



Check and Connect for Staying In and Progressing In School

What is the level of evidence?

This practice was identified by the Institute of Education Sciences as having potentially positive effects for progressing in school and positive effects for staying in school. It is labeled by NTACT as a Research-Based Practice. *More information on NTACT's process for identifying effective practices is available here: [NTACT's Effective Practices](#).*

What is the practice?

Check and Connect is an intervention to reduce dropping out. It is based on monitoring school performance, mentoring, case management, and other supports. The “Check” component is designed to continually monitor student performance and progress. The “Connect” component involves program staff giving individualized attention to students in partnership with other school staff, family members, and community service organizations.

Where is the best place to find out how to do this practice?

The What Works Clearinghouse at IES provides this information:

http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/wwc_checkconnect_050515.pdf.

More details on the program are available at the University of Minnesota's Institute on Community Integration's website: <http://checkandconnect.umn.edu/>. With details on statewide implementation here:

http://checkandconnect.umn.edu/implementation/statewide_sites.html.

The manual for implementing Check and Connect with fidelity is here:

<http://checkandconnect.umn.edu/docs/ManualTOC.pdf>.

References used to establish this evidence base:

Sinclair, M. F., Christenson, S. L., Evelo, D. L., & Hurley, C. M. (1998). Dropout prevention for youth with disabilities: Efficacy of a sustained school engagement procedure. *Exceptional Children*, 65, 7–21.

Sinclair, M. F., Christenson, S. L., & Thurlow, M. L. (2005). Promoting school completion of urban secondary youth with emotional or behavioral disabilities. *Exceptional Children*, 71, 465–482.

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