

Attachment 14

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	

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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		