Appendix Table A.1

Socioemotional Strategies	
School Transitional Environment Program (STEP) (US): *Targeted attention to assure that students graduating from secondary enter into USE*	STEP targets children transitioning between school levels by creating subgroups to ease students' transition to larger classes, along with emotional guidance and academic counseling. STEP had positive impacts on the dropout rate, grades and attendance of students transitioning from middle to high school. The dropout rate for STEP students was 24% compared to 43% for the control group. STEP students also had significantly higher grades and significantly better attendance records in all years of high school. (Felner et al., 1993)
Project Graduation Really Achieves Dreams (GRAD) (US): *Establishment of personalized goals and individual follow-up with family involvement to prevent dropout during USE*	GRAD's mission is to ensure a quality public school education for students in low-income areas and to increase high school graduation rates and prepare students for college. Project GRAD operates not only in high school, but also in elementary and middle schools. The program seeks to reach its goals by improving classroom management and discipline, student reading and math proficiency, parent and community involvement (social service), and high school graduation and college acceptances; and by providing scholarships. Project GRAD had positive impacts on student discipline, high school graduation and college attendance rates. The program more than tripled (from 12% to 50%) the annual college enrollment rate of one of the schools participating in the evaluation between 1989 and 1999. The students who began kindergarten in the GRAD system outperformed a comparison group for three consecutive years in mathematics and for two consecutive years in reading. Project GRAD reduced disciplinary referrals to principals' offices by 74% and 22% in both evaluated schools after two years of participation in the program. (Opuni, K.A., 1999)
Teen Outreach Program (TOP) (US): *Support to at-risk students to prevent dropout*	TOP targets teenagers from 6th to 12th grade (lower and upper secondary) to prevent problem behaviors, such as teen pregnancy and school failure (including dropout), by enhancing the social development of teenagers and developing in them a sense of purpose, life skills and healthy behaviors. TOP is composed of three elements: 1) supervised community volunteer service; 2) classroom-based discussions and activities related to key social-development of teenagers; and 3) group discussions about service experience. Teenagers enrolled in the program have to attend a weekly session (1-2 hours) per week for nine months and do 20 hours of volunteer service a year (the volunteer activities are in accordance to the needs and capacities of the students and local community). Allen finds that TOP participants experienced significantly lower levels of school failure, school suspension and teen pregnancy than students in the control group, even after accounting for baseline levels of these behaviors and for sociodemographic characteristics of students (Allen et. al 1997).
Additional socio-emotional strategies (Various): *Personalized attention and support for transitions*	Australia's Youth Connections program provides students at-risk of dropout or dropouts with one on one attention to conclude their studies and support their reconnecting with the family, obtaining a mentor or psychological support. Canada's Transitions Program is targeted at youth in 7th to 9th grades to help in their transition through guidance and individual support, with a profile of the student and their needs, strengths and interests. Additionally in Canada, the Student Success Team model supports students with a team comprised of the director, teacher and counselor, and a special education teacher. Similarly in Switzerland the Case Management Model identifies socially and academically at risk students and a case manager works with the student to receive services such as orientation and tutoring, to facilitate the transition to USE.
Curricular Strategies	
The Early College Highschool Initiative (US):	The ECHSI is targeted at low income and minority students typically underrepresented in higher education. Launched in 2002, it is supported by the Bill

Early Exposure to higher education to incentivize retention	and Melinda Gates Foundation. In Early College Schools students have the chance to take college-level courses and earn college credits during highschool, with the aim of boosting the transition to post-secondary. The program appears to have positive results with respect to student performance, progression through grades for minority students, attendance and academic engagement. Some of the initial findings include: "Between 2006–07 and 2007–08, the average 9th to 10th grade progression rate was 85 percent, with ECSs located on a college campus having higher progression rates than ECSs not on a college campus. For the 12 schools with 4 or 5 years of data, an estimated 66 percent of the students who entered as 9th-grade students will graduate from the ECS on time. For these few ECSs, this estimate is 14 percent higher than the schools' comparison districts' average estimate." [27]
Retention Program (Spain): *Involvement in USE from secondary to incentivize a successful transition*	Spain's preventive strategy is based on an early selection system for upper secondary that allows third grade lower secondary students to take optional courses and differentiated mathematics courses according to the USE path they would like to take, and in which fourth grade lower secondary students are able to take some courses corresponding to USE. Spain is also tackling dropout due to labor reasons, by facilitating the option of studying and working at the same time through an increasing number of evening, distance and on-line USE programs.
School completion program (SCP) (Ireland): *Assignment of tutors with training and workplace training to incentivize retention after secondary*	In place since 2002, SCP is a comprehensive program aimed at retaining youth at risk of early school leaving. The program uses a bottom-up approach in partnership with Local Management Committees, to create and implement plans to target youth at risk of early-school leaving.[28] Results appear to have improved retention rates: "The Leaving Certificate (upper second level) retention rate has increased by 6.4 percentage points in the eight years from 2001/2002 to 2009/2010 from 81.3% to 87.7%", however it is not clear evaluation methods used.[29] Under the SCP schools also can participate in the Schools Business Partnership, which includes a mentoring program for at-risk students with a mentor from a local business, the Skills@Work program where local businesses share information on workforce skills, a summer work placement program, and Management Excellence for Principals, which supports sharing of skills between businesses and principals.[30]
Other curricular strategies (Various): *Work preparation and e-learning*	In Canada, Cooperative Education allows students to earn school credits through work experiences, and Specialist High School Majors orient students towards a professional career according to their interests. In Norway the Praksisbrev (certificate of practice) offers at-risk students the possibility of obtaining other work experience. In Chile the "*Yo Estudio*" e-learning platform enriches the process of learning through a platform that offers content in mathematics, language, history, science, English, including technical-professional training.
Management Strategies	
Liceo para todos (LPT) (Chile): *Personalized attention and work plan with individual goals to support retention*	LPT aims to reduce upper secondary dropout in the most vulnerable high schools of Chile through three strategies: 1) scholarships for school retention; 2) school alignment (i.e. 1st grade students take preparation courses to make sure they have the proper reading and mathematics levels for their courses; and are divided in different groups for these preparation courses based on a previous diagnosis of the students' competences); and 3) action plan (which includes a diagnosis of the school situation and the school commitments to reduce dropout by covering four dimensions: a) pedagogical development, b) psychosocial development, c) institutional management, and d) relationship with the environment).

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[27] Fifth Annual Early College High School Initiative Evaluation Synthesis Report: Six Years and Counting: The ECHSI Matures http://www.air.org/files/ECHSI_Eval_Report_2009_081309.pdf

[28] http://www.newb.ie/publications/scpdocumentation.asp

[29] http://ec.europa.eu/education/school-education/doc/esl/ryan_en.pdf

[30] http://www.oecd.org/ireland/49624509.pdf

	Ruiz and Vergara found that in most of their cases studies (3 out of 4), principals and teachers assumed a proactive position towards high school dropout prevention, improving the attendance and repetition levels at the schools. The LPT Action Plans positively changed the pedagogical practices. School authorities used the scholarships in order to prevent the need for youth to seek work to cover school costs (Ruiz and Vergara, 2005).
Learning Communities (Spain): *Community support to prevent dropout*	A promising approach being utilized in Spain is that of Learning Communities. In this approach, regional authorities provide funding to parents associations, and parents and communities are involved in reducing early school leaving. Learning Communities utilize a community-wide approach including consultations, community volunteers, and utilization of innovative pedagogical methods such as learning through interactive groups. The Learning Communities have not undergone formal evaluation, but self-assessments have found apparent positive impacts on achievement and attainment.[31]

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[31] Reducing Early School Leaving in the EU Study, 2011 http://www.europarl.europa.eu/studies