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| **Crosswalk of Protocol Topics, by Research Question** |
| **Protocol Constructs** | **RQ2: What are the key features and characteristics of dropout prevention and recovery strategies?** | **RQ2: Do programs with stronger evidence of effectiveness differ from other programs, and if so, in what ways?** | **RQ2: How do programs that focus on preparing students for success in college and careers differ from traditional programs that focus primarily on dropout prevention and high school graduation?** | **RQ3: What supports and challenges did districts and schools experience in implementing dropout prevention and postsecondary preparation strategies?** | **RQ4: How do dropout recovery strategies and their effectiveness vary across differing state, local, school, and community contexts?** | **RQ5: What measures do schools, districts, or programs use for benchmarking and accountability?** |
| ***Program***  |
| Program goals (re dropout prevention, college readiness, and/or dropout recovery) | X | X | X |  | X | X |
| Target population as defined and served by program | X | X | X |  | X | X |
| Strategies and practices to prevent dropouts | X | X | X |  |  |  |
| Challenges in implementing dropout prevention strategies |  | X | X | X |  |  |
| Strategies and practices to promote college readiness | X | X | X |  |  |  |
| Challenges in implementing college readiness strategies |  | X | X | X |  |  |
| Strategies and practices to recover out-of-school youth | X | X |  |  | X |  |
| **Crosswalk of Protocol Topics, by Research Question (continued)** |
| **Protocol Constructs** | **RQ2: What are the key features and characteristics of dropout prevention and recovery strategies?** | **RQ2: Do programs with stronger evidence of effectiveness differ from other programs, and if so, in what ways?** | **RQ2: How do programs that focus on preparing students for success in college and careers differ from traditional programs that focus primarily on dropout prevention and high school graduation?** | **RQ3: What supports and challenges did districts and schools experience in implementing dropout prevention and postsecondary preparation strategies?** | **RQ4: How do dropout recovery strategies and their effectiveness vary across differing state, local, school, and community contexts?** | **RQ5: What measures do schools, districts, or programs use for benchmarking and accountability?** |
| ***Program***  |
| Challenges in implementing dropout recovery strategies |  | X |  |  | X |  |
| Types of data used for identification and needs assessment  | X | X | X |  | X | X |
| Supports for/challenges to using data for program implementation |  | X | X | X | X |  |
| Capacity and sustainability (financial, human capital, other) |  | X | X | X | X |  |
| ***Outcomes*** |
| Perceived outcomes and potential improvements resulting from programs | X | X | X |  | X | X |
| Use of data to track outcomes |  | X | X |  | X | X |

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| **Crosswalk of Protocol Topics, by Research Question (concluded)** |
| **Protocol Constructs** | **RQ2: What are the key features and characteristics of dropout prevention and recovery strategies?** | **RQ2: Do programs with stronger evidence of effectiveness differ from other programs, and if so, in what ways?** | **RQ2: How do programs that focus on preparing students for success in college and careers differ from traditional programs that focus primarily on dropout prevention and high school graduation?** | **RQ3: What supports and challenges did districts and schools experience in implementing dropout prevention and postsecondary preparation strategies?** | **RQ4: How do dropout recovery strategies and their effectiveness vary across differing state, local, school, and community contexts?** | **RQ5: What measures do schools, districts, or programs use for benchmarking and accountability?** |
| ***Policy Contexts*** |
| District and state policy as barriers/facilitators, needed changes |  | X | X | X | X |  |
| State data system policy and provisions |  | X |  | X |  | X |
| ***Partnerships*** |
| Partner role and responsibilities | X | X |  | X |  |  |
| Benefits and challenges of partnership |  | X |  | X |  |  |