____
- _____

Project GOAL's plan for helping the student to meet academic goals:

1. XXX will provide intense advising, intervention, and support to you, the student, on a daily basis. Teachers will be consulted weekly about your progress and provide ideas for additional support.
2. XXX will have regular contact with your parent or guardian about attendance, behavior, and academic performance.
3. _____
   _____

I agree that to be successful at XXX School, I will do the following:

- Have no unexcused absences and be in class on time
- Complete my work as assigned by my teachers
- *Maintain* or *improve* my attendance. *(See current attendance attached.)*
- Participate positively in school and take responsibility for my actions

_____   _____
Student's signature   Date

_____   _____
Project GOAL advisor's signature   Date

Project GOAL Instructional Focus

Lesson 1:

Students will learn about Project GOAL and get to know their group and the project GOAL advisor.

Lesson 2:

Students will learn and practice the skill of taking personal responsibility for their thoughts, attitudes, and actions.

Lesson 3:

Students will learn how to write goals that are SMART (specific, measurable, action-oriented, realistic, and timely).

Lesson 4:

Students will learn the importance of setting immediate steps to reach goals and be able to plan immediate steps for their SMART goals.

Lesson 5:

Students will be able to identify the signs of a problem right when it starts.

Lesson 6:

Students will graph their current grades in their core classes, reflect on their successes and challenges as a group, and use their reflections to write a new or revised monthly goal and immediate steps.

Lesson 7:

Students will learn the problem-solving skills of responding in a thoughtful way, instead of following their first impulse, and using positive self-talk to calm down in stressful situations.

Lesson 8:

Students will graph their current grades in their core classes, reflect on their successes and challenges, and use their reflections to write a new or revised monthly goal and immediate steps.

Lesson 9:

Students will write self-talk commands to help them calm down when dealing with a problem and learn how to decide whether to ignore a problem or take action.

Lesson 10:

Students will graph their current grades in their core classes, reflect on their successes and challenges, and use their reflections to write a new or revised monthly goal and immediate steps.

Lesson 11:

      Students will learn two ways to discover the root of a problem and learn problem-solving step 3: State the problem clearly.

Lesson 12:

      Students will graph their current grades in their core classes, reflect on their successes and challenges, and use their reflections to write a new or revised monthly goal and immediate steps.

Lesson 13:

      Students will practice with scenarios problem-solving step 3 and step 4: Get the facts.

Lesson 14:

      Students will graph their current grades in their core classes, reflect on their successes and challenges, and use their reflections to write a new or revised monthly goal and immediate steps. Students will also learn problem-solving step 5: Brainstorm possible solutions to a problem.

Lesson 15:

      Students will review problem-solving steps 1–5 and learn step 6: Pick the best solution and take action.

Lesson 16:

      Students will set a final SMART goal for the remainder of the school year and practice using problem-solving steps 1–6 with practice scenario skits.

Concepts and vocabulary duplicated or adapted with permission from Larson, K. (2009). *ALAS resilience builder: A ten-week curriculum for middle and high school*. Ventura, CA: ALAS Dropout Prevention. Retrieved from http://www.raiseinspiredkids.com

Appendix M: Field Trip Planning Template

| Location: _____ Date: _____ Departure time: _____ Return time: _____ |

LOGISITICS

Chaperone/leader
Name: _____
Cell number: _____

Other chaperone(s)
Name: _____ Cell number: _____
Name: _____ Cell number: _____

Location 1
Campus address: _____
Contact name: _____
Contact phone: _____

Date _____
Bus departure from school: _____
Bus arrival to location: _____
Number of students: _____
Materials: _____

Location 2
Campus address: _____
Contact name: _____
Contact phone: _____

Date _____
Bus departure from school: _____
Bus arrival to location: _____
Materials: _____

PURPOSE

This field trip will explore:

☐   College and careers   ☐   Community service

☐   Professional development   ☐   Empowering students

AGENDA

Time	Activity	Key behavioral expectations

STUDENT OUTCOMES

Students will be able to do the following:
- _____
- _____
- _____

Appendix M: Field Trip Planning Template

PARTICIPATION

Student name (* = leader)	Permission slip	Attendance	Notes
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			

17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

Chaperones	Contact number
1.	
2.	
3.	

Key behavioral expectations

Appendix M: Field Trip Planning Template

REMINDERS FOR THE TEACHER LEAD

About 2 weeks in advance:
- Determine the student leaders for the field trip.
- Determine the three to five behavioral expectations for the field trip.

About 1 week in advance:
- Discuss the purpose and objectives of the field trip.
- Discuss the importance of demonstrating the three to five behavioral expectations.
- Discuss and record questions about the site.
- Record the three to five behavioral expectations.

The day before:
- Prepare a list of students who will attend and highlight the student leaders for the trip.
- Submit the list of students and the three to five behavioral expectations to the school administrator.

Before leaving the school site:
- Take attendance.
- Know how many students you will take with you.
- Have students select a partner who will help them make positive choices and ensure their safety on the trip.
- Hand out any assignments you expect students to complete while on the trip.
- Review the purpose and the agenda of the trip.
- Review the rules and expectations of the trip, including bus rules—some additional rules may apply if the trip requires specific behavior.
- Have students use the restroom in partners to manage behavior more easily.
- Pack lunches and drinks.
- Pack emergency and site contact information.

During the field trip:
- Monitor behavior on the bus and at the site to ensure safety.
- Before exiting the bus, review the agenda expectations.
- Provide the tour guide/leader with a list of students' names and the behavior expectations.
- Several times throughout the trip, count the students.
- Thank the site representatives.
- Remind students to go to the restroom in partners.

After you return to the school:
- Before exiting the bus, tell students the time and what class they should attend.
- Inform the attendance office that the students have arrived.
- Walk any students to class who may be tempted to skip class.
- Monitor the hallway and check classes to ensure that students arrive to class.

Appendix M: Field Trip Planning Template

EXTRACURRICULAR FORM

Date: _____   **Principal:** _____

Complete this form **prior** to all extracurricular activities you sponsor.

Distribute copies to all **teachers'** boxes and the **attendance clerk**, so students are not counted absent.

Name of extracurricular activity	**Day and date of activity**

Sponsor	**Time of student's release**

The following student(s) will be absent from class:

Student's name	Grade	ID number
1.		
2.		
3.		
4.		
5.		
6,		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		
26.		
27.		

Appendix M: Field Trip Planning Template

Student's name	Grade	ID number
28.		
29.		
30.		
31.		
32.		
33.		
34.		
35.		
36.		
37.		
38.		
39.		
40.		
41.		
42.		
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44.		
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55.		
56.		
57.		
58.		
59.		
60.		

PEEPS Incentive Program

Promoting Enthusiastic, Engaged Peer Success

How can you earn PEEPS points?

ACADEMICS	BEHAVIOR	LEADERSHIP
Significantly improve grades	Make a positive remark to a peer or staff member	Encourage a peer to make a positive decision
Initiate academic help by attending tutorials or starting a study group	Receive a positive remark from a peer or staff member	Positively contribute to an extracurricular group, club, or team
Help a peer academically	Volunteer to help a peer or staff member	Demonstrate school spirit
Score "commended" on the TAKS	Take personal responsibility for a poor attitude or action	Advocate for yourself or a peer in a respectful way
Meet an academic contract goal	Meet a behavior contract goal	Volunteer your time to help the community

PEEPS Point
*Promoting Enthusiastic,
Engaged Peer Success*

Awarded to

_____

For

_____

_____

Given by

_____

Signed, _____

*Thank
you for
your positive influence!*

© 2011, Project GOAL, MCPER/UT Austin

PEEPS Point
*Promoting Enthusiastic,
Engaged Peer Success*

Awarded to

_____

For

_____

_____

Given by

_____

Signed, _____

*Thank
you for
your positive influence!*

© 2011, Project GOAL, MCPER/UT Austin

PEEPS Point
*Promoting Enthusiastic,
Engaged Peer Success*

Awarded to

_____

For

_____

_____

Given by

_____

Signed, _____

*Thank
you for
your positive influence!*

© 2011, Project GOAL, MCPER/UT Austin

PEEPS Point
*Promoting Enthusiastic,
Engaged Peer Success*

Awarded to

_____

For

_____

_____

Given by

_____

Signed, _____

*Thank
you for
your positive influence!*

© 2011, Project GOAL, MCPER/UT Austin

PEEPS Point
Promoting Enthusiastic, Engaged Peer Success

Awarded to

_____

For

_____

_____

Given by

_____

Signed, _____

Thank you for your positive influence!

© 2011, Project GOAL, MCPER/UT Austin

PEEPS Point
Promoting Enthusiastic, Engaged Peer Success

Awarded to

_____

For

_____

_____

Given by

_____

Signed, _____

Thank you for your positive influence!

© 2011, Project GOAL, MCPER/UT Austin

PEEPS Point
Promoting Enthusiastic, Engaged Peer Success

Awarded to

_____

For

_____

_____

Given by

_____

Signed, _____

Thank you for your positive influence!

© 2011, Project GOAL, MCPER/UT Austin

PEEPS Point
Promoting Enthusiastic, Engaged Peer Success

Awarded to

_____

For

_____

_____

Given by

_____

Signed, _____

Thank you for your positive influence!

© 2011, Project GOAL, MCPER/UT Austin

Congratulations!
Your group won the Pizza Party!

Your group earned the most points for Promoting Enthusiastic, Engaged Peer Success

Student:

Date:

Time:

Place:

Signed, _____
(Project GOAL advisor)

Thank you for your positive influence!

© 2011, Project GOAL, MCPER/UT Austin

Congratulations!
Your group won the Pizza Party!

Your group earned the most points for Promoting Enthusiastic, Engaged Peer Success

Student:

Date:

Time:

Place:

Signed, _____
(Project GOAL advisor)

Thank you for your positive influence!

© 2011, Project GOAL, MCPER/UT Austin

Congratulations!
Your group won the Pizza Party!

Your group earned the most points for Promoting Enthusiastic, Engaged Peer Success

Student:

Date:

Time:

Place:

Signed, _____
(Project GOAL advisor)

Thank you for your positive influence!

© 2011, Project GOAL, MCPER/UT Austin

Congratulations!
Your group won the Pizza Party!

Your group earned the most points for Promoting Enthusiastic, Engaged Peer Success

Student:

Date:

Time:

Place:

Signed, _____
(Project GOAL advisor)

Thank you for your positive influence!

© 2011, Project GOAL, MCPER/UT Austin

Congratulations!
Your group won the Pizza Party!

Your group earned the most points for Promoting Enthusiastic, Engaged Peer Success

Student:

Date:

Time:

Place:

Signed, _____
(Project GOAL advisor)

Thank you for your positive influence!

© 2011, Project GOAL, MCPER/UT Austin

Congratulations!
Your group won the Pizza Party!

Your group earned the most points for Promoting Enthusiastic, Engaged Peer Success

Student:

Date:

Time:

Place:

Signed, _____
(Project GOAL advisor)

Thank you for your positive influence!

© 2011, Project GOAL, MCPER/UT Austin

Congratulations!
Your group won the Pizza Party!

Your group earned the most points for Promoting Enthusiastic, Engaged Peer Success

Student:

Date:

Time:

Place:

Signed, _____
(Project GOAL advisor)

Thank you for your positive influence!

© 2011, Project GOAL, MCPER/UT Austin

Congratulations!
Your group won the Pizza Party!

Your group earned the most points for Promoting Enthusiastic, Engaged Peer Success

Student:

Date:

Time:

Place:

Signed, _____
(Project GOAL advisor)

Thank you for your positive influence!

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Appendix Q: Daily Fidelity Coaching Form

Descriptive Information		
	Advisor:	Site:
Date of fidelity observation:		District:
Date of feedback meeting:		
Date of coaching session:		Observation round:

Performance Indicators	Implementation Quality
Implementation of Project GOAL	**Coaching feedback:**
Seeking information (checking, connecting, home connection) ■ Information is actively sought from teachers, staff members, parents, and/or students to enhance interpretation of student data. ■ Definition: Discussing student issues, asking questions, listening, collaborating on student issues, and investigating to determine underlying student issues ■ Example: Talking with a student, parent, or staff member regarding students' attendance, behavior, and grades **Coaching needed:**	
Connect (commitment) ■ Interactions are personalized and informed. ■ Definition: Talking with a student before, during, and after classes; observing a student in and outside of the classroom; and demonstrating knowledge of a student's current attendance, tardies, referrals, and suspensions to inform and personalize the student connection ■ Example: Greeting a student and recognizing that he or she arrived to all classes on time the previous day **Coaching needed:**	**Coaching feedback:**

Daily

Appendix Q: Daily Fidelity Coaching Form

Connect (conversations)
- Conversations are targeted and individualized.
- Definition: Engaging in targeted, directed conversations that typically conclude with specific next steps for a student to follow, which may include problem solving of academic or behavioral issues, discussing a student's personal concerns, and providing instructional support
- Example: Strategizing with a student to arrive to school on time or to attend tutorials for a failing class

Coaching needed:

Coaching feedback:

Maintaining relationships (connecting, home connections)
- Relationships are positive and professional.
- Definition: Establishing and continuing positive and professional relationships with students, parents, and staff members to achieve student goals and overall success
- Example: Modeling appropriate interaction by demonstrating how to ask a teacher for help

Coaching needed:

Coaching feedback:

Appendix Q: Daily Fidelity Coaching Form

Providing reinforcements (motivation)

- Reinforcements and incentives are positive.
- Definition: Recognizing a student for responding in an acceptable, expected way or acknowledging a student's accomplishment by providing a verbal or tangible reward to encourage good decision making
- Example: Awarding a student a PEEPS point for assisting a peer with meeting a goal or awarding a student a pencil for raising a test grade in algebra

Coaching needed:

Coaching feedback:

Problem solving (checking, connecting, home connection, college and career exploration)

- Problem solving directly supports a student's academic, behavioral, and personal success.
- Definition: Discussing student issues and problem solving for student needs and concerns, including modeling how to advocate for one's success
- Example: Modeling how a student could problem solve with a teacher to raise a grade

Coaching needed:

Coaching feedback:

Appendix R: Advisor's Daily Plan for Fidelity

	Date	Observed		If "No," reason was…		Reasons why advisor diverged from plan
		Yes	**No**	**Valid**	**Invalid**	
Before school						
P1						
T						
P2						
T						
P3						
T						
P4						
Lunch						
P5						
T						
P6						
T						
P7						
After school						
Notes	1. Check in with student/school staff about _____. 2. Observe student in _____. 3. Connect conversation about _____. 4. Establish contract regarding _____. 5. Home connection: _____. 6. Other: _____.					

The following table lists examples of valid and invalid reasons for an advisor not implementing the planned targeted interventions.

Valid	Invalid
1. The advisor needed to model problem-solving skills because a student was in a conflict with a peer or staff member. 2. An emergency required the advisor's assistance.	1. The advisor hung out and talked with a student. 2. The advisor allowed a student to work in the advisor's office space, distracting the advisor from fulfilling his or her responsibilities. 3. The advisor socialized with a colleague unrelated to a student issue.

Project GOAL Fidelity Cover Page

TIME OF OBSERVATION ____ *hours* ____ *minutes*   *FIDELITY SCORE* ____/36

Attach the previous Student Progress Check weekly/cycle sheet with the respective Daily Monitor Log of Interventions and Field Notes forms.

IA. Adherence of Checking Student Data
1. Advisor checked student data to determine status for all students (weekly progress check) __ yes __ no
2. Advisor planned targeted interventions that address each risk area for all intensive intervention and basic intervention students   __ yes __ no
ADHERENCE OF CHECKING: FIDELITY SCORE   _____/2

IB. Adherence of Connecting
1. Advisor mapped a plan to implement the targeted interventions—minimum of one per period (daily plan)   __ yes __ no
2. Advisor implemented the daily plan or diverged for valid reasons (daily plan) __ yes __ no
3. Advisor logged the intervention components/dosage students received (daily field notes) __ yes __ no
ADHERENCE OF CONNECTING: FIDELITY SCORE   _____/3

II. Implementation Quality of Project GOAL: Overall Scores	
1. Advisor's performance indicator implementation quality	_____/24
2. Advisor's global observation implementation quality	_____/7
IMPLEMENTATION QUALITY OF CONNECTING: FIDELITY SCORE	**_____/31**

Measure the following prior to the fidelity observation to determine whether students are receiving the expected dosage to date or per identified timelines (i.e., semester, cycle, month, week). Or measure the following at the end of the year to determine the amount of intervention students have received.

III. Exposure/Dosage
▪ Connect commitment
▪ Connect conversation
▪ Home connection
▪ College and career exploration
▪ GOAL session
▪ Motivation
EXPOSURE/DOSAGE OF PROJECT GOAL: FIDELITY SCORE   _____/XX

Appendix S: Fidelity of Daily Implementation Form

Descriptive Information	
Date:	Advisor:
Weekday:	Observer:
Period(s):	Length of observation:
Site:	
District:	
Observation round:	

Performance Indicators	Implementation Quality			
Implementation of Project GOAL	4	3	2	1

Daily

Seeking information (checking, connecting, home connection)
- Information is actively sought from teachers, staff members, parents, and/or students to enhance interpretation of student data.
- Definition: Discussing student issues, asking questions, listening, collaborating on student issues, and investigating to determine underlying student issues
- Example: Talking with a student, parent, or staff member regarding students' attendance, behavior, and grades

	4	3	2	1
Notes				

Connecting (commitment)
- Interactions are personalized and informed.
- Definition: Talking with a student before, during, and after classes, observing a student in and outside of the classroom, and demonstrating knowledge of a student's current attendance, tardies, referrals, and suspensions to inform and personalize the student connection
- Example: Saying "Good morning; it's nice to see you today" to a student in the hallway

	4	3	2	1
Notes				

Connecting (conversations)
- Conversations are targeted and individualized.
- Definition: Engaging in a targeted, directed conversation that typically concludes with specific next steps for a student to follow, which may include problem solving of academic or behavioral issues, discussing a student's personal concerns, or providing instructional support
- Example: Strategizing with a student to arrive to school on time or to attend tutorials for a failing class

	4	3	2	1
Notes				

Appendix S: Fidelity of Daily Implementation Form

Maintaining relationships (connecting, home connections)

	4	3	2	1
- Relationships are positive and professional.				
- Definition: Establishing and continuing positive and professional relationships with students, parents, and staff members to achieve the students' goals and overall success				
- Example: Modeling appropriate interaction by demonstrating how to ask a teacher for help				

Notes

Providing reinforcements (motivation)

	4	3	2	1
- Reinforcements and incentives are positive.				
- Definition: Recognizing a student for responding in an acceptable, expected way or acknowledging a student's small or large accomplishment by providing a verbal or tangible reward to encourage good decision making				
- Example: Awarding a student a PEEPS point for assisting a peer with meeting a goal or awarding a student a pencil for raising a test grade in algebra				

Notes

Problem solving (checking, connecting, home connection, college and career exploration)

	4	3	2	1
- Problem solving directly supports a student's academic, behavioral, and personal success.				
- Definition: Discussing student issues and problem solving for student needs and concerns, including modeling how to advocate for one's own success				
- Example: Modeling how a student could problem solve with a teacher on how to raise a grade				

Notes

Global Observation

Global Implementation of Project GOAL	High Quality						Low Quality
Overall, this advisor's implementation is:	7	6	5	4	3	2	1

Notes

Directions and Operational Definitions for Daily Fidelity

- Review the weekly progress check to measure whether the advisor checked the student data to determine the risk status for ALL students on his or her caseload.
- Review the weekly progress check to measure whether the advisor planned targeted interventions for all intensive intervention and basic intervention students.
- Complete the available information in the Descriptive Information section of the Implementation Quality of Connecting fidelity measure (e.g., date, advisor's first and last name, school site).
- Review the daily plan to measure whether the advisor mapped a plan to implement the targeted interventions.
- Make available the weekly progress check with the respective daily field notes and the daily plan.
- Measure whether the advisor implemented the daily plan or diverged from the plan for valid reasons.
- Review the daily field notes to measure whether the advisor logged the intervention components and dosage students received.
- Based on the full-day observation of implementing Project GOAL, measure the overall quality of each of the six performance indicators on the Implementation Quality of Connecting fidelity measure (see the Performance Indicator Implementation Quality table below).
- Based on the full-day observation of implementing Project GOAL, measure the global quality of the advisor's Implementation Quality of Connecting fidelity measure (see the Global Observation Implementation Quality table below).
- Complete the Cover Page and the remaining information in the Descriptive Information section (e.g., length of observation, periods).

Performance Indicator Implementation Quality

Rate the extent to which the performance indicator was implemented during the fidelity observation.

Observed, Excellent (4)	The performance indicator is observed and is the expected, model behavior of a Project GOAL advisor.
Observed, Adequate (3)	The performance indicator is observed, yet it needs improvement. See notes.
Observed, Weak (2)	The performance indicator is observed, yet it needs significant improvement. See notes.
Not Observed (1)	The performance indicator is not observed. See Advisor Daily Plan for Fidelity to indicate whether the reason was valid.

Global Observation Implementation Quality

Use the following definitions to determine the quality of the global observation item.

High (6–7)	Very high fidelity with few areas of improvement. Nearly all of the performance indicators are implemented. –OR– Few performance indicators are observed because valid, immediate issue(s) required attention.
Average (3–5)	Moderate fidelity with many areas of improvement. Only some of the performance indicators are implemented, and those are ineffectively implemented because of attention given to invalid issues.
Low (1–2)	Low fidelity with significant areas of improvement. Few performance indicators are implemented. –OR– Few performance indicators are observed because of invalid issues.

Appendix T: Fidelity of GOAL Sessions Form

Descriptive Information

Date:	Period:	Site:
Content:	Advisor:	District:
Number of students:	Observer:	Observation round:
	Length of observation:	

I. Setting the Purpose

Start time: **End time:**   **Total time spent on component I:** _____ **minutes**

How much time spent on off-task behavior? _____ **minutes**

Subcomponents	Observed	Partially Observed	Not Observed	IMPLEMENTATION QUALITY				
				4	3	2	1	N/A
Review the agenda								
State the objective(s)								

Notes:

II. Presenting the Lesson

Is this a problem-solving lesson? ___ Yes ___ No

Start time: **End time:**   **Total time spent on component II:** _____ **minutes**

How much time spent on off-task behavior? _____ **minutes**

Subcomponents	Observed	Partially Observed	Not Observed	IMPLEMENTATION QUALITY				
				4	3	2	1	N/A
Connect the skill to real-life situations								
Model the skill								
Provide opportunities to practice the skill								

Notes:

Appendix T: Fidelity of GOAL Sessions Form

III. Reflecting/Setting SMART Goals

Is this a goal-setting lesson? ___ Yes ___ No

Start time: **End time:** **Total time spent on component III:** _____ minutes

How much time spent on off-task behavior? _____ minutes

Subcomponents	Observed	Partially Observed	Not Observed	IMPLEMENTATION QUALITY				Notes:
				4	3	2	1	N/A	
Students receive a current grade printout									
Students reflect on their progress									
Students revise current goal or write new goal									

IV. Motivation

Start time: **End time:** **Total time spent on component IV:** _____ minutes

How much time spent on off-task behavior? _____ minutes

Subcomponents	Observed	Partially Observed	Not Observed	IMPLEMENTATION QUALITY				Notes:
				4	3	2	1	N/A	
Reinforce the PEEPS incentive program									
Award incentive points to students									
Explicitly connect goals and incentives									

Appendix T: Fidelity of GOAL Sessions Form

Global Overall Time

How many minutes were devoted to instruction? _____

How many minutes were devoted to off-task behavior? _____

Overall Student Engagement

Time of 15-minute intervals during class period:	:	:	:
Overall student engagement rating at the 15-minute intervals during the observation:			

15-minute notes: _____

30-minute notes: _____

45-minute notes: _____

Indicators of Engagement

Count students as engaged if they follow along or focus on an activity but do not vocally participate.

4, high engagement — Almost all (90% or more) students are actively engaged in the learning activity (reading, writing, listening, talking about a relevant topic)

3, medium engagement — Most (75% or more) students are actively engaged in the learning activity (reading, writing, listening, talking about a relevant topic)

2, low engagement — More than half (51%–74%) of students are not actively engaged in the learning activity (e.g., fiddling with materials, inappropriately moving about the classroom)

1, no engagement — Most students (75% or more) are not engaged in the learning activity (e.g., entire class participating in activities not associated with class content)

Appendix T: Fidelity of GOAL Sessions Form

Global Observation

Overall, I consider this advisor's classroom management to be:	Highest Quality				Less Than Adequate		
	7	6	5	4	3	2	1

Overall, I consider this advisor's instruction to be:	Highest Quality				Less Than Adequate		
	7	6	5	4	3	2	1

Global Observations

Use ratings from the fidelity scale as well as teacher and student motivation and engagement to determine the overall ratings. The scores should be roughly equivalent. For example, we would expect a teacher who received mostly 4s on the fidelity scale and 3s on the student motivation and engagement scales to have an overall quality rating of 6 or 7. A 7 indicates strong instruction with not much room for improvement. A 4 is average, mediocre implementation. A teacher receiving a 4 uses the strategies but does not provide high-quality feedback, practice opportunities, or explanations, and students lack proficiency and high engagement.

High quality (6–7) The teacher provides models, explanations, and feedback that are appropriate to student needs and that help students gain proficiency.

Average quality (3–5) Students understand what they are supposed to do, yet lack a high level of engagement in the strategies and activities. Students may drift off task when not closely monitored. The teacher provides explanations and feedback but may be deficient in some areas, such as tailoring feedback to meet specific student needs and pacing lessons. The teacher may provide inconsistent or incorrect information about one or more strategy. The teacher may omit a strategy that should be present.

Low quality (1–2) Most students are not engaged and may not be familiar with or proficient at using the strategies. The teacher does not provide the needed modeling, explanation, or feedback. The teacher may not be able to maintain a positive group work environment. The teacher misses many opportunities to support students.

Quality Indicators and Descriptors

4 Excellent	3 Average	2 Weak	1 No occurrence
Uses direct and explicit language	Inconsistently uses direct and explicit language	Uses indirect and implicit language	Component applicable to lesson content, but teacher failed to attempt
Models many examples	Provides some examples	Provides no models or examples	
Provides sufficient and varied opportunities for practice	Provides many opportunities for practice with little variation; practice opportunities are not based on student need	Provides insufficient opportunities for practice with no variation	
Provides immediate, corrective, descriptive feedback	Provides inconsistent feedback	Provides nonspecific or no feedback	
Adjusts time to meet students' needs	Uses time appropriately, but not based on student need	Does not differentiate time use related to student need or task difficulty	
Constantly monitors student performance	Monitors some students or monitors all students for some activities	Does not monitor or monitors very few students	
Scaffolds tasks and materials to meet student needs	Scaffolds inconsistently and does not always tailor it to student needs	Scaffolds inappropriately or insufficiently	
Uses appropriate pacing, including wait time	Uses inconsistent pacing and provides insufficient wait time	Uses poor pacing and no wait time	

Appendix U: GOAL Sessions Coaching Form

Descriptive Information		
Date:	Period:	Site:
Content:	Advisor:	District:
Number of students:	Observer:	Observation round:
	Length of observation:	

I.   Setting the Purpose

	Coaching feedback:
Review the agenda	
State the objective(s)	

II.   Presenting the Lesson

	Coaching feedback:
Connect the skill to real-life situations	
Model the skill	
Provide opportunities to practice the skill	

Appendix U: GOAL Sessions Coaching Form

III. Reflecting/Setting SMART Goals
Is this a goal-setting lesson? ___ Yes ___ No

	Coaching feedback:
Students receive a current grade printout	
Students reflect on their progress	
Students revise current goal or write new goal	

IV. Motivation

	Coaching feedback:
Explicitly connect goals and incentives	
Reinforce PEEPS incentive program	

Overall Student Engagement—Coaching Feedback

15-minute interval: _____

30-minute interval: _____

45-minute interval: _____

Appendix V: Sample Parent Letter

<table>
<tr><td>SCHOOL LOGO

HERE</td><td>**Project GOAL**
<SchoolName>
<SchoolAddress1>
<SchoolAddress2></td></tr>
</table>

<Date>

Dear Parent or Guardian of <FirstName> <LastName>,

My name is <AdvisorName>, and I am writing this letter to introduce myself to you. I am the Project GOAL advisor at <SchoolName>.

Project GOAL promotes students' active participation in school and helps them succeed in school through graduation. I will work with <FirstName>, offering support in a number of ways. For example, I will do all of the following:

- Check in regularly with <FirstName>
- Monitor <FirstName>'s attendance and grades
- Work with teachers and school administrators to help <FirstName> succeed
- Update you regarding <FirstName>'s progress
- Assist you in finding outreach services available to you and your family, as needed

I feel that it is important to share information with you on a regular basis. I welcome your phone calls and hope that we can work together to make school a positive and successful experience for <FirstName>. On the following page is a summary of <FirstName>'s attendance record and grades to date. Additionally, you will find <FirstName>'s "Agreement for Success," which details the goals <FirstName> set after our most recent meeting.

Again, I will keep you updated regarding <FirstName>'s progress. It is my goal to assist <FirstName> in achieving academic success while at <SchoolName>. **Please call anytime with questions or concerns at <AdvisorPhone>. You can also reach me via e-mail at <AdvisorE-mail>.**

Sincerely,

<AdvisorName>
Project GOAL
<SchoolName>, <AdvisorOffice>
<AdvisorPhone>
<AdvisorE-mail>