

9/4/24) **This continuing education resource is from the national
Center for MH in Schools & Student/Learning Supports at UCLA**

Featured

**>Steering students toward career & technical education:
Concerns about tracking**

Also for discussion:

>Maximizing effectiveness of volunteers in classrooms

And, as always:

>Links to a few other resources relevant to continuing education

**This Community of Practice Practitioner is designed
for a screen bigger than an Iphone.**

For discussion and interchange:

**>Steering students toward career and technical education:
Concerns about tracking**

The concept of multiple pathways focuses on ensuring choice among a variety of high school programs that prepare all students for both college and careers. The emphasis is on providing both academic and career foundations for advanced learning, training, and effective and responsible participation in society. Available choices reflect student interests and community strengths and opportunities. They include programs that provide real world training in areas where graduates can apply for living-wage jobs.

Concerns, however, have been raised about tracking students into career training inappropriately.

What your view about this?

From: ***Career and Technical Education's Unequal Dividends for High School Students:
The Stratification of a New Generation***

“...Career and Technical Education (CTE) provides streamlined pathways from high school or community college into various occupations, the vast majority of which do not require a college degree for entry-level employment. For high school graduates who do not secure 4-year college acceptance, a CTE program at a community college may represent a welcome fallback option to becoming gainfully employed in a relatively short period of time. However, deciding to engage deeply with a CTE program while still in high school may include tradeoffs that students do not fully realize when enrolling.....

With roots in industrial and vocational education, CTE has built a reputation for assisting students not bound for college with direct access into the workforce, providing more stability and self-sufficiency..... When local labor markets influence the types of CTE offerings available in high population density urban locations, opportunities for students in urban settings are influenced by the demand for workers in jobs that do not require college degrees. Although efforts by local government initiatives may be successful in providing local employers with trained workers, it may be at the expense of advising students into careers unaligned with their potential capabilities. Unfortunately, current data suggest that CTE participation continues to lead students to predominantly manual labor and service occupations that do not require bachelor's degree level education, paying below average wages....

The reduced likelihood of drop out associated with CTE participation ... suggests that CTE's

promise of potential employment adds a discernible level of relevance to students' high school attendance, albeit primarily for positions with below average wages. However, the lack of a significant impact on full-time employment for all groups except for White students demonstrates that CTE is not delivering equally to all students who choose its pathways. Students of color who participated in CTE were no more likely to be employed full time than students of color who were not CTE participants, meaning they very well may have been better off taking academic college prep courses to improve their college attendance odds....

Prior research has found that students of color and females were more likely to be persistently unemployed compared to White students and males, respectively, even with CTE participation. For students of color capable of college success, even the more recent college-friendly CTE model appears to function as a "cooling out" process in that it reduces the likelihood of college attendance, without the payoff of better odds at securing full-time work after graduation.

The predominance of low-wage service and laborer jobs held by full-time working CTE participants is information that should be made transparent by administrators and school counselors to any student or parent considering CTE concentration over advanced college prep coursework. Likewise, students should be made aware that CTE participation does not preclude the need for post-secondary education but does make them significantly less likely to attend a 4-year college. In all, institutionally aligned CTE mechanisms for college and career onboarding reinforce class-based stratifications, particularly by race and gender.

High school students face many complex decisions that will impact their lives for years to come. Parents, counselors, and other school personnel play an important role in guiding them through those decisions and providing them with information to make informed choices. CTE appears to deliver on its promise of career readiness to White students in the form of increased odds of full-time employment after graduation, but provides no statistically significant benefit in this regard for any other group.

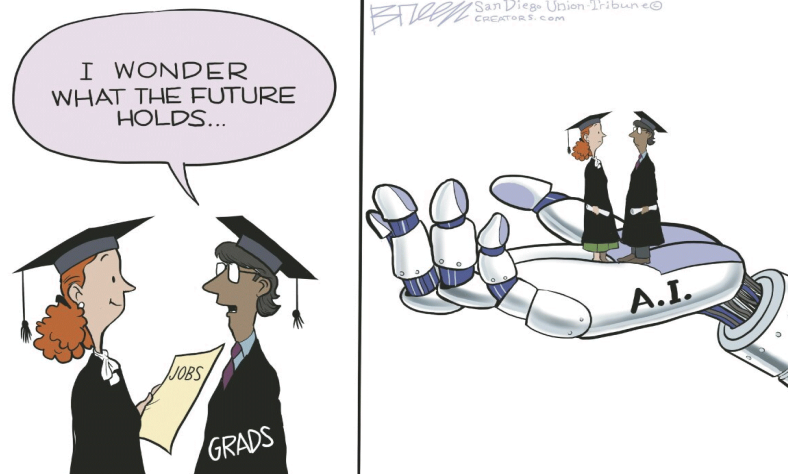
For students of color, supplanting traditional college-prep coursework with industry-specific CTE coursework appears unwise since it does not significantly influence their likelihood of full-time employment. CTE pathways are available at community colleges if students do end up falling short of 4-year college aspirations, but without the undesired side-effects of limiting their opportunities for college attendance. There is no need to start a "cooling out" process in high school by counseling students with 4-year college aspirations into making early career choices into low-wage CTE occupations, particularly if it redirects college-capable students to such careers before they can fully appreciate or understand the long-term consequences...."

For more from the Center on this, see:

>[*Defining Multiple Pathways for High School Graduation*](#)

>[*Enhancing Equity of Opportunity by Improving Access to Higher Education*](#)

Let us know your views -- send to Ltaylor@ucla.edu



For discussion and interchange:

>Maximizing effectiveness of volunteers in classrooms

Volunteers can be a multifaceted resource in a classroom and throughout a school. For this to be the case, however, the school staff must value volunteers and learn how to recruit, train, nurture, and use them effectively. When implemented properly, school volunteer programs can enable teachers to personalize instruction, free teachers and other school personnel to meet students' needs more effectively, broaden students' experiences, strengthen school-community understanding and relations, enhance home involvement, and enrich the lives of volunteers. In the classroom, volunteers can provide just the type of extra support needed to enable staff to conference and work with students who require special assistance. Schoolwide volunteers also can assist in offices, as front door welcoming greeters, when students are outdoors, etc.

From: *Parent advice from a substitute teacher*

"...Here are some things you might not know about the teachers in our public schools: they care about your kids. They know your kids, their hobbies, likes, dislikes, strengths, weaknesses and favorite superheroes. They usually hunt for anything they can praise. At a time when so much is in flux, these schools need our attention and support.... We need volunteers, active parents and grandparents, coaches, and community leaders to come alongside our teachers, many of them homegrown, to make our schools the strong community drivers they can be. Modern education is an entirely new world. I invite you to be part of it with and for our kids. If we want to see change, let's be that change..."

From: *AmeriCorps Seniors Foster Grandparent programs empower lives*

"Ventura County is witnessing a heartening transformation thanks to the efforts of senior volunteers participating in the AmeriCorps Seniors Foster Grandparent program. Under the broader AmeriCorps Seniors umbrella, leverage the wisdom, experience and compassion of senior citizens to provide vital support and companionship to individuals young and old with developmental disabilities. The extraordinary contributions of these volunteers are leaving a lasting impact on the community, fostering a sense of inclusion and care.

The Foster Grandparent Program pairs senior volunteers with students in local schools who have developmental disabilities. These "classroom grandparents" offer one-on-one mentorship, guidance and friendship, tailored to meet the unique needs of each individual. This personalized attention fosters social, emotional and cognitive development, promoting greater independence and an enhanced quality of life.

In Ventura County, AmeriCorps Seniors volunteers are sponsored by Tri-Counties Regional Center, an agency dedicated to serving individuals with developmental disabilities and their families. The regional center helps to provide educational, vocational and therapeutic services, which are significantly augmented by the personal, compassionate touch of senior volunteers....

The Foster Grandparent program in Ventura County highlight the power of community and intergenerational collaboration. By bringing together seniors and individuals with developmental disabilities, these programs create a network of support that benefits everyone involved. The dedication and compassion of the volunteers foster a more inclusive, compassionate community.

These programs also emphasize the importance of recognizing and valuing the contributions of seniors. Through their volunteer work, Foster Grandparents demonstrate that age is not a barrier to making a meaningful impact. Instead, their age brings depth, perspective, and richness to the lives of those they serve...."

For more on this, see *AmeriCorps Seniors Foster Grandparent Program*

For more from the Center on volunteers, see:

- >*Volunteers in schools*
- >*Volunteers are an Important Part of a System of Student and Learning Supports*
- >*Guiding and Supporting Volunteers*
- >*Volunteers as an Invaluable Resource*
- >*Volunteers to Help Teachers and Schools Address Barriers to Learning*

Is this topic being discussed in your locale?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

>Links to a few other relevant shared resources

- >>Funding youth programs
- >>Young workers without a college degree
- >>A preliminary assessment of the effectiveness of states' non-suspension and non-expulsion policies
- >>Differences in Student Arrest Rates Widen When Race, Gender, and Disability Status Overlap
- >>Chronicity of Maltreatment and the Importance of Attachment and Peer Relationships on Youth Mental Health Trajectory
- >>Back to School: Mental Health Tips and Resources to Help Youth Thrive in – and out of – the Classroom
- >>Why are kids still struggling in school four years after the pandemic?

A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts

- 9/4 What can I take off your plate: reducing teacher burnout
- 9/5 Parental Rights: Special education
- 9/5 Positively happier: a positive psychology intervention /
- 9/10 Emerging technologies in mental health care
- 9/12 How can we disagree better?
- 9/12 Evaluation and eligibility: special education
- 9/19 Teacher compensation reforms
- 9/19 The IEP: special education series
- 9/19 Empowering grassroots mentoring
- 9/25 Compassion fatigue and burnout
- 9/25 The critical role of interpreters in special education meetings
- 9/25 Keeping talented teachers
- 9/26 Organizational culture
- 9/26 Mental health and special education
- 10/17 Wellness and resilience
- 10/23 Addressing challenging behaviors
- 10/24 Effective communication with the IEP team

How Learning Happens (Edutopia's updated series of videos explores how educators can guide all students, regardless of their developmental starting points, to become productive and engaged learners.

Webinar recording: *Unpacking the Impacts of Structural Racism on Youth*

For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts – <http://smhp.psych.ucla.edu/webcast.htm>

To Listserv Participants

- **Please share this resource with others.** (Everyone has a stake in the future of public education and this is a critical time for action.)
- **Let us know what’s going on to improve how schools address barriers to learning & teaching and reengage disconnected students and families.** (We can share the info with the over 130,000 on our listserv.)

For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

Looking for information? (We usually can help.)
Have a suggestion for improving our efforts? (We welcome your feedback.)

We look forward to hearing from you!
Send to ltaylor@ucla.edu

Schools committed to the success of all children must be redesigned so that teachers, student support staff, and others at the school can help students as early as is feasible when they become aware of a behavior, emotional, learning, and/or physical problem. Such a redesign can minimize the impact of such problems and appropriately stem the tide of referrals for out of class specialized assistance (e.g., mental health services) and special education.

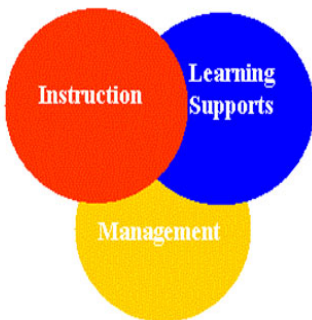
Through the **National Initiative for Transforming Student and Learning Supports**, our Center emphasizes the opportunity to start now to transform how schools address barriers to learning and teaching and reengage disconnected students.

If you are aware of efforts underway to transform how schools address barriers to learning and teaching, please share with us.

And if anyone is thinking about increasing the capacity of a district or school with respect to developing a *unified, comprehensive, and equitable system of student/learning supports*, we have many resources to help in moving forward. For example, see our recent guides:

- > ***Student/Learning Supports: A Brief Guide for Moving in New Directions***
- > ***Transforming Student and Learning Supports: Starting the Process***

Send all info and requests to ltaylor@ucla.edu



Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

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

For new sign-ups – email Ltaylor@ucla.edu

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

THIS IS THE END OF THIS ISSUE OF THE PRACTITIONER

Who Are We? Recently renamed the Center for MH in Schools and Student/Learning Supports, our national Center was established in 1995 under the auspices of the School Mental Health Project (which was established in 1986). We are part of the Department of Psychology at UCLA. The Center is co-directed by Howard Adelman and Linda Taylor.