

## **School Practitioner Community of Practice**

(A network for sharing & exchange)

May 22, 2019

### Topics for discussion

**>How are schools helping students who don't make it to graduation?**

**>Helping Parents Deal with the "tween" years**

### Links to a few other relevant resources & other topics of concern

**Note:** Go to <http://smhp.psych.ucla> for links to other Center resources including

>Upcoming initiatives, conferences & workshops

>Calls for grant proposals, presentations, and papers

>Training and job opportunities

>Upcoming webcasts & other professional development opportunities

This resource is from the

Center for MH in Schools & Student/Learning Supports, UCLA

Given shrinking education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

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For those who have been forwarded this and want to receive resources directly, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

For previous postings of community of practice discussions, see <http://smhp.psych.ucla.edu/practitioner.htm>

### Topic for Discussion –

**>How are schools helping students who don't make it to graduation?**

In the midst of the well deserved end of year celebrations and plans for graduation, it also is time to think about those who didn't make it to graduation. Does the support system at local schools reflect an understanding of why students are not graduating? Does it provide essential student/learning supports based on such an understanding? Does it include opportunities to connect students with alternative education/career preparation?

### The Numbers:

From a 5/1/19 news report:

<https://www.usnews.com/education/best-high-schools/articles/see-high-school-graduation-rates-by-state>

*The national high school graduation rate sits at 84.6%, with average state graduation rates for 2016-2017 ranging from 72% to 94%,... disparities persist as the graduation rates for Asian and*

*Pacific Islanders and white students continue to outpace the graduation rates of Hispanic, black, Native American and Alaska Native students, according to National Center for Education Statistics. Likewise, graduation rates among students with disabilities and economically disadvantaged students are on the rise....*

From the National Center for Education Statistics

<https://nces.ed.gov/fastfacts/display.asp?id=805>

*The national 2016–17 adjusted cohort graduation rate for all students was 84.6 percent...*

*91.2 percent for Asian/Pacific Islander students (a 0.4 percentage point increase),  
88.6 percent for White students (a 0.3 percentage point increase),  
80.0 percent for Hispanic students (a 0.7 percentage point increase from 2015-16),  
77.8 percent for Black students (a 1.4 percentage point increase), and  
72.4 percent for American Indian/Alaskan Native students (a 0.5 percentage point increase).*

*In other demographic subgroups, the 2016–17 ACGR was:*

*78.3 percent for economically disadvantaged students (a 0.7 percentage point increase from 2015–16),  
66.4 percent for limited English proficiency students (a 0.4 percentage point decrease), and  
67.1 percent for students with disabilities (a 1.6 percentage point increase).*

## **What to Do:**

From a report from America's Promise Alliance and its Center for Promise at Tufts University

[https://www.americaspromise.org/sites/default/files/d8/2016-12/DCTD%20Executive%20Summary\\_0.pdf](https://www.americaspromise.org/sites/default/files/d8/2016-12/DCTD%20Executive%20Summary_0.pdf)

*...Please set aside your preconceptions and assumptions about young people who don't finish high school. Fight the instinct to reach for quick solutions. Just listen hard and try to understand their experience and perspective. Young people who don't finish high school have few avenues for sharing their stories with adults, school professionals, community leaders, and policymakers. The goal of this report is to change that – to raise up the voices of young people who have not graduated from high school so that we all gain a deeper understanding of the challenges and choices they face. ...*

*Students who leave school before graduating are often struggling with overwhelming life circumstances that push school attendance far down their priority lists. Students leave school not because of a particular event or factor, but because circumstances accumulate in ways that push school further and further down their list of priorities. The reasons they cite for dropping out are the breaking point, the end of the story rather than the whole story. Early attention from every available adult – extended family members, school professionals, youth workers, religious leaders, neighbors, and others to specific events such as the death of a family member, parent incarceration, changing schools, or homelessness could slow the rate at which a cluster of events pushes or pulls a student out of school.*

*Young people who leave high school need fewer easy exits from the classroom and more easy on-ramps back into education. Some young people who stop going to school find it easier to leave school than to stay in or get back in. In other words, there are too many off-ramps and exits that are too easy to take, and too few on-ramps that are too hard to access. Asking teachers, parents, and students to examine the formal policies related to both leaving and re-entry could point out specific ways to help students stay in school or create opportunities for them to reengage more easily.*

*Young people who leave high school emphasize how much peers, parents, and other adults matter. Parents, teachers, other school-based professionals, after-school leaders, neighborhood adults, and peers all influence young people's expectations, behavior, and decision-making. Caring connections that follow students from home, through their neighborhood, to the school building are important. However, caring is not enough. The young people who are experiencing multiple adverse events in their lives need caring combined with connections to people and places that help them solve problems that get in the way of school achievement.*

Everyone in a young person's life and community can do something to help. Everyone – teacher, school administrator, bus driver, clergy, program leader, parent, grandparent, business owner – can make a difference by listening to what young people are experiencing at and outside school. While teachers, counselors, and administrators in high-need schools are often overwhelmed themselves, attentive school leadership, community oversight of graduation patterns, and greater support for an environment that encourages positive connections could all be counterweights to the lack of consistent support that young people say they often encounter from the adults closest to them....

For 13 specific high school improvement strategies designed to improve the likelihood of high school graduation for at-risk students, see the 2017 U.S. Department of Education report at <https://www2.ed.gov/about/offices/list/oepdp/ppss/reports-high-school.html>

Reports data from the 2014-2015 school year on a nationally representative sample of 2,142 public high schools from the *National Survey on High School Strategies (HSS) Designed to Help At-Risk Students Graduate*

From our Center at UCLA, see:

About a unified, comprehensive, and equitable system of learning supports, see

***Addressing Barriers to Learning: In the Classroom and Schoolwide*** — [http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

On embedding student/learning supports into school improvement, see

***Improving School Improvement*** [http://smhp.psych.ucla.edu/improving\\_school\\_improvement.html](http://smhp.psych.ucla.edu/improving_school_improvement.html)

And for more ideas and resources for planning effective strategies for dropout prevention, see links to other materials from our Center and from other sources compiled on the Center's Quick Finds. For example, go to:

*Dropout Prevention* <http://smhp.psych.ucla.edu/qf/dropout.html>

*Prevention for At Risk Students* <http://smhp.psych.ucla.edu/qf/prevention.html>

*Alternative Schools and Alternative Education* <http://smhp.psych.ucla.edu/qf/altschool.htm>

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***Please share whatever you can about what your local schools do to reach out to students who are struggling to provide that extra support? Is there an outreach program to re-engage students who have left?***

***And share with us your questions and comments about other relevant matters!!***

**Send your responses to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

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## Topic for Discussion –

### >Helping Parents Deal with the "tween" years

Caroline Miller, Editorial Director, Child Mind Institute, states:

*The "tween" years - between the ages of about 8 and 13 - are a time of transition for parents as well as kids. They're morphing from cuddly children to adolescents coolly asserting independence and testing boundaries. We're trying to figure out how to provide support as they navigate the land-mines of middle school, even though they may not be able or willing to ask for it.*

Below are links to a couple of the resources she offers for “weathering the tween years, which can leave kids anxious about fitting in and parents feeling shut out. And we take a look at some of the major issues it’s important to address - like sex and consent, substance use and social media - to lay the groundwork for safe, smart behavior in their teenage years.”

*Tweens: What Parents Should Know*

[https://childmind.org/article/what-parents-should-know-about-tweens/?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=READ%20MORE&utm\\_campaign=Weekly-05-14-19](https://childmind.org/article/what-parents-should-know-about-tweens/?utm_source=newsletter&utm_medium=email&utm_content=READ%20MORE&utm_campaign=Weekly-05-14-19)

*10 Tips for Parenting Tweens*

[https://childmind.org/article/10-tips-for-parenting-your-pre-teen/?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=READ%20MORE&utm\\_campaign=Weekly-05-14-19](https://childmind.org/article/10-tips-for-parenting-your-pre-teen/?utm_source=newsletter&utm_medium=email&utm_content=READ%20MORE&utm_campaign=Weekly-05-14-19)

*How to Talk to Kids About Sex and Consent*

[https://childmind.org/article/how-talk-kids-sex-consent-boundaries/?utm\\_source=newsletter&utm\\_medium=email&utm\\_content=READ%20MORE&utm\\_campaign=Weekly-05-14-19](https://childmind.org/article/how-talk-kids-sex-consent-boundaries/?utm_source=newsletter&utm_medium=email&utm_content=READ%20MORE&utm_campaign=Weekly-05-14-19)

Since schools play an important role in all this, our Center at UCLA emphasizes the importance of home engagement with schools. See the links in the Center’s Quick Find on

*Parent/Home Involvement and Engagement in Schools*

<http://smhp.psych.ucla.edu/qf/homework.htm>

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**Any thing you want to share about this?**

**Send your responses to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

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**Links to a few other relevant resources & other topics of concern**

*Dropout prevention programs and strategies*

<http://www.fldoe.org/schools/family-community/activities-programs/dropout-prevention/programs-strategies.stml>

*Best practice guide for dropout prevention* <https://www.cde.state.co.us/dropoutprevention/bpguide>

*About dropout prevention and recovery* <http://www.azed.gov/dropout-prevention/>

*How New Outreach Programs are Bringing Dropouts Back to Public School Classrooms*

<https://www.publicschoolreview.com/blog/how-new-outreach-programs-are-bringing-dropouts-back-to-public-school-classrooms>

*Seeing-and Supporting-Immigrant Teens*

[http://www.ascd.org/publications/educational-leadership/may19/vol76/num08/Seeing%E2%80%94and-Supporting%E2%80%94Immigrant-Teens.aspx?utm\\_source=marketing&utm\\_medium=email&utm\\_content=el&utm\\_campaign=el-newissue-may19-email-051019](http://www.ascd.org/publications/educational-leadership/may19/vol76/num08/Seeing%E2%80%94and-Supporting%E2%80%94Immigrant-Teens.aspx?utm_source=marketing&utm_medium=email&utm_content=el&utm_campaign=el-newissue-may19-email-051019)

*Kids in Maryland's Poorest County Are Among the State's Most Prepared for Kindergarten. Here's Why.*

<https://wamu.org/story/19/05/08/kids-in-marylands-poorest-county-are-among-the-states-most-prepared-for-kindergarten-heres-why/>

*Early-learning program teaches behavior regulation*

<https://www.kalw.org/post/sfusd-program-intervenes-early-keep-kids-out-special-ed-behavior>

*The Promise of Adolescence: Realizing Opportunity for All Youth*

<https://www.nap.edu/catalog/25388/the-promise-of-adolescence-realizing-opportunity-for-all-youth>

*Girls in the Juvenile Justice System* <https://www.ojjdp.gov/pubs/251486.pdf>



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For information about the  
**National Initiative for Transforming Student and Learning Supports**  
go to <http://smhp.psych.ucla.edu/newinitiative.html>

*Equity of opportunity is fundamental to enabling civil rights;  
transforming student and learning supports is fundamental to  
enabling equity of opportunity, promoting whole child development,  
and enhancing school climate.*

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**THE MORE FOLKS SHARE, THE MORE USEFUL AND  
INTERESTING THIS RESOURCE BECOMES!**

**For new sign-ups – email [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**Also send resources ideas, requests, comments, and experiences for sharing.**

**We post a broad range of issues and responses to the *Net Exchange***

**on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm>**

**and on *Facebook* (access from the Center's home page <http://smhp.psych.ucla.edu/> )**