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## **MEMORANDUM**

**TO:** Members, Utah State Board of Education

**FROM:** Martell Menlove, Ph.D.  
Chief Executive Officer

**DATE:** October 4, 2013

**INFORMATION:** Dropout Prevention in Utah: Strategies and Resources

### **Background:**

The Utah State Board of Education has recognized the many concerns regarding dropouts and dropout prevention in Utah. One response made by the USOE administration was to dedicate a half-time FTE to the issue of dropout prevention. Under this program coordinator's direction, a statewide Dropout Prevention Committee worked to produce a document, "Dropout Prevention in Utah: Strategies and Resources."

### **Key Points:**

The Dropout Prevention Committee used the Institute of Education Sciences' Practice Guide on Dropout Prevention (<http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=9>) as a model for its work. Committee members gathered information and identified schools across Utah that implement strategies and practices supportive of the recommendations. The guide developed by the committee includes brief descriptions of the strategies and programs and provides contact information that can be used by other educators as they make plans to meet the needs of students at their site who are at risk of dropping out.

### **Anticipated Action:**

It is anticipated that the Curriculum Standards and Student Success Committee will receive and review the "Dropout Prevention in Utah: Strategies and Resources" document.

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**STRATEGIES &  
RESOURCES**

Based on the six recommendations of the IES Practice Guide on Dropout Prevention

# DROPOUT PREVENTION

IN UTAH



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 **Utah** STATE OFFICE of **Education**





# DROPOUT **PREVENTION** IN UTAH

**Strategies and resources based  
on the six recommendations  
of the IES Practice Guide on  
Dropout Prevention**

**Utah State Office of Education**

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State Superintendent of Public Instruction

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Dropout Prevention and Career Awareness,  
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September 2013



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7/31/2013

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# INTRODUCTION

**THIS GUIDE** represents the collective efforts of the Utah Statewide Dropout Prevention Committee to gather evidence-based practices from Utah local education agencies (LEAs), including local districts and charter schools that are implementing strategies consistent with the *IES Practice Guide for Dropout Prevention* from the What Works Clearinghouse of the U.S. Department of Education. Page 8 of the *Practice Guide* states, “The aim of the guide is not to endorse specific branded interventions, but to identify a set of strategies and practices that are key components of interventions that have demonstrated promise in reducing dropout rates.”

In this document, committee members provide sample guidelines and strategies for interventions from schools and districts across Utah consistent with the following six recommendations from the *Practice Guide*:

- Recommendation 1.** Utilize data systems that support a realistic diagnosis of the number of students who drop out and that help identify individual students at high risk of dropping out (diagnostic).
- Recommendation 2.** Assign adult advocates to students at risk of dropping out (targeted intervention).
- Recommendation 3.** Provide academic support and enrichment to improve academic performance (targeted intervention).
- Recommendation 4.** Implement programs to improve students’ classroom behavior and social skills (targeted intervention).
- Recommendation 5.** Personalize the learning environment and instructional process (school-wide intervention).
- Recommendation 6.** Provide rigorous and relevant instruction to better engage students in learning and provide them skills needed to graduate and to serve them after they leave school (school-wide intervention).

To the extent possible, we recommend a multi-tiered system of support (MTSS), also known as Response to Intervention (RtI), in implementing these strategies. As noted above, Recommendations 2, 3, and 4 are targeted specifically for students at-risk, but such strategies will benefit all students. Recommendations 5 and 6 are school-wide strategies, the full implementation of which will specifically benefit students at risk.

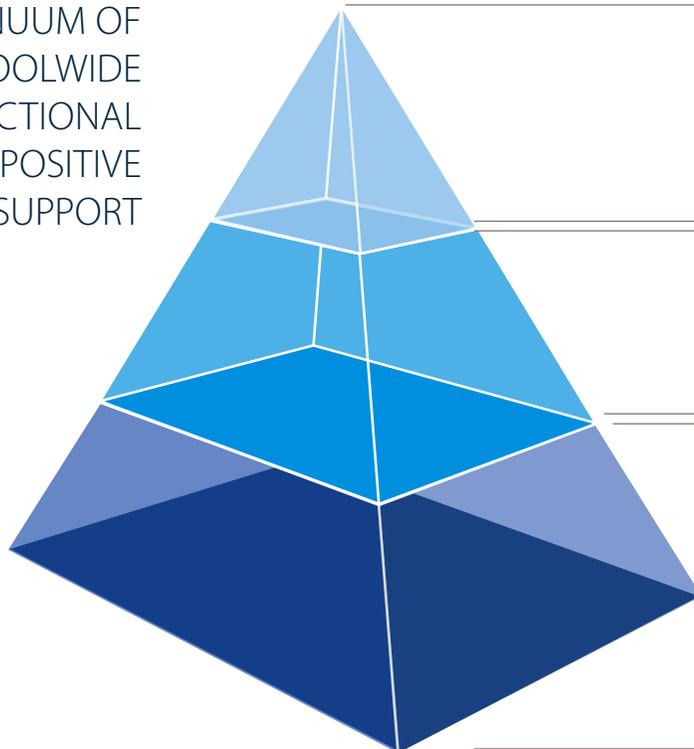
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## **What Is a Continuum of MTSS or School-Wide Positive Behavior Systems (SWPBS)?**

SWPBS schools organize their evidence-based behavioral practices and systems into an integrated collection or continuum which supports students experience based on their behavioral responsiveness to intervention. A three-tiered prevention logic requires that all students receive supports at the universal or primary tier. If the behavior of some students is not responsive, more intensive behavioral supports are provided, in the form of a group contingency (selected or secondary tier) or a highly individualized plan (intensive or tertiary tier).

Our application of the MTSS to these six recommendations is rudimentary. We are relying on the professional knowledge and skills of local educators to implement responsive strategies that are best suited to their students and staff and consistent with local district and charter school resources and priorities.

## CONTINUUM OF SCHOOLWIDE INSTRUCTIONAL AND POSITIVE BEHAVIOR SUPPORT



### INTENSIVE PREVENTION:

- Specialized
- Individualized
- Systems for students with high risk

### SECONDARY PREVENTION:

- Specialized group
- Individualized
- Systems for students with at-risk behavior

### PRIMARY PREVENTION:

- School/classroom-wide systems for all students, staff, and settings

## PARENT INVOLVEMENT

We have also added a parent involvement component to this resource guide. We have drawn heavily on information from the National Dropout Prevention Center for Students with Disabilities (NDPC-SD) for this section. NDPC-SD provides additional resources and strategies that will support many of the recommendations from the IES Practice Guide for Dropout Prevention.

One significant aspect of parent involvement is the relationship of student attendance to dropout prevention. Research published by the Utah Education Policy Center (UEPC) indicates that chronic absenteeism has significant negative outcomes in terms of student achievement. According to the UEPC Policy Brief:

**A student is chronically absent** if he or she misses school 10 percent of the time, or more, for any reason, according to Attendance Works. (Attendance Works is a national initiative that promotes awareness of attendance issues. See <http://www.attendanceworks.org/>.) Researchers have identified chronic absen-

teeism as a persistent problem related to poor academic performance and potential behavioral and developmental issues. There is general agreement among researchers that being chronically absent places students at risk of negative academic consequences (Chang & Romero, 2008; Moonie, Sterling, Figgs, & Castro, 2008).

A small but growing body of research based on **chronic absenteeism data** has emerged. Recent research indicates that:

- Chronic absenteeism in kindergarten can be negatively correlated with academic performance in the first grade (Chang & Romero, 2008).
- Chronic absenteeism can have pronounced negative impacts on students of poverty (Ready, 2010).
- Chronic absenteeism is often higher in urban, as compared to rural, schools (Sheldon & Epstein, 2004).
- Chronic absenteeism can be an early predictor of dropping out of high school (Mac Iver & Mac Iver, 2010).

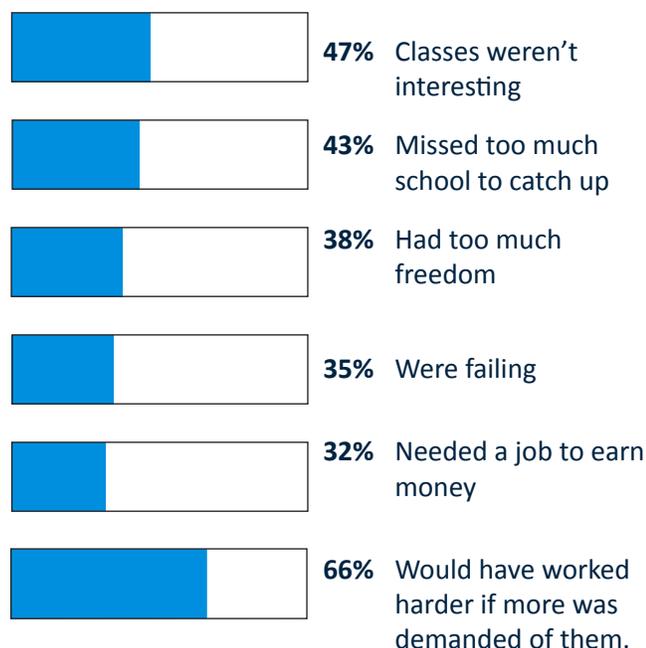
- Chronic absenteeism can reduce the likelihood of post-secondary enrollment (Balfanz & Byrnes, 2012).

One of our big questions for parent involvement is: “How do we help parents get their children to school?” The corresponding question for the school is: “How do we keep students at school and making progress toward graduation?”

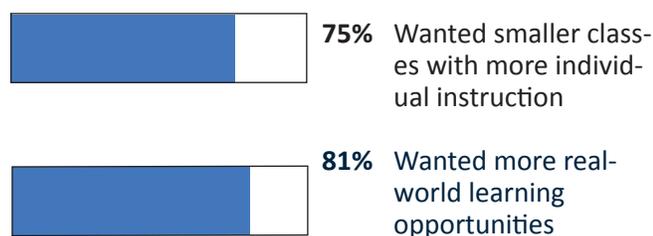
As LEAs work to implement multiple strategies to improve graduation rates and decrease dropout rates, we also encourage them to consider insights gained from the Gates Foundation’s *The Silent Epidemic: Perspectives from High School Dropouts*: <http://www.gatesfoundation.org/united-states/Documents/TheSilentEpidemic3-06FINAL.pdf>

*The Silent Epidemic* document answers some of the following questions.

### 1) Why do students drop out?



### 2) What might have kept them in school?



The authors of the *Practice Guide* state on page 5 that, “The greatest success in reducing

dropout rates will be achieved where multiple approaches are adopted as part of a comprehensive strategy to increase student engagement.” The authors recognize that engagement for students has both a behavioral and a psychological aspect.

## RECOMMENDATIONS

Finally, the following are two major recommendations from our workgroup:

- 1 Align ALL the state Dropout Prevention (Graduation Retention) committee recommendations with the following processes that already exist, and monitor closely progress toward well-defined, measurable goals based on disaggregated student data with a set graduation rate and yearly progress goal determined by the USOE:
  - a. LEA/district consolidated plans
  - b. School Improvement plans aligned to district plan
  - c. New accreditation process

*NOTE: Each school plan needs to focus on recent civil rights data to address retention disparities, referrals, and suspension data.*

- 2 Do close analyses of existing structures and processes that could be better utilized to support personalizing a wide range of learning environments for students:
  - a. The use of Professional Learning Communities for increased student engagement in their own learning, increased expectations, and student choice
  - b. The use of vertical teams in feeder patterns, elementary to middle and middle to high school, with the end goal of developing summer bridge programs for students and parents
  - c. The use of Community Learning Centers for increased community engagement and student support
  - d. The use of community-based partnerships to support the effective functioning of Community Learning Centers



# UTILIZE DATA SYSTEMS

THAT SUPPORT A REALISTIC DIAGNOSIS OF THE NUMBER OF STUDENTS WHO DROP OUT AND THAT HELP IDENTIFY INDIVIDUAL STUDENTS AT HIGH RISK OF DROPPING OUT.

## Committee Members:

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Adjunct Assistant  
Professor, Educational  
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## INDICATOR 1.1

Use longitudinal, student level data to get an accurate read of graduation and dropout rates.

## TIER 1 2 3

### Evidence-Based Strategies 1.1

### USING DATA

- **Students:** Track absences accurately.
- **Parents:** Inform parent before student reaches 10% absences in a grading period.
- **Teachers:**
  1. Establish policies to support school attendance at levels of 90% or greater in every grading period.
  2. Discuss “Fs” in detail and adjust interventions.
- **Counselors:**
  1. Discuss “F’s” in detail and adjust interventions.
  2. Support school attendance at levels of 90% or greater in every grading period.
  3. Make changes in student’s schedule when necessary.
  4. Provide training and support for effective absence and attendance policies.
- **Building Administration:**
  1. Establish absence and attendance policies that connect students to school and support attendance at levels of 90% or greater.
  2. Gather data.
  3. Use court referrals as a last resort.
- **District/LEA:** Establish absence and attendance policies that connect students to school and support attendance at levels of 90% or greater.
- **State:** Gather data.

**UTAH STATE OFFICE OF EDUCATION**

USOE is collaborating with WestED and the American Institute for Research to pilot a Utah specific **Early Warning System** for schools participating in Cohort 1 of the USOE Dropout Prevention Alliance which is supported through a grant for Intensive Technical Assistance for Dropout Prevention from the National Dropout Prevention Center for Students with Disabilities. The goal of the grant is to assist all students in persisting and completing high school, and achieving graduation. The Early Warning System is used to organize student level data for school attendance, course performance, GPA, credits earned and behavior incidents.

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**Cohort 1: Joined in 2011–12**

**Alta High School**, Canyons School District  
**Grantsville High School**, Tooele School District  
**Highland High School**, Salt Lake City School District  
**Polaris High School**, Alpine School District  
**South Hills Middle School**, Jordan School District

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**Cohort 2: Joined in 2012–13**

**Ashley Valley High School**, Uintah School District  
**City Academy Charter School**, Salt Lake City School District  
**Eagle View Elementary**, Uintah School District  
**Juab High School**, Juab School District  
**Northridge High School**, Davis School District  
**Uintah High School**, Uintah School District  
**Vernal Middle School**, Uintah School District  
**Vernal Junior High School**, Uintah School District  
**Woods Cross High School**, Davis School District

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**Contact Information:**

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**CONSIDERATIONS FOR NEXT STEPS**

- Schedule coordinated visits to model schools.
- Officially acknowledge model schools by state school board.
- Use SIS or other commercial student record systems to trigger notices to students and parents regarding chronic absenteeism.

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**RESOURCES****■ WEB**

Dropout Data Collecting and Reporting Procedures Manual: <http://www.ncpublicschools.org/docs/research/dropout/reports/dropoutmanual.pdf>

Montana High School Completer and Dropout Data Collection Handbook: <http://opi.mt.gov/pdf/Measurement/MTHSComDropoutManual.pdf>

## ■ PRINT MEDIA

- Duttweiler, P.C. (1995). *Effective Strategies for Educating Students in At-Risk Situations*. National Dropout Prevention Center, Clemson University.
- Dynarski, M. and Gleason, P. (1998). *Impacts of Dropout Prevention Programs: Final Report*. June 1998.
- Farmer, J.A. and Payne, Y. (1992). *Dropping out: Issues and Answers*. ISBN 0398058121.
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- Kronick, F.K. and Hargis, C.H. (1998). *Dropouts: Who Drops Out and Why – and the Recommended Action*. ISBN 039806850X.
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- Rumberger, R.W. (1987). High School Dropouts: A Review of Issues and Evidence. *Review of Educational Research*, 57(2), p. 101-121.
- Rumberger, R.W. (1995). Dropping out of Middle School: A Multilevel Analysis of Students and Schools. *American Educational Research Journal*, 32(3), p. 583-625.
- Vallerand, R.J., Fortier, M.S., and Guay, F. (1997). Self-Determination and Persistence in a Real-Life Setting: Toward a Motivational Model of High School Dropout. *Journal of Personality and Social Psychology*, 72(5), May.
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- Wehlage, G. (1989). *Reducing the Risk: Schools as Communities of Support*. New York, Falmer Press.

## INDICATOR 1.2

Use data to identify incoming students with histories of academic problems, truancy, behavioral problems, and retentions. Include student absences, and low academic achievement.

### TIER 1 2

#### Evidence-Based Strategies 1.2

#### EARLY WARNING SYSTEM

- **Students:** Understand the key indicators of the early warning system: school attendance, course performance, GPA, credits earned, and behavioral incidents.
- **Parents:** Collect data from parents at enrollment.
- **Teachers/Counselors:** Obtain access to transcripts, attendance, and behavioral data.
- **Building Administration:**
  1. Implement Early Warning System.
  2. Coordinate information sharing for points of transition.
- **District/LEA:** Identify model systems.
- **State:** Implement reporting system.

### TIER 3

#### Evidence-Based Strategies 1.2

- **Identify students at risk early—in grades pre-K, 5th, 8th, or otherwise consistent with local school configurations—to allow time to gather transition information.**

#### RESEARCH TO PRACTICE

*How is this being implemented in Utah schools?*

##### MURRAY HIGH SCHOOL

Murray High School uses the Struggling Learners/New Model to track students. They also have a tracking process for both junior high schools. Each month the counselors, school success teachers, social worker, and administration meet to review the information. District personnel sort student information from lowest to highest GPA, so the first part of the meeting is spent case managing and planning as a group how to better support the students. It's exciting to see how well some of the students are doing with the extra support classes/services. The school has also designed forms to refer students transitioning from one school to another. These forms have been reviewed with social workers, school counselors, administrators and other district office personnel.

There are approximately 400 students on the Struggling Learner List, which includes students with a GPA below a 2.0. Data indicates that some of the students transition better than the feeder school team anticipated; however, they are not removed from the Struggling Learner List until they have been settled in their new school for a year or so. There are approximately 200 Struggling Learners at each junior high. The case management process helps to coordinate support for each student and is an ongoing dropout prevention process.

#### Contact information:

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or

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### **MURRAY SCHOOL DISTRICT**

Murray School District has implemented **spring training** to facilitate the transition to the new school for students with an IEP. Educators look at each individual student's transition needs and design a transition program to meet those needs. Most often, this involves visiting the new school two times a week for six to eight weeks. Staff members from the sending school accompany the students and work with staff members from the receiving school to get to know the students and their needs. Parents are also involved in some of the site visits. IEP goals, accommodations, and modifications are addressed during spring training.

### **Contact Information:**

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### **CONSIDERATIONS FOR NEXT STEPS**

- **Implement a statewide data base of students' attendance, plus summary of grades.**
- **Design a consistent system to share behavioral data.**

### **RESOURCES**

#### **WEB**

Dropout Data Collecting and Reporting Procedures Manual: [http://www.ncpublicschools.org/docs/research/dropout/reports/dropout\\_manual.pdf](http://www.ncpublicschools.org/docs/research/dropout/reports/dropout_manual.pdf)

Montana High School Completer and Dropout Data Collection Handbook: <http://opi.mt.gov/pdf/Measurement/MTHSComDropoutManual.pdf>

**Three-webinar series—Building Supports for Student Success:** <http://ruraldropoutprevention.weebly.com/index.html>

1. Community Support for Dropout Prevention and Recovery (archived)
2. Using Early Warning Systems and Interventions (archived)
3. Effective Reengagement and Recovery Programs (archived)

(For all students, with special attention paid to rural schools)

#### **PRINT MEDIA**

Allensworth, E. M., & Easton, J. Q. (2005). *The On Track Indicator as a Predictor of High School Graduation*. Chicago, IL: Consortium on Chicago School Research. Retrieved October 10, 2007, from <http://ccsr.uchicago.edu/publications/p78.pdf>.

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Battin-Pearson, S., Newcomb, M. D., Abbott, R. D., Hill, K. G., Catalano, R. F., & Hawkins, J. D. (2000). Predictors of early high school dropout: A test of five theories. *Journal of Educational Psychology*, 92(3), pp. 568–82.

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Finn, J. D., & Rock, D. A. (1997). Academic success among students at risk for school

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- Garnier, H. E., Stein, J. A., & Jacobs, J. (1997). The process of dropping out of high school: A 19-year perspective. *American Educational Research Journal*, 34(2), pp. 395–419.
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- Morris, J. D., Ehren, B. J., & Lenz, B. K. (1991). Building a model to predict which fourth through eighth graders will drop out of high school. *Journal of Experimental Education*, 59(3), pp. 286–93.
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- Rumberger, R.W. (1995). Dropping out of middle school: A multilevel analysis of students and schools. *American Educational Research Journal*, 32(3), pp. 583-625.
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## INDICATOR 1.3

Monitor the academic and social performance of all students continually. Include attitudes, resiliency, motivation, and how students value education.

### TIER 1

#### Evidence-Based Strategies 1.3

#### ACADEMIC AND SOCIAL PERFORMANCE

- **Students:**
  1. Monitor grades and citizenship at least weekly.
  2. Survey annually for student attitudinal, motivational and educational value.
- **Parents:**
  1. Monitor grades and citizenship with your student at least weekly.
  2. Obtain and review, at least annually, non-cognitive elements such as resiliency, academic engagement, academic self-sufficiency, educational commitment, social comfort and school engagement.
- **Teachers/Counselors:**
  1. Obtain and review non-cognitive elements at least annually.
  2. Implement tracking and report data. Use data-based decision making to determine appropriate interventions.
- **Building Administration:**
  1. Utilize models such as TEAM (Team Education at Murray) for tracking.
  2. Use data-based decision making to determine appropriate interventions.
- **Administration and District/LEA:** Provide more mentors or behavioral health specialists.

### TIER 2

#### Evidence-Based Strategies

- Identify students at risk of low attitudinal, motivational and educational value through surveys, writings from story starters, class discussions, and interactions with peers and mentors.

### TIER 3

#### Evidence-Based Strategies

- Access Valley Mental Health therapists in the most at-risk schools.

## RESEARCH TO PRACTICE

*How is this being implemented in Utah schools?*

### DAVIS SCHOOL DISTRICT

**Student Strengths Inventory:** Many high schools and middle/junior high schools have used the Student Strength Inventory (SSI) which has been available through UtahFutures that provides data for these elements: resiliency, academic engagement, academic self-sufficiency, educational commitment, social comfort and school engagement.

### FAIRFIELD JUNIOR HIGH SCHOOL

MaryAnn Thurgood, School Counselor at Fairfield Junior High School in Davis School District (retrieved from e-mail March 18, 2013) provides this anecdotal evidence of the efficacy of the SSI:

We review the Student Result Summary Sheet [of the SSI] with the students and a parent during their [College and Career Ready] conference. We tied it in with their educational goal planning based upon their educational thinking as identified on the survey. I found [the SSI Results] generated a very specific discussion with the students about their view of these aspects of school. I was able to ask timely questions about their thinking that I would not have addressed normally, especially with our 8th graders. And as we did high school planning, it set a great foundation for rethinking or clarifying their thinking based upon their plans to graduate from high school and stay committed to post high school educational attainment. The survey visually portrayed the disconnect between their confidence level to do the coursework and their degree of engagement and effort in doing their best. The resiliency discussion opened up some action plans for implementing coping strategies in order to deal with the stress of school.

Parents really tuned-in for this discussion and opened up to their sons'/daughters' responses. I could tell that there was going to be some follow up at home regarding the issues addressed by the survey (such as educational commitment and academic engagement). I think quantifying the student's educational thinking and then visually portraying their results was especially impactful for parents to see and understand. I believe it was a positive intervention to get parents and students talking about educational experiences and pursuits.

As a school we also used the summary information about students as we designed interventions for our greatest need students. We have grade level teams of teachers and administrators who twice a month talk about student's academic performance and how they can intervene to assist the students. Some of the academic survey results and explanations were incorporated into the student data that these teacher teams reviewed.

Overall I found [the SSI] to be a great “whole student” tool that counselors and educators can use effectively especially given our current climate of emphasis on “academic testing.”

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### Contact Information

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### CONSIDERATIONS FOR NEXT STEPS

- **Teach students how to track and graph their own data.**
- **Train all school staff on non-cognitive elements and their impact on student performance.**
- **Implement the SSI or similar instruments at all grade levels to facilitate conversations and interventions.**

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### RESOURCES

#### ■ WEB

- Dropout Data Collecting and Reporting Procedures Manual: <http://www.ncpublicschools.org/docs/research/dropout/reports/dropoutmanual.pdf>
- Montana High School Completer and Dropout Data Collection Handbook: <http://opi.mt.gov/pdf/Measurement/MTH-SComDropoutManual.pdf>

#### ■ PRINT MEDIA

- Allensworth, E. M., & Easton, J. Q. (2005). *The On Track Indicator As A Predictor Of High School Graduation*. Chicago, IL: Consortium on Chicago school research. Retrieved October 10, 2007, from <http://ccsr.uchicago.edu/publications/p78.pdf>
- Neild, R.C., Balfanz, R., and Herzog, L. (2007) An Early Warning System. *Educational Leadership* 65(2) October. p. 28-33.

## INDICATOR 1.4

Review student-level data to identify students at risk of dropping out before key academic transitions.

### TIER 1

#### Evidence-Based Strategies 1.4

#### REVIEW STUDENT-LEVEL DATA

- **Students:**
  1. Track attendance and behaviors K–12.
  2. Track motivational, attitudinal, and value elements of students annually.
- **Parents:** Incorporate motivational, value, and attitudinal elements of progress in College and Career Readiness Planning interviews.
- **Teachers/Counselors:** Communicate with personnel in your feeder system to provide information and insights on students at-risk.
- **Building Administration:** Review motivational, value, attitudinal elements, and school climate data as aggregate for the school.
- **Districts:** Review motivational, value, attitudinal elements, and school climate data as aggregate for the district and schools.
- **State:** Implement support for the school transition dropout data collection.

### TIER 2

#### Evidence-Based Strategies

#### CONDUCT SURVEYS

- Use data-based decision making to create goals for individual students, classes, grade-levels, and the school.

### TIER 3

#### Evidence-Based Strategies

#### CONDUCT AND EVALUATE SURVEYS

- Conduct and evaluate surveys that measure motivation, educational values, and attitudes of students to identify students at risk of dropping out at academic transition.

## RESEARCH TO PRACTICE

*How is this being implemented in Utah schools?*

### CRESCENT VIEW MIDDLE SCHOOL, CANYONS SCHOOL DISTRICT

#### CCG PROGRAM IMPROVEMENT PROJECT: CLOSING THE GAP

Electronic Data Reporting Template

School and District: Crescent View Middle (Canyons School District)

Project Title: Student Strength Inventory

Date Submitted: June 7, 2012

Key Word: Academics



## ABSTRACT

The Utah State Office of Education uses a Statewide Student Identifier (SSID) to accurately track each student. The class of 2007 is the first high school cohort to participate in this longitudinal data sys-

tem. According to this data Utah’s graduation rates have increased by 7% from 2008–2011 (USOE, 2011). In spite of this noticeable increase Utah still has a 21% dropout rate. In this paper we will examine the traditional methods of identifying students at risk of dropping out and introduce more current research that attempts to discover not only “who” drops out but also “why” they drop out.

Research supports the fact that there is no single risk factor that can accurately predict who is at risk of dropping out (Hupfeld, 2010). More often than not a student’s decision to drop out involves a multitude of factors that involve student engagement with school and learning. Under this premise the professional school counselors at Crescent View Middle School conducted a Student Strength Inventory survey provided by Utahfutures.org that will permit counselors to identify students displaying warning signs of dropping out. 252 eighth grade students from Crescent View participated in our survey that measures several personal and social factors that directly influence school success.

*See full text at the end of this section.*

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### Contact Information

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## CONSIDERATIONS FOR NEXT STEPS

- Create systems of data collection to evaluate students at risk at academic transition.

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## RESOURCES

### ■ WEB

Dropout Data Collecting and Reporting Procedures Manual: <http://www.ncpublicschools.org/docs/research/dropout/reports/dropoutmanual.pdf>

Montana High School Completer and Dropout Data Collection Handbook: <http://opi.mt.gov/pdf/Measurement/MTHSCom-DropoutManual.pdf>

### ■ PRINT MEDIA

Allensworth, E. M., & Easton, J. Q. (2005). *The On Track Indicator as a Predictor of High School Graduation*. Chicago, IL:

Consortium on Chicago school research.  
Retrieved October 10, 2007, from <http://ccsr.uchicago.edu/publications/p78.pdf>

Roderick, M., & Camburn, E. (1999). Risk and recovery from course failure in the early years of high school. *American Educational Research Journal*, 36, 303–43.

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## INDICATOR 1.5

Monitor student sense of engagement and belonging in school. Include data on school climate.

### TIER 1

#### Evidence-Based Strategies 1.5

#### STUDENT ENGAGEMENT

- **Students:**
  1. Survey school climate.
  2. Utilize data from instruments similar to the Student Strengths Inventory (SSI).
  3. Track levels of engagement at least annually.
- **Parents:** Participate in school climate surveys to help identify risk factors for students.
- **Teachers/Counselors:** Survey school climate to inform practice.
- **Building Administration:** Survey school climate to use for planning.
- **Districts:** Monitor school climate data to inform decisions.
- **State:** Gather state-wide school climate data.

### TIER 2

#### Evidence-Based Strategies

- Utilize weekly writing prompts.
- Review SSI data to identify at-risk students.

### TIER 3

#### Evidence-Based Strategies

- Provide behavioral health services to students identified from writing prompts and SSI.

## RESEARCH TO PRACTICE

*How is this being implemented in Utah schools?*

Many high schools and middle/junior high schools have used the Student Strength Inventory (SSI) that provides this data element.

### BUTLER MIDDLE SCHOOL, CANYONS SCHOOL DISTRICT



#### CCG PROGRAM IMPROVEMENT PROJECT: CLOSING THE GAP

Electronic Data Reporting Template

School and District: Butler Middle (Canyons School District)

Project Title: Student Strength Inventory

Date Submitted: June 5, 2012

Key Word: Academics

## ABSTRACT

The middle schools in Canyons School District decided to utilize the Student Strength Inventory from [UtahFutures.org](http://UtahFutures.org) to gather data information about our students in our schools and within the district.

We used the information to see which students are at risk in each area, but we decided as a group to concentrate on academic engagement for this data project.

Utilizing early warning data from the Student Strengths Inventory will permit counselors to identify our 9th grade students displaying early warning signs of high school drop-out. 276 of our 9th graders were targeted for this project. Since our district wants 100% of our students to be college-and-career ready, we thought that the academic engagement at-risk students would tell us which students we needed to help.

Butler Middle was once called Butler Model, and the expectations are high for all students. We expected our results to be at least in the district's average for at-risk students, but we are actually 3.8% higher than the district average. Our Needs Assessment shows that parents and teachers have high expectations for students to be successful academically.

*See full text at the end of this section.*

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### Contact Information

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### CONSIDERATIONS FOR NEXT STEPS

- **Develop and implement school climate survey for students, teachers, administrators, and parents.**

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### RESOURCES

#### ■ WEB

Dropout Data Collecting and Reporting Procedures Manual: <http://www.ncpublicschools.org/docs/research/dropout/reports/dropoutmanual.pdf>

Montana High School Completer and Dropout Data Collection Handbook: [http://opi.mt.gov/pdf/Measurement/MTHS Com-DropoutManual.pdf](http://opi.mt.gov/pdf/Measurement/MTHS_Com-DropoutManual.pdf)

**Webinar series** from the National Center on Safe Supportive Learning Environments: <http://safesupportiveschools.ed.gov/index.php?id=65&sort=grouped> (Contains numerous archived **webinars** on school climate, school climate measurement/surveys, program implementation, and supportive school discipline.)

#### ■ PRINT MEDIA

*For examples of school climate surveys in practice, see:*

Austin, G. and Benard, B. (2007). *The State Data System to Assess Learning Barriers, Support, and Engagement: Implication for School Reform Efforts*. West Ed, Oct. 19, 2007.

Willms, D., & Flanagan, P. (2008). Tell Them From Me. [Website]. Retrieved May 27, 2008, from <http://www.thelearningbar.com/ttfm/main.php>

#### ■ OTHER PUBLICATIONS

The Centers for Disease Control has a publication on school connectedness with specific strategies to employ at the school level to improve outcomes for students.

*School connectedness*, the belief held by students that adults and peers in the school care about their learning as well as about them as individuals, is an important protective factor. Research has shown that young people who feel connected to their school are less likely to engage in many risk behaviors, including early

sexual initiation; alcohol, tobacco, and other drug use; and violence and gang involvement.

Students who feel connected to their school are also more likely to have better academic achievement, including higher grades and test scores; have better school attendance; and stay in school longer.

Efforts to improve child and adolescent health have typically addressed specific health risk behaviors, such as tobacco use or violence. However, results from a growing number of studies suggest that greater health impact might be achieved by also enhancing protective factors that help children and adolescents avoid multiple behaviors that place them at risk for adverse health and educational outcomes.

<http://www.cdc.gov/healthyyouth/adolescent-health/connectedness.htm>

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## INDICATOR 1.6

Collect and document accurate information on student withdrawals.

### TIER 1

#### Evidence-Based Strategies 1.6.

#### Student Withdrawals

- **Students:** Collect exit data from students.
- **Parents:** Include parents or guardians in an exit interview.
- **Teachers/Counselors:**
  1. Monitor and report student behavior and attendance.
  2. Review exit data.
- **Building Administration:**
  1. Implement early warning systems for students missing 10% of a grading period.
  2. Train support staff on use of accurate exit codes.
- **District/LEA:** Use accurate codes for withdrawals.
- **State:** Develop a system to locate students who “disappear.”

### TIER 2

#### Evidence-Based Strategies

- Review and analyze exit data.

### TIER 3

#### Evidence-Based Strategies

- Incorporate exit data evaluation into systems of change at the school level.

## RESEARCH TO PRACTICE

*How is this being implemented in Utah schools?*

### MURRAY SCHOOL DISTRICT

See strategy 1.1A

## CONSIDERATIONS FOR NEXT STEPS

- Set Student Information System (SIS) to send notices to building administration at every five absences.
- Identify a network of agencies that can be contacted when a student “disappears” from school to help locate them (e.g., homeless shelters, welfare centers, juvenile justice, and boys’ and girls’ clubs).

## RESOURCES

### ■ WEB

Dropout Data Collecting and Reporting Procedures Manual: <http://www.ncpublicschools.org/docs/research/dropout/reports/dropoutmanual.pdf>

## ■ PRINT MEDIA

Engberg, J. and Gill, B. (2006). *Estimating Graduation and Dropout Rates with Longitudinal Data: A Case Study in the Pittsburgh Public Schools*. RAND Corporation, WR-372-PPS.

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## RESEARCH TO PRACTICE

*How is this being implemented in Utah schools?*



### CCG PROGRAM IMPROVEMENT PROJECT: CLOSING THE GAP

#### Electronic Data Reporting Template

**School and District:** Crescent View Middle (Canyons School District)

**Project Title:** Student Strength Inventory

**Date Submitted:** June 7, 2012

**Key Word:** Academics

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## ABSTRACT

The Utah State Office of Education uses a State-wide Student Identifier (SSID) to accurately track each student. The class of 2007 is the first high school cohort to participate in this longitudinal data system. According to this data, Utah's graduation rates have increased by 7% from 2008-2011 (USOE, 2011). In spite of this noticeable increase, Utah still has a 21% dropout rate. In this paper we will examine the traditional methods of identifying students at risk of dropping out and introduce more current research that attempts to discover not only "who" drops out but also "why" they drop out.

Research supports the fact that there is no single risk factor that can accurately predict who is at risk of dropping out (Hupfeld, 2010). More often than not, a student's decision to drop out involves a multitude of factors that involve student engagement with school and learning. Under this premise the professional school counselors at Crescent View Middle School conducted a Student Strength Inventory survey provided by [Utahfutures.org](http://Utahfutures.org) that will permit counselors to identify students displaying warning signs of dropping out. 252 eighth grade students from Crescent View participated in our survey that measures several personal and social factors that directly influence school success.

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## PROJECT DESCRIPTION

### UTAH CCGP STUDENT OUTCOMES:

#### AL:A1 Improve academic self-concept.

##### AL:A1.1 Articulate feelings of competence and confidence as learners.

- AL:A1.2 Identify and apply attitudes, expectations, and behaviors which lead to successful learning.
- AL:A1.3 Understand individual strengths and how to remediate or compensate for weaknesses.

#### AL:A3 Achieve school success.

- AL:A3.5 Connect to school in positive ways.

#### AL:B1 Relate school to life experiences.

- AL:B1.1 Demonstrate the ability to balance family life, school, homework, extracurricular activities, and leisure time.

#### PS:A1 Acquire self-knowledge.

- PS:A1.1 Develop positive attitudes toward self.
- PS:A1.2 Identify strengths and weaknesses.
- PS:A1.5 Identify and express feelings, attitudes, and beliefs.

#### PS:A2 Demonstrate interpersonal skills.

- PS:A2.2 Develop healthy relationships that include trust, respect, and caring.

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## DATA METHODS

**Crescent View Middle School** has an 8th grade population of approximately 470 students. In an effort to reach all of these students in the most effective manner, the school counselors visited every 8th grade U.S. History class over a span of four days (further attempts were made to personally deliver the handout to students who were absent on the day of class visit). At the beginning of each class, a brief description of the Student Strength Inventory was provided, and each student was given a handout that included instructions on how to log onto [Utahfutures.org](http://Utahfutures.org). This handout provided each student with their personal user name and password as well as instructions on how to complete the 10-minute survey.

Before leaving the classroom, the counselor explained that this was a graded homework assignment that should be returned to the teacher in one week. The counselor also explained that computers were available in the counseling office and the library to assist in the completion of this survey. (Instructions at the bottom of the handout also stated that anyone who does not have access to a computer may visit the counseling office to complete this survey.)

The **Student Strength Inventory** is an instrument containing 48 items reporting on six scales. It is a tool based on a non-cognitive assessment of student college and workforce readiness. The tool looks at what students think about school, particularly their attitudes and motivations about being at school, so as to predict college and workforce readiness.

Once the survey is completed all of the answers are examined to provide a snapshot of each student in the personal categories of Academic Engagement, Academic Self-Efficacy, Educational Commitment, Resilience, Social Comfort, and School Engagement. These six elements can be studied individually or combined to create any number of lists that rank which students are strongest emotionally, psychologically, and cognitively. A student who shows up at the bottom of several categories is in need of immediate dropout prevention.

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## DATA COLLECTION

The tracking of completed Student Strength Inventories was accomplished through the Administrative Tools area of [Utahfutures.org](http://Utahfutures.org). Two weeks after the initial handout was provided, participation in the study was closed. Out of the initial 438 students who were given the instructions for participation 252 (N=252) completed the questionnaire and could therefore be tracked for the purpose of research.

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## ANALYSIS

Once the data was completed and compiled within Excel data analysis was conducted. Using data and graph formulas, charts and graphs depicting the results of the collected data were produced. Simple descriptive data analysis was completed providing numbers, percent, and ratios. Further analysis of the questionnaire concluded that some of the profile questions at the beginning of the survey created some confusion among the 8th grade participants. The current grade levels offered on the survey only included grades 9-12. The separation of ethnic and racial background was confusing to some and the request for current ACT/SAT scores turned several willing participants away from completing the survey.

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## REVIEW

### Crescent View Middle School Results:

Scale	Mean	SD*
Academic Engagement	60.84	29.36
Academic Self-Efficacy	77.03	27.47
Educational Commitment	72.69	29.50
Resiliency	59.70	29.02
School Engagement	60.62	28.35
Social Comfort	59.01	31.47

*(Scores of 75 or above in each of these six elements demonstrate college and career readiness.)*

*\*Standard deviation*

The aggregate totals of the 252 8th graders that took the Student Strength Inventory reveal several findings. The means suggest that for this grade,

educational commitment shows a strong vision of how they are going to use their education. Crescent View 8th graders have a strong belief that they can obtain their vision and engage in academic pursuits. When you have students that have a vision of where they are going and a strong belief that they can get there, the likelihood of dropping out is greatly diminished.

The lower mean (compared to educational commitment and academic self-efficacy) for school engagement suggests that these students have not made the connection between the work they are required to do in school and the skills needed to complete their vision. The lower mean scores in resiliency and social comfort demonstrate an inability to deal with “life stuff” like stress and limited social support. This inability to deal with “life stuff” greatly compounds the risk of dropping out.

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## RESULTS

The results of the Student Strength Inventory clearly demonstrate that those 8th grade students at Crescent View Middle School who participated in the survey have a strong belief in their academic self-concept (AL:A1) and feel confident in their ability to learn (AL:A1.1). These students understand and expect to achieve school success (AL:A3). However, there seems to be a disconnect between their commitment to academic success and their engagement in school.

These students are having a difficult time connecting to school in a positive way (AL:A3.5). While they strongly identify their interests, values, and motivations, they are having a difficult time relating school to life experience (AL:B1). The lower mean numbers associated with school engagement and resiliency reveals typical 8th grade insecurities and the inability to develop a positive self-attitude (PS:A1.1)

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## DISCUSSION AND RECOMMENDATIONS

Identification factors such as attendance, academic skills, and failing grades are easily recognizable. Over the past few years it has become clear that we need to focus on many of the emotional, cognitive, and psychological components that are

more difficult to measure. In Utah, the current education system is failing 21% of its clients, and current research indicated that generally these students are dropping out at the end of a long process of disengagement.

The Student Strength Inventory survey conducted at Crescent View Middle School has provided valuable data that will allow the counseling department insight into the psychological, cognitive, and emotional components of each of these students. With this information the counselors have a new tool that will provide them insight to proactively reach the bottom 10% of students before attendance, poor grades, and academic confidence is lost.

Through disaggregation of the data provided by the Student Strength Inventory the Crescent View Counselors conclude that further attention should be paid to individual College and Career Planning. Further attention must also be provided to promote a school-wide effort to improve the overall attitude at the school, closing the gap between those students who are very involved in school activities and those students who feel completely disengaged.

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## RESOURCES

Bridgeland, J. M., Dilulio, J. J., & Morison, K. B. (2006). *The silent epidemic: Perspectives of high school dropouts*. Washington, DC: Civic Enterprises. Retrieved from <http://www.ignitelearning.com/pdf/TheSilentEpidemic3-06FINAL.pdf>.

Hupfeld, Kelly. (2010.) Resiliency Skills and Dropout Prevention. Retrieved May 2012 from <http://www.scholarcentric.com>.

The Utah Model for Comprehensive Counseling and Guidance Program, adapted from the American School Counseling Association’s *The ASCA Model: A Framework for School Counseling Programs, Second Edition* (2005).

Utah State Office of Education. (2011). 2011 Cohort Graduation and Dropout Report.

## RESEARCH TO PRACTICE

*How is this being implemented in Utah schools?*



### CCG PROGRAM IMPROVEMENT PROJECT: CLOSING THE GAP

#### Electronic Data Reporting Template

**School and District:** Butler Middle (Canyons School District)

**Project Title:** Student Strength Inventory

**Date Submitted:** June 5, 2012

**Key Word:** Academics

## ABSTRACT

The middle schools in Canyons School District decided to utilize the Student Strength Inventory from [UtahFutures.org](http://UtahFutures.org) to gather information about our students in our schools and within the district. We used the information to see which students are at risk in each area, but we decided as a group to concentrate on academic engagement for this data project.

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**Butler Middle School** was once called Butler Model and the expectations are high for all students. We expected our results to be at least in the district's average for at-risk students, but we are actually 3.8% higher than the district average. Our Needs Assessment shows that parents and teachers have high expectations for students to be successful academically.

## PROJECT DESCRIPTION

### UTAH CCGP STUDENT OUTCOMES:

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#### AL: A3 Achieve school success.

- AL:A3.5 Connect to school in positive ways.

#### AL: B1 Relate school to life experiences.

- AL:B1.1 Demonstrate the ability to balance family life, school, homework, extracurricular activities, and leisure time.

#### PS:A1 Acquire self-knowledge.

- PS:A1.1 Develop positive attitudes toward self.
- PS:A1.2 Identify strengths and weaknesses.
- PS:A1.5 Identify and express feelings, attitudes, and beliefs.

#### PS:A2 Demonstrate interpersonal skills.

- PS:A2.2 Develop healthy relationships that include trust, respect, and caring.

## STATEMENT OF THE PROBLEM

Utah's statewide graduation rate was 75 percent in 2011. In order to increase the graduation rate, it is imperative to be able to collect early-warning data in order to identify students at risk for dropping out. Research has shown that one of the key indicators of student dropout is disengagement. Utah Futures has introduced the Student Strengths Inventory, which is a survey that identifies school engagement along with five other factors to help in the process of identifying at-risk students. Once identified, research-based

interventions can be put in place to help these students be successful and graduate from high school.

## BACKGROUND LITERATURE

Every school day, nearly 7,000 students become dropouts. Annually, that adds up to about 1.2 million students who will not graduate from high school with their peers as scheduled. Studies have shown that the consequences of dropping out of high school affect many aspects of both one's personal quality of life as well as the prosperity and competitiveness of the neighborhoods in which they live. Communities and the nation suffer due to the loss of productive workers as well as the higher costs associated with increased incarceration, health care and social services.

For the past 30 years, studies have identified the common themes of low socio-economic status, race, and English language proficiency as reasons to explain low graduation rates. While a low SES and one's race may certainly explain who drops out, it doesn't necessarily take into account why they actually drop out. Students drop out for purposes as individual as the students themselves. The authors of *The Silent Epidemic: Perspectives of High School Dropouts* interviewed students who identified the top five reasons for dropping out of high school. Reasons included uninteresting classes, too much freedom, spending time with people uninterested in school, failing grades and attendance issues. In addition, more recent studies gave four more key indicators of dropout risk, which can be seen across both race and socio-economic status. These include poor grades in core academic subjects, low attendance, failure to be promoted to the next grade, and disengagement in the classroom (which includes behavior problems).

Student disengagement is considered to be the primary theoretical model for understanding causes related to dropout. Disengagement is often described as encompassing up to four components, including behavioral (positive conduct, participation), emotional (interest, belonging, attitude), cognitive (investment in learning, learning goals), and psychological (self-concept). Students who are

disenchanted or alienated in one of these areas may become disengaged from learning and lose sight of the positive outcomes of graduating high school. This disenchantment that many students feel can be a "chicken or the egg" scenario in regards to academic performance. Either may precede the other and both represent an emotional link to school.

Some of the warning signs that students are disengaged from school and at-risk for dropping out include missing classes, not completing homework, poor school performance, and disruptive behavior. Disengaged students also generally have a low expectation for success. Oftentimes, these warning signs will be seen in combination with other factors or life events as school disengagement is considered a process rarely caused by a single life event.

It is extremely important to have an early warning system in place, then, in which educators can identify those students in the process of disengagement. Researchers discovered that by the 6th to 8th grade, academic success, attendance, and school engagement were better predictors of dropout than gender, race, age, and test scores. Intervening in the disengagement process, preferably in upper elementary or middle school years, is a key element of dropout prevention. Factors such as attendance, academic skills and failing grades are easier to identify than the emotional, cognitive and psychological components of the disengagement process, which may include a lack of attention from teachers or staff, an impersonal school environment, harassment, social isolation, and not being involved in extracurricular activities.

So, how then can researchers identify this emotional link? Heather P. Libbey reviewed multiple nationwide surveys of school engagement. Questions often revolved around nine basic elements, including academic engagement, belonging, discipline/fairness, extracurricular activities, liking school, student voice, peer relations, safety, and teacher support. These surveys are used to provide early warning data to help improve graduation rates. When early warning data of academics, attendance, and engagement are used, it can

provide strong indicators of students on the path to dropping out of high school.

The state of Utah's Career Information Delivery System (CIDS), "UtahFutures," utilizes one such survey, the Student Strengths Inventory (SSI), to provide secondary schools with an early-warning tool to measure educational commitment, academic engagement, academic self-efficacy, resiliency, school engagement, and social comfort to measure a student's emotional link to school. When this information is combined with academic success and attendance records, Utah counselors will be able to identify students in need of early intervention for high success.

### **HYPOTHESES OR QUESTIONS**

Utilizing early warning data from the Student Strengths Inventory will permit counselors, teachers and administrators to identify students displaying early warning signs of high school dropout, allowing research-based interventions to be put in place in order to propel them towards graduation. But will the SSI information really help?

### **OUTCOME CRITERIA AND STANDARDS**

Canyons secondary school counselors will follow results of 8th grader SSI data from the 2011-2012 school year longitudinally. Butler Middle is giving the 9th grade data for Brighton High to follow and do interventions with these students. Successful results will be evident when students who were identified at risk through the SSI receive interventions and graduation rates increase.

### **DATA METHODS**

1. The Student Strength Inventory (SSI) was administered at the beginning of April, 2012 during ninth grade geography class in the computer lab. The students logged on to UtahFutures.org to complete the assessment.
  - 1.1. 276 of our 9th grade students took the SSI during their geography class.
  - 1.2. The guidance lesson content included the SEOP process, talking about personal information (demographics about families, decision making in regards to the four-year plan, the importance of graduating from high school, impor-

tance of GPA, etc.). The process was of self-knowledge and answering question in the SSI so they can see the contrast between their answers and what the SSI results are.

- 1.3. The curriculum and materials used were only what [UtahFutures.org](http://UtahFutures.org) offers. The Interest Profiler and Work Values Indicator were utilized.
- 1.4. The project time requirements included three geography classes once a week for the first three weeks in April, 2012.

### **2. Data Collection**

The data collection consisted of using the UtahFutures.org Student Strength Inventory to gather information about the students. We used the information to see who is at risk in each area.

### **3. Data Analysis**

Syd Davies from the USOE helped us interpret the data; he also told us what areas we can work on. We used Excel to create pie charts and graphs so that we could compare Butler to the other middle schools in the Canyons School District.

Data was tabulated in the following categories:

- Percent of ethnicity represented in the at-risk population (shown in pie graph).
- The concentration of ethnicity in each score area (in the bar graph).
- A Z-score was used to determine within group norms about how the students score relates to the overall population—in other words, how students fall on the bell curve. Students in the Tier 3c category fall below a standard deviation, tier 3b is within a standard deviation below, and the students in 3a are at or above the level of the other students by a standard deviation.

### **4. Review Data**

Data was collected from a total of 7,423 students throughout Canyons School District. The analysis of the data focused on 2,824 students who fell below 15 on the Academic Engagement indicator as determined by the Student Strengths Inventory. We concentrated

on Butler Middle’s data. Our data indicated that 14.8% of the students were identified as being at-risk from the surveyed sample size. Of those students percentages broken down by ethnicity and severity have been determined and depicted below in the following graphic formats (see the “Results” section below).

**RESULTS**

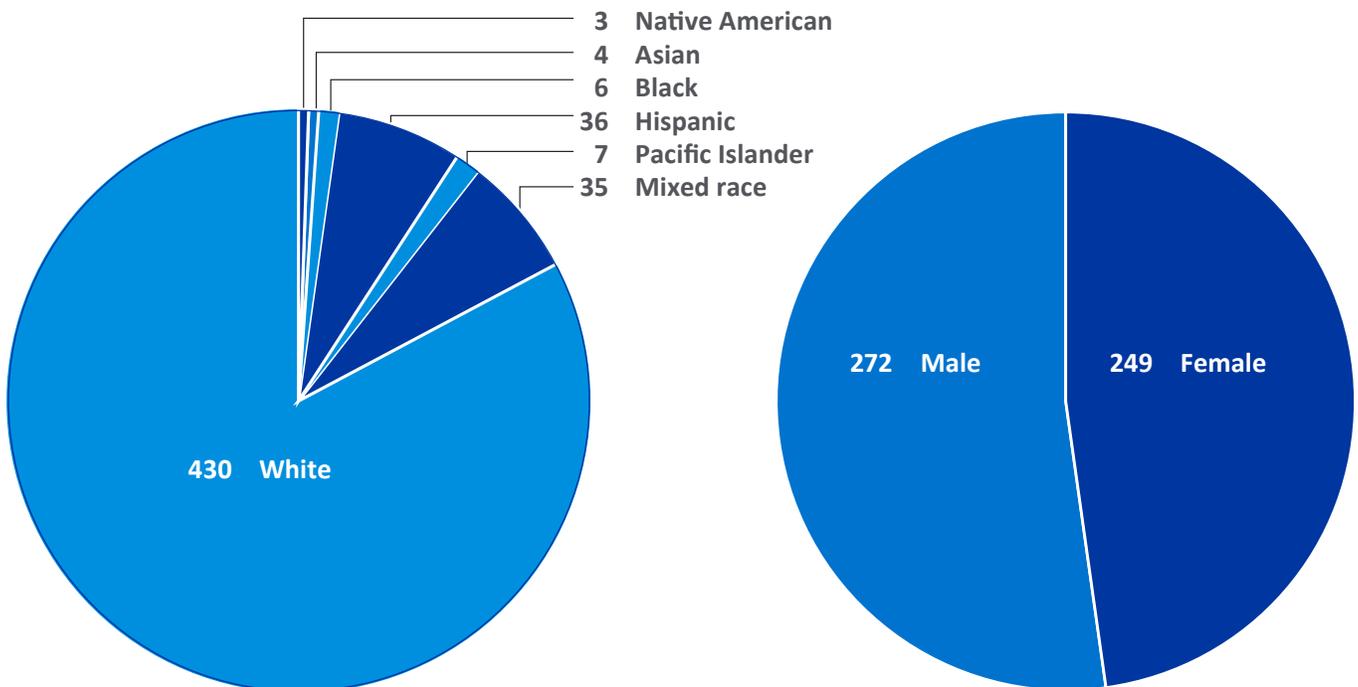
It was no surprise that students would take the assessment, since class time was given to complete the task. In 2009, 78.6% of Utah students graduated from high school. Based on this statistic, I expected to find that around 10% of our students would be at risk. I expected Butler Middle’s numbers to be at least in the district’s average of 11%, but it was higher by 3.8%. There is no way, at this point, to know whether this project was successful, but it is great to know which students we need to concentrate our efforts on. Successful results will be evident when students who were identified at risk through the SSI receive interventions and graduation rates increase.

We’ve completed the first step by identifying the 9th graders who are at risk. As long as the proper interventions occur, time will tell if they improve graduation rates. Brighton High will continue to follow these students in order to provide the proper interventions. The only conclusion that I can come to is that almost 15% of Butler Middle’s students are at risk.

There are no conclusions as of yet. We will only be able to draw conclusions when these students graduate. We started this data project with the intent of doing interventions for one year and asking these same students to retake the SSI in order to see if the interventions were effective for academic engagement.

From the test data we found that 14.8% of the students surveyed are at risk. If we use a 95% confidence level, we know that the range of students actually at risk is between 10.63% and 18.97% for the entire population of our school based on the sample size used.

**BUTLER PERCENTAGE BREAKDOWN**



Our results have been shared with the following audiences:

Administration Date: May 1, 2012

Faculty Date: May 1, 2012

Steering/Advisory Date: May 8, 2012

Parents Date: May 8, 2012

Local Board Date: TBA

(In collaboration with district CCGP leadership)

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## DISCUSSION AND RECOMMENDATIONS

Will Canyons School District ever achieve their 100% career and college ready goal, or are they simply setting an unreachable standard? Clearly it will take a huge commitment from students, parents and teachers. As counselors at Butler Middle School we are committed and willing to advocate/help students achieve graduation and be successful in their post-secondary choice (college/career). We can identify and help in whatever possible, but students also need to take charge and responsibility for their success. We can work hard with teachers, administrators, parents, and the student, but ultimately the choice is made by the student. We hope the interventions will result in having all these students graduate.

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## RESOURCES

### ■ PRINT MEDIA/WEB

ACT. (2008). *The forgotten middle: Ensuring that all students are on target for college and career readiness before high school*. Iowa City, IA.

Appleton, J. J., Christenson, S. L., & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools, 45*, 369-384. doi: 10.1002/pits.20303

Bridgeland, J. M., Dilulio, J. J., & Morison, K. B. (2006). *The silent epidemic: Perspectives of high school dropouts*. Washington,

DC: Civic Enterprises. Retrieved from <http://www.ignitelearning.com/pdf/TheSilentEpidemic3-06FINAL.pdf>

Granite School District Early Intervention Committee. (2011). *Dropout prevention through early identification, intervention, and positive problem solving*. Breakout session presented at the Utah School Counselor Association 2011 Annual Conference, Sandy, UT.

Hupfeld, K. (n.d.) A review of the literature: Resiliency skills and dropout prevention. Retrieved from [http://www.scholarcentric.com/research/SC\\_Resiliency\\_Dropout%20Prevention\\_WP\\_FNL.pdf](http://www.scholarcentric.com/research/SC_Resiliency_Dropout%20Prevention_WP_FNL.pdf)

Kennelly, L., & Monrad, M. (2007). *Approaches to dropout prevention: Heeding early warning signs with appropriate interventions*. Washington, DC: National High School Center. Retrieved from [http://www.betterschools.org/docs/NHSC\\_ApproachesToDropoutPrevention.pdf](http://www.betterschools.org/docs/NHSC_ApproachesToDropoutPrevention.pdf).

Libbey, H. P. (2004). Measuring student relationships to school: Attachment, bonding, connectedness, and engagement. *Journal of School Health, 74*, 274-283.

Morse, A. B., Anderson, A. R., Christenson, S. L., & Lehr, C. A. (2004). Promoting school completion. Retrieved from [http://www.naspcenter.org/principals/nassp\\_completion.html](http://www.naspcenter.org/principals/nassp_completion.html).

Pettersson, H., & Sarlo, R. (2010). *Problem solving Rtl in secondary settings* [PowerPoint slides]. Breakout session presented at the Rtl Innovations Conference 2010, Salt Lake City, UT.

Pinkus, L. (2008). *Using early-warning data to improve graduation rates: Closing cracks in the education system* (Policy brief). Retrieved from <http://www.all4ed.org/files/EWI.pdf>.

# ASSIGN ADULT ADVOCATES

## TO STUDENTS AT HIGH RISK OF DROPPING OUT.

### Committee Members:

#### Sandra Ameel

Student Discipline  
Specialist, Salt Lake City  
School District

#### Marty Kelly

Educational Coordinator,  
Adult Education/GED  
Testing, Utah State Office  
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#### Susan Loving

Transition Specialist,  
Special Education  
Services, Utah State Office  
of Education

#### Jamie Vargas

Career and Technical  
Education Specialist,  
Jordan Applied  
Technology Center

### INDICATOR 2.1

**Assign adults who are committed to investing in the students' personal and academic success, keep caseloads low, and purposefully match students with adult advocates.**

### TIER 2

#### Evidence-Based Strategies 2.1

#### CORE PROGRAM DEVELOPMENT

- **Students:** Evaluate benefits and weaknesses of mentoring program annually.
- **Parents:** Support students and mentors.
- **Teachers/Counselors/Building Administration:**
  1. Develop criteria for selecting mentors/mentees.
  2. Develop a recruitment plan for mentors/mentees. Mentees are recruited based on their behavioral responsiveness to intervention. Recruitment of mentees should be focused on tier two of the three-tiered prevention logic.
  3. Screen for mentors/mentees to determine best matches.
  4. Provide orientation for mentors, mentees, and parents.
  5. Provide initial and ongoing training for mentors.
- **Building Administrators:**
  1. Provide ongoing supervision and evaluation of mentors.
  2. Collect student outcome data.
- **Districts/LEAs:** Identify model systems.
- **USOE and LEAs:** Provide statewide mentor training conference.

### TIER 3

#### Evidence-Based Strategies

- **Identify students at risk early—in grades pre-K, 5, and 8, or otherwise consistent with local school configurations—to allow time to gather transition information.**

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## RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

- In an online survey conducted among secondary schools during spring 2012, 56% of respondents indicated their school has or has had a mentoring/advocacy program for students at risk of dropping out of school.
- The majority of the programs (76%) were teacher advisory programs with mentors selected by administrators (55%) or a school team (45%).
- Mentor training ranged from 15 minutes a week at faculty meetings to 30+ hours (GEAR UP and AVID programs). Most respondents indicated training was needed.

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### Contact Information:

**Susan Loving**, Transition Specialist  
Utah State Office of Education

Special Education Services,  
801-538-7645

susan.loving@schools.utah.gov

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## CONSIDERATIONS FOR NEXT STEPS

- Research/develop mentor training curriculum.
- Determine if any of the curricula being implemented has data to support perceived successes.
- Provide professional development to LEAs on implementing curriculum.

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## RESOURCES

### ■ WEB

National Dropout Prevention Center/Network—Mentoring/Tutoring: <http://www.dropoutprevention.org/effective-strategies/mentoring/tutoring>. This site provides information about resources, model programs, and webcasts related to mentoring at-risk students..

How to Build a Successful Mentoring Program Using the *Elements of Effective Practice*: [www.Mentoring.org](http://www.Mentoring.org)

### ■ PRINT MEDIA

Larson, K.A, & Rumberger, R. W. (1995). ALAS: Achievement for Latinos through Academic Success. In H. Thornton (Ed.), *Staying in School: A technical report of the dropout prevention projects for junior high school students with learning and emotional disabilities*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

## INDICATOR 2.2

Establish a regular time in the school day or week for students to meet with adults.

TIER 1 2 3

### Evidence-Based Strategies 2.2

### TRUSTING RELATIONSHIPS

Regardless of the specific program objectives, the source of mentors, or the unique target groups being served, the key to effective mentoring relationships lies in the development of a trusting relationship between the mentor and the mentee. Recent research confirms that building that trusting relationship requires time and a significant amount of effort on the part of both the mentor and mentee. In addition, Sipe (1996) reports that effective mentor programs are more likely to engage in the following practices (downloaded from <http://www.dropoutprevention.org/effective-strategies/mentoring/tutoring>):

- **Students:** Involve youth in deciding how the pair will spend their time together.
- **Parents:** Support the mentoring relationship.
- **Teachers/Counselors/Mentors:**
  1. Commit to being consistent and dependable and serve in a steady presence to the mentee.
  2. Take responsibility for keeping the relationship alive.
  3. Pay attention to the protégé's need for fun as a valuable part of the relationship.
  4. Respect the protégé's viewpoint.
  5. Seek assistance and advice from program staff when needed.
- **Building Administrators:**
  1. Provide training and support for mentors.
  2. Gather data on effectiveness.
- **Districts:**
  1. Provide training and support school processes and activities.
  2. Gather data on effectiveness.
- **State:**
  1. Provide models and resources.
  2. Gather data.

### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

In an online survey conducted among secondary schools during spring 2012, 76% of the respondents indicated their mentoring was a teacher advisory program which would indicate that the mentoring was provided during school hours. One respondent indicated that mentoring occurred in a before/after school program.

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### CONSIDERATIONS FOR NEXT STEPS

- Provide support to LEAs for implementing mentoring programs.

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## RESOURCES

### ■ WEB

National Dropout Prevention Center Model Programs Database: [http://www.drop-outprevention.org/modelprograms/get\\_programs.php?effstrat=8](http://www.drop-outprevention.org/modelprograms/get_programs.php?effstrat=8)

### ■ PRINT MEDIA

Smink, J. *Training Guide for Mentors*. National Dropout Prevention Center, 1999.

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## INDICATOR 2.3

**Communicate with the adult advocates about the various obstacles students may encounter—and provide adult advocates with guidance and training about how to work with students, parents, or school staff to address the problem.**

(See Indicator 2.1.)

Hickman, G. P., & Wright, D. (2011). Academic and School Behavioral Variables as Predictors of High School Graduation Among At-Risk Adolescents Enrolled in a Youth-Based Mentoring Program. *The Journal of At-Risk Issues*, 16(1), pp. 25-33.

This study, conducted using official school data collected over a ten-year period, examined a sample of 447 students enrolled in a youth-based mentoring program. Findings include the following:

[T]he younger the age of entry into the mentoring program, the less likely male and female adolescents were to complete the program and graduate from high school. Such findings support a litany of research that suggests the younger a child is labeled as at risk, the more likely they will experience a life-persistence course of problematic behavior...Regardless of gender, the higher the students' GPA, the greater the student's chances were of completing the mentoring program and graduating from high school.

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### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

In Utah, schools that are implementing Positive Behavior Interventions and Supports (PBIS), Response to Intervention (RtI), or Multi-Tier Systems of Support (MTSS) are most likely consistent with the findings above. All students need mentors and advocates. Educators may know that some students seem more at-risk, but they don't necessarily need to let students know they think that they are at-risk. Educators may not readily recognize other students who are equally at risk; these students need mentors and advocates, too.

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#### Contact Information:

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Utah State Office of Education      801-538-7645      susan.loving@schools.utah.gov

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### CONSIDERATIONS FOR NEXT STEPS

- **Develop/research resources for adult advocates to help students address obstacles they may encounter as they participate in an adult advocate/mentoring program. An example of such a resource can be found at <http://www.newhaven.edu/334909.pdf>.**

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### RESOURCES

#### ■ WEB

*The Journal of At-Risk Issues*: <http://www.dropoutprevention.org/journals/journal-risk-issues-online-issues>.

*Lessons Learned* (Education Northwest): <http://educationnorthwest.org/resource/1295>



# PROVIDE ACADEMIC SUPPORT

## AND ENRICHMENT TO IMPROVE ACADEMIC PERFORMANCE.

### Committee Members:

**Harold (Chuck) Foster, Ph.D.**  
American Indian  
Specialist, Title VII  
Programs, Utah State  
Office of Education

**Nicole Pyle, Ph.D.**  
Assistant Professor of  
Adolescent Literacy, Utah  
State University, School  
of Teacher Education and  
Leadership

### INDICATOR 3.1

**Provide individual or small group support in test-taking skills, study skills, or targeted subject areas such as reading, writing, or math.**

### TIER 1

#### Evidence-Based Strategies 3.1

#### EFFECTIVE CLASSROOM INSTRUCTION

- **Students:** Receive effective classroom instruction and support services needed to maximize their academic achievement.
- **Parents:** Support students in the home and community at the school and district level. This will include professional development for parents regarding their participation at their student's school.
- **Teachers/Counselors:**
  1. Participate in LEA and state-sponsored professional development, attend conferences/seminars, collaborate with site staff and other professionals.
  2. Strategize for positive learning outcomes for students.
- **Building Administration:** Provide support and professional development for educational staff by using data to determine training needs.
- **Districts/LEAs:** Provide and support the necessary professional development for staff.
- **State:** Continue to provide evidence-based professional development opportunities, collaborate with surrounding states to share information, strategize, collect data and suggest evidence-based practices to improve student engagement.

### TIER 2

#### Evidence-Based Strategies 3.1

#### EFFECTIVE CLASSROOM INSTRUCTION

- **Teachers/Counselors:** Target students' academics and improve achievement:

1. Monitor student grades, working with students to determine the reason for low/failing grades (e.g., missing assignments, low test scores, frequent absences, or difficulty with the content).
2. Check the student’s grades frequently, giving positive reinforcement for improvements and providing ongoing support.
3. Create strategies with students for self-advocacy. Teach the student how and when to ask for help.
4. Develop effective plans for improvement with students. Help the student set monthly goals to improve grades and determine immediate steps to take in order to be successful in meeting goals.
5. Help students make connections between earning good grades and progressing with credits toward graduation and the student’s current goals and success in the future.
6. Provide the necessary supplies and assist with the organization of the student’s work to set up a method of keeping track of assignments.
7. Encourage the student to connect with a peer who can provide help with class assignments.
8. Connect the student with tutoring and/or homework help services available from the school.
9. If the student receives special education services, work with the support staff to ensure that the student is receiving necessary accommodations.

**TIERS** 2 3

**Evidence-Based Strategies 3.1**

**EFFECTIVE CLASSROOM INSTRUCTION**

- **Teachers/Counselors:** Target student’s academics and improve achievement:
  1. Observe the student in the problem class or classes to ascertain what behaviors may be affecting the student’s academic success.
  2. Share the observations with the student and develop interventions (e.g., a time for students to attend academic tutoring or having the student move to the front of the classroom) to ensure appropriate behavior.
- **Schools:** Provide small group and individual academic help with UtahFutures/Learning Express Library (<http://www.Utah.futures.org>) and March2Success (<https://www.march2success.com/>) at no additional cost to the students.

**RESEARCH TO PRACTICE** *How is this being implemented in Utah schools?*

**GRANITE SCHOOL DISTRICT**

The Granite School District College and Career Readiness Section has created the “Commit to Graduate” campaign. Professional school counselors at every middle and high school have created school specific videos, have had students sign pledge cards, and have created strategies to help students see how to be “College, Career and Life Ready.” Students pledge “to graduate,” “to face the future with confidence,” “to open doors for better opportunities,” and “to give back to my family, community and country.”

**Contact Information:**

Judy Petersen, Director

College and Career Ready  
(385) 646-4645

Granite School District  
japetersen@graniteschools.org

**LOGAN SCHOOL DISTRICT**

Logan High School, Logan School District, has created and implemented a Freshman Intervention Team (FIT) during the 2011–2012 school year to offer additional academic and behavioral support to 25 of the highest risk ninth graders.

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### Contact Information:

Larry Comadena, Principal      Logan High School      162 West 100 South      Logan, UT 84321  
(435) 755-2380      Larry.Comadena@loganschools.org

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### NODROPOUTS.COM

Explore Internet-based options such as NoDropouts.com: “We give dropouts the support and flexibility they need to get to graduation day” (<http://www.nodropouts.com/>). The mission statement page so states:

We can’t fix every problem students face, but our innovative NoDropouts program is giving many students the flexibility, social support and academic interventions they need to return to their studies. Any student who cannot or will not attend a brick-and-mortar school is a candidate for our dropout recovery program, which combines a flexible learning environment with support from licensed teachers, local student advocates, personal graduation coaches, 24/7 tutors and community partners.

Our philosophy is simple: No student is a lost cause. There’s room for everyone in the fight to end the dropout epidemic. The best innovations are built on a solid foundation of research and best practices.

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## CONSIDERATION FOR NEXT STEPS

- **Develop a district-wide plan with multi-tier systems of supportive responses to students with academic needs.**

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## RESOURCES

### ■ WEB

Utah Multi-Tiered System of Supports. <http://www.updc.org/umtss/>

Project GOAL Advisor Response Tool. Retrieved from <http://meadowscenter.org/projects/goal/art/>

National Center for Intensive Interventions: <http://www.intensiveintervention.org/resources/publications-and-other-resources>. An overview of academic interventions and supports

National Dropout Prevention Center: <http://www.dropoutprevention.org>. (Includes an overview of the dropout prevention literature and a link to how to prevent students with disabilities from dropping out.)

### ■ PRINT MEDIA

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Orfield, G. (Eds.) *Dropouts in America: Confronting the graduation rate crisis*. Cambridge, Massachusetts: Harvard Educational Press.

Rumberger, R. W. (2011). *Dropping Out: Why Students Drop Out of High School and What Can Be Done About It*. Cambridge: Harvard University Press.

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## ADDITIONAL RESOURCES

- **March2Success** provided by the US Army at <https://www.march2success.com/> provides assessment

and supporting activities for the following areas:

1. SAT and ACT practice tests and flashcards
2. Test preparation with eLearning curriculum and state standardized test preparation. The eLearning curriculum is customized to the individual student through ongoing assessment of student learning needs, and is designed for junior high and high school students
3. Understanding college admissions and financing

- Schools can access enrichment resources available through **Learning Express Library (LEL)** in the individual student portfolio at <http://www.UtahFutures.org>. Learning Express Library has the following assessments and supporting activities:

**Elementary school:** math and reading skills improvement

**Middle school/junior high school:** math skills improvement, reading comprehension skills improvement, social studies skills improvement, writing skills improvement, and high school entrance exams preparation

**High school:** logic and reasoning skills improvement, math skills improvement, reading comprehension skills improvement, science skills improvement, statistics skills improvement, trigonometry skills improvement, vocabulary and spelling skills improvement, and writing and grammar skills improvement

- Both **March2Success** and **Learning Express Library** resources are more effective if students use them with guidance from an adult mentor or teacher who provides support, follow-up, and reinforcement.
-

**INDICATOR 3.2**

**Provide extra study time and opportunities for credit recovery and accumulation through after school, Saturday school, or summer enrichment programs.**

**TIER 1**

**Evidence-Based Strategies 3.2**

**CREDIT RECOVERY & ACCUMULATION**

- **Students:**
  1. Understand the requirements for graduation before starting high school.
  2. Be proactive in seeking opportunities for credit recovery as needed.
- **Parents:**
  1. Understand the requirements for graduation before students get to high school.
  2. Monitor student progress toward graduation.
- **Teachers/counselors:**
  1. Teach students in middle school or junior high school what is required for eighth grade completion and high school graduation.
  2. Reinforce high school graduation requirements to students in high school.
- **Building Administration:**
  1. Gather data to determine the reasons for the lack of credits (e.g., absences, low test scores, missing or incomplete homework).
  2. Work with students to create a College and Career Ready PLAN focused on improvement in required areas.
  3. Use adult mentors to monitor the students' grades and liaise with teachers.

**TIERS 2 3**

**Evidence-Based Strategies 3.2**

**CREDIT RECOVERY & ACCUMULATION**

- **Schools:**
  1. Provide enrichment resources with March2Success (<https://www.march2success.com/index.cfm>) and UtahFutures/Learning Express Library (<http://www.UtahFutures.org>).
  2. Provide acceleration courses to earn credit towards graduation.
  3. Help students enroll in an alternative programs in order to recover credits and graduate at an accelerated pace.

**RESEARCH TO PRACTICE** *How this is being implemented in Utah schools?*

**GRANITE SCHOOL DISTRICT**

Granite School District has created a credit recovery, alternative online high school. <http://www.graniteconnect.granitemedia.org/>

**Contact information:**

Patrick Colclough, Coordinator Granite School District	Granite Connect 2500 South State Street (385) 646-4613	Salt Lake City, UT 84115 <a href="http://www.graniteconnect.org">www.graniteconnect.org</a>
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**WASHINGTON SCHOOL DISTRICT**

Washington School District has created a robust credit recovery program through their online school,

alternative high school, and summer school program. Read about these credit recovery opportunities on the Secondary Education section of the Washington County School District web page at <http://www.washk12.org/academics/credit-recovery-regular>. (Look for the information under the “Academics” choice found on the right-hand menu.) Washington District also has a Night School Credit Recovery opportunity from the alternative high school, Millcreek High School, where they provide a more traditional experience with paper and pencil that is available during the traditional school year.

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**Contact information:**

**Lisa Mitchell**, Program Facilitator

Washington School District  
lmitchell@washonlinehs.org

or

**Michelle Hunt**, Admin. Secretary

Secondary Education  
Washington County School District  
(435) 673-3553/Ext 5158      mhunt@admin.washk12.org

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## RESOURCES

### ■ WEB

National Dropout Prevention Center: <http://www.dropoutprevention.org/>  
(Includes an overview of the dropout prevention literature and a link to how to prevent students with disabilities from dropping out.)

### ■ PRINT MEDIA

Dynarski, M., Clarke, L., Cobb, B., Finn, J., Rumberger, R., & Smink, J. (2008). *Dropout Prevention: A Practice Guide* (NCEE 2008–4025). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.

Orfield, G. (Eds.) *Dropouts in America: Confronting the graduation rate crisis*. Cambridge, Massachusetts: Harvard Educational Press.

Rumberger, R. W. (2011). *Dropping Out: Why Students Drop Out of High School and What Can Be Done About It*. Cambridge: Harvard University Press.

# IMPLEMENT PROGRAMS

## TO IMPROVE STUDENTS' BEHAVIOR AND SOCIAL SKILLS.

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### INDICATOR 4.1

**Use adult advocates or other engaged adults to help students establish attainable academic and behavioral goals with specific benchmarks.**

### TIER 1 2 3

#### Evidence-Based Strategy 4.1 MAXIMIZE EXISTING RELATIONSHIPS AND PROGRAMS

*See also Evidence-Based Strategy 4.2A: Multi-Tier Systems of Support (MTSS)/School-Wide Positive Behavior Interventions and Supports (SWPBIS).*

- **Students:**

1. Receive counseling and guidance for individual planning, supported by developmentally appropriate classroom guidance activities.
2. Receive extra supports—for students at risk of dropping out—through responsive services.

- **Parents:** Meet at least annually to make meaningful plans for the student's high school completion and post-secondary training.

- **Counselors:**

1. Work with every student to develop an individual plan for high school completion and to assist at-risk students in developing behavior and skills—the social capital—necessary for high school completion and college success.
2. Organize and deliver a developmentally appropriate Comprehensive Counseling and Guidance Program (CCGP) to 100% of the students in the school.
3. Spend 50% of the work day helping every student develop a meaningful four- to six-year plan for high school completion and post-secondary preparation and access.
4. Provide additional responsive services to support students at risk in high school persistence and completion.
5. Make additional efforts to engage or re-engage parents of students with at-risk behaviors.

- **Teachers:** Work with the school counselors and building administration to respond quickly to students who are not attending or are otherwise disengaging from school.
- **Building Administration:** Work with teachers, counselors, and parents to establish attendance and behavioral expectations conducive to high school completion, understanding that students in Utah who miss more than 10% of classes in a grading period are at more than double the risk of dropping out.
- **District:** Adopt and support the full implementation of Comprehensive Counseling and Guidance Program (CCGP) in every school in the district or under the district board of education’s direction, with supportive counselor-to-student ratios.
- **State:** Provide professional development, incentive funding, and exemplary policies to ensure the full implementation of the CCGP.

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**RESEARCH TO PRACTICE** *How is this being implemented in Utah schools?*

- **289 schools in Utah that serve students in grades 7 through 12 have approved Comprehensive Counseling and Guidance Programs which, when fully implemented, can serve as a primary strategy for dropout prevention.**

**Contact Information**

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 Utah State Office of Education  
 K–12 Comprehensive Counseling and Guidance Program  
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**CONSIDERATIONS FOR NEXT STEPS**

- **Support districts in implementing the USBE recommendation of a school counselor to student ratio of 1:350 or better for every student in grades 7–12.**
- **Encourage school districts to extend school counseling and the Comprehensive Counseling and Guidance Program (CCGP) to all elementary school students.**

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**RESOURCES**

■ **WEB**

The Comprehensive Counseling and Guidance Program (CCGP) web page at <http://schools.utah.gov/cte/guidance.html> provides descriptions and resources for implementing the Utah CCGP.

The State Evaluation Summary <http://schools.utah.gov/cte/documents/guidance/publications/StateEvalSummary.pdf> and the Utah Comprehensive Counseling and Guidance State Evaluation Report <http://schools.utah.gov/cte/documents/guidance/publications/StateEvalSummary.pdf> provide de-

tailed evidence of the positive impact of the Utah CCGP on students, including improved graduation rates and reduced dropout rates.

How to Build a Successful Mentoring Program  
Using the *Elements of Effective Practice*:  
[www.Mentoring.org](http://www.Mentoring.org)

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## INDICATOR 4.2

Recognize student accomplishments.

### TIER 1 2 3

#### Evidence-Based Strategies 4.2 A

#### Multi-Tier Systems of Support (MTSS)/School-Wide Positive Behavior Interventions and Supports (SWPBIS)

- **Students:** Know and apply guidelines for behavior.
- **Parents:**
  1. Participate in the assessment and problem-solving process to create individualized positive behavior support plans for their children.
  2. Support school-wide implementation of MTSS/SWPBIS.
  3. Help their family members be part of state, district, and school planning teams.
  4. Help students understand the guidelines and expectations.
- **Teachers/Counselors:** Participate in the development and implementation of MTSS/SWPBIS.
- **Building Administration:** Provide leadership and staff for the implementation of MTSS/SWPBIS.
- **District:** Provide district leadership for MTSS/SWPBIS.
- **State:** Utah State Board of Education adopt MTSS/SWPBIS as a statewide strategy.

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#### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

##### ABC-UBI

ABC-UBI is a statewide training initiative to support the implementation of a Multi-Tiered System of Support (MTSS). Activities include implementing evidence-based instruction and intervention to support the Utah Common Core, proactive screening and progress monitoring assessments, and problem solving to support the academic and behavior needs of ALL students. The ABC UBI 2011 Yearbook provides data summaries from 27 of the original pilot schools.

Visit the Utah ABC-UBI Multi-tiered Systems of Support Website for school contacts and supportive data. <http://www.updc.org/abc/>

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##### Contact Information

**Carol Anderson**, Educational Specialist      Emotional Disabilities and Mental Health  
Utah State Office of Education      (801) 538-7727      carol.anderson@schools.utah.gov

or

**Kim Fratto**, Educational Specialist      Response to Intervention  
Utah State Office of Education      (801) 538-7716      kim.fratto@schools.utah.gov

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#### CONSIDERATIONS FOR NEXT STEPS

- **Promote implementation of school-wide Positive Behavior Interventions and supports or Multi-Tiered Systems of Support on a district/LEA and state-wide basis.**

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#### RESOURCES

*PBIS Resource Links:*

Association for Positive Behavior Support: <http://apbs.org>

Positive Behavioral Support Project of the University of South Florida Facilitator Guide: <http://www>.

[apbs.org/files/PBSwhole.pdf](http://apbs.org/files/PBSwhole.pdf)

School-Wide Information System (SWIS): <http://www.swis.org>

Understanding Problem Behavior: An Interactive Tutorial: <http://uacoe.arizona.edu/pbis>

Florida's Positive Behavior Support Project: <http://flpbs.fmhi.usf.edu>

## TIER 1 2 3

### Evidence-Based Strategies 4.2 B

### EIGHTH GRADE COMPLETION AND FIFTH GRADE PROFICIENCY

- **Students:**
  1. Be proficient at or above grade level by fifth grade.
  2. Celebrate completion of eighth grade.
- **Parents:** Support fifth grade proficiency and eighth grade completion ceremonies.
- **Teachers/Counselors:**
  1. Collaborate school-wide to promote fifth grade proficiency and eighth grade completion.
  2. Support student efforts to fill requirements.
- **Building Administrator:** Promote fifth grade proficiency and eighth grade completion with students, parents or guardians, faculty, and staff.
- **District:** Require and support fifth grade proficiency and eighth grade completion requirements.
- **State:** Support LEA efforts.

### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

#### ALPINE SCHOOL DISTRICT

Middle-level schools in Alpine School District have been tracking eighth grade completion since the 2008–09 academic year. The ASD Board of Education adopted the requirements developed by the USOE. Data systems were developed using the student information system which allowed counselors to track student progress toward completion in the same manner that they track high school graduation progress. Each junior high school has developed, in conjunction with their parent organizations, eighth grade completion ceremonies/celebrations. Strategies for students making up lost credit have been developed including summer school, double dosing, flex time interventions, etc.

#### Contact Information

Justin Keetch, Assistant Director  
Alpine School District

Student Support Services  
(801) 610-8474      [jkeetch@alpinedistrict.org](mailto:jkeetch@alpinedistrict.org)

### CONSIDERATIONS FOR NEXT STEPS

- Continue to work with parents on improving celebrations and integrating them into school cultures.
- Help students to value eighth grade completion separate from the activities/celebrations.
- Develop more interventions appropriate for middle level credit/skill recovery.
- Discuss information with professionals across the state to share lessons learned.
- Local schools and LEAs should also focus on fifth grade proficiency. Any students performing be-

low grade level on key academic skills should be identified, followed, and supported until working at grade level and progressing toward eighth grade completion and high school graduation. (The following link is to a document entitled *A Look at 5th Grade in California Public Schools and the Common Core State Standards*: <http://www.cde.ca.gov/ci/cr/cf/documents/glc5thgradecurriculum.pdf>.)

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## RESOURCES

### ■ PRINT MEDIA

Bitner, K. S., Kay-Stevenson, D., Burnham, B., Whitely, A., Whitaker, A., Sachse, T. (2009). Utah's school counseling data projects: A statewide initiative. *Professional School Counseling*, 12(6).

## INDICATOR 4.3 A

Teach strategies to strengthen problem-solving and decision making skills.

TIER 1 2 3

### Evidence-Based Strategies 4.3 A THE COLLEGE AND CAREER READY PLAN

- **Students:** Develop a four- to six-year college and career readiness plan (CCR PLAN) by the end of grade 8.
- **Parents:** Participate in annual CCR PLAN conferences and development of the student’s PLAN.
- **Teachers/Counselors:** Provide guidance and supportive activities for students in CCR PLAN development.
- **Building Administration:** Provide supportive practices and policies for development of a meaningful PLAN for all students.
- **Districts:**
  1. Provide professional development for all educators in effective CCR PLAN development.
  2. Monitor actual implementation of effective CCR PLANS for all students at each school.
- **State:** Provide professional development and policies for implementation of a meaningful PLAN for all students.

### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

#### JORDAN APPLIED TECHNOLOGY CENTER

During the 2011–12 school year, the Jordan Applied Technology Center implemented a College and Career Ready Student Portfolio. The idea was conceived through a team effort between Sue Hall, CTE Specialist; Jason Skidmore, CTE Director; Edith Bird, CTE Specialist; and Jaime Vargas, school counselor. The intent was to take the recommendations set forth by the National Office of School Counselor Advocacy (NOSCA, a division of the College Board) in their Eight Components of College and Career Readiness, and to implement as many student activities as possible in the form of a portfolio to support college and career readiness.

The portfolio requirements are divided into four areas facilitated through the curriculum and activities that make up the JATC (Leadership, Program Competency, Career Readiness, and College Readiness). Here is a link to the portfolio tracking sheet that shows how the portfolio requirements are categorized in each of these four areas: <http://jatc-wj.org/wp-content/uploads/2011/09/Student-Portfolio-Tracking-Sheet-2012-2013.pdf>.

In each of the four areas, there are both “core” requirements, all of which are required for students, and a list of “supplemental” requirements from which students get to choose a set number of activities. Throughout the school year, both administration and teachers provide guidance and in-class opportunities for students to complete portfolio requirements.

An online resource for students was also developed to help facilitate the completion and documentation that each student must compile in order to complete his/her portfolio. The online resource contains specific instructions for each portfolio component, as well as links to documentation and/or instructions so that a student can successfully complete each of the requirements. The online resource can be found here: <http://jatc-wj.org/current-students/portfolio/>.

In May, students submit their completed portfolios for evaluation. Completers are then recognized in an assembly in front of their peers as “Portfolio Completers” and are awarded a “College and Career

Ready” medallion. Portfolios are returned to the students to use for future opportunities such as college and career applications and interviews.

In June 2012, the inaugural year, JATC awarded about 90 medallions to students. Many of the local high schools also allowed these students to wear their medallions to their high school graduation ceremony. For 2012–13, the portfolio has more requirements than it did the previous year. These changes were made to make the portfolio a more valuable experience and also to meet more of NOSCA’s Eight Components of College and Career Readiness.

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### Contact Information

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CTE/Comprehensive Counseling and Guidance, Jordan School District  
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## CONSIDERATIONS FOR NEXT STEPS

- **Begin full implementation of NOSCA’s Eight Components of College and Career Readiness on a district/LEA or statewide level. The Eight Components of College and Career Readiness are:**

### 1. College Aspirations

**Goal:** Build a college-going culture based on early college awareness by nurturing in students the confidence to aspire to college and the resilience to overcome challenges along the way. Maintain high expectations by providing adequate supports, building social capital, and conveying the conviction that all students can succeed in college.

### 2. Academic Planning for College and Career Readiness

**Goal:** Advance students’ planning, preparation, participation and performance in a rigorous academic program that connects to their college and career aspirations and goals.

### 3. Enrichment and Extracurricular Engagement

**Goal:** Ensure equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.

### 4. College and Career Exploration and Selection Processes

**Goal:** Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.

### 5. College and Career Assessments

**Goal:** Promote preparation, participation and performance in college and career assessments by all students.

### 6. College Affordability Planning

**Goal:** Provide students and families with comprehensive information about college costs, options for paying for college, and the financial aid and scholarship processes and eligibility requirements, so they are able to plan for and afford a college education.

### 7. College and Career Admission Processes

**Goal:** Ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.

### 8. Transition from High School Graduation to College Enrollment

**Goal:** Connect students to school and community resources to help the students overcome barriers and ensure the successful transition from high school to college.

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## RESOURCES

### ■ WEB

Guides are available for elementary, middle school, and high school on the implementation of NOSCA’s Eight Components for College and Career Readiness on the NOSCA/College Board Web site at <http://nosca.collegeboard.org/eight-components>.

**PREVENTION DIMENSIONS** (PD) is a collection of age-appropriate lessons by the Utah State Office of Education provided free of charge to Utah pre-kindergarten through twelfth grade teachers. PD provides students with a strong foundation of effective skills based on risk and protective factor research. Students and teachers who apply PD objectives reduce risk factors associated with violence, substance abuse and other antisocial skills. Conversely, embracing PD objectives enhances protective factors of peer support and positive relationships, appropriate and smart decision making, and healthy living.

The PD lessons have been designed to decrease risk factors and promote protective factors. The USOE conducts teacher trainings on the use of the PD resource lessons to enhance and develop teacher skills to teach proven prevention strategies, provide current evidence of effectiveness, and help teachers create a positive teaching climate in their classrooms.

- **Students:** Learn Prevention Dimensions (PD) foundational lessons to improve skills in three core areas: caring about self, caring about others, and caring about community.
- **Parents:**
  1. Engage in Prevention Dimensions learning through the “home connections” portion of the resource lessons.
  2. Use the “home connection” component of “Mind Over Matter” to understand and use the Parents Empowered statewide underage drinking prevention media campaign.
- **Teachers:** Deliver multiple brief lessons to support student skill building.
- **Counselors:** Support and extend student learning.
- **Building Administration:**
  1. Use this resource to support efforts in creating a foundation of prevention, increasing students’ social competency and assisting academic achievement.
  2. Encourage other administrators to become involved in Prevention Dimensions.
- **District:** Use the curriculum to “deter/prevent violence” and to “promote positive school climate” by administrators.
- **State:**
  1. Continue to utilize funds to conduct teacher trainings in Prevention Dimensions.
  2. Provide participants with the necessary resources within the classroom to promote the positive development of their students.

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### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

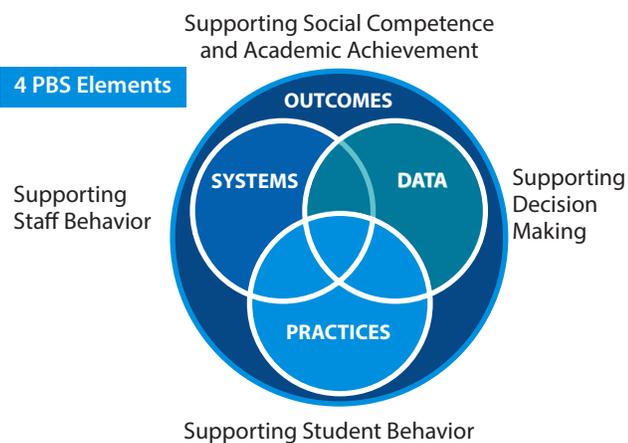
#### **FOX HOLLOW ELEMENTARY SCHOOL**

Fox Hollow Elementary School, Jordan School District, uses the School-Wide Positive Behavioral Interventions and Support (SWPBIS) structure to bring about an engaging, responsive, preventive, and productive school culture. Principal Terry Summers and the community/school team decided to use the Prevention Dimensions curriculum to teach and encourage the pro-social skills and behaviors they wanted to encourage to go along with the academic achievement they desired.

As a school, the Fox Hollow faculty taught the first five lessons of Prevention Dimensions to all the students. Using the “three C’s” (I care about me; I care about you; I care about others) the school developed their school rules. They decided the theme of the school would reflect the third lesson of

Prevention Dimensions—“Be A Builder, Not A Breaker.” Students are taught skills associated with building behaviors, such as positive decision-making. There is a monthly assembly to honor students and encourage pro-social behaviors. The home connections in each Prevention Dimensions lesson help to connect the community with the school.

According to the community council, there is broad support and enthusiasm for this program. Prevention Dimensions is an important curriculum tool to achieve the Fox Hollow Elementary School PBIS goals, as shown in the chart below.



### Contact Information

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 Gang Prevention  
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### CONSIDERATIONS FOR NEXT STEPS

- **Continue to support teacher training and resource lesson implementation in the schools statewide.**
- **Continue to better coordinate efforts such as SWPBIS and Prevention Dimensions in showing, as they have shown at Fox Hollow, how these efforts can work together in creating an atmosphere that is safe and conducive to learning, and how they can support students to develop critical social skills.**

### RESOURCES:

#### ■ PRINT MEDIA

Utah State Office of Education 2011–12 Comprehensive Prevention Plan Survey Results, July 2012.

Utah State Office of Education’s Prevention Dimensions 2010–2011 Final Report to Division of Substance Abuse and Mental Health.

Tatchell, Thomas W., Waite, Phillip J., Tatchell, Renny, H., Durrant, Lynne, H., and Bond, Dale S. (2004). “Substance abuse prevention in sixth grade: The effect of a prevention program on adolescents’ risk and protective factors,” *American Journal of Health Studies*, 19(1).

Prevention Dimensions Granite School District Instructional Coach Program Evaluation Final Results. August 29, 2003.

Haas, L.J., Gottsegen, A.J., Poulton, J., Huth, D. & Poppe, L. (1986). “Evaluation of the K–12 Prevention Curriculum, Year 1—Student Results.” Utah Project for Substance, Tobacco, and Risk Reduction Training (UPSTARRT), Division of Social Science Research, University of Utah.

Haas, L.J. (1987). “Evaluation of the K–12 Prevention Curriculum, 1985–86 Results.” Utah Project for Substances, Tobacco, and Risk Reduction Training (UPSTARRT), Division of Social Science Research, University of Utah.

Haas, L.J. (1988). “Evaluation of the K–12 Prevention Curriculum, 1986–87 Results.” Utah Project for Substances, Tobacco, and Risk Reduction Training (UPSTARRT), Division of Social Science Research, University of Utah.

Haas, L.J. (1989). “Evaluation of the K–12 Prevention Curriculum, 1987–88 Results.” Utah Project for Substances, Tobacco, and Risk Reduction Training (UPSTARRT), Division of Social Science Research, University of Utah.

Haas, L.J. (1990). “Evaluation of the K–12 Prevention Curriculum, 1988–89 Results.” Utah Project for Substances, Tobacco, and Risk Reduction Training (UPSTARRT), Division of Social Science Research, University of Utah.

- **Students:** Learn to use skills for interpersonal effectiveness, emotional regulation, distress tolerance and mindfulness in order to facilitate their ability to stay in school and progress toward graduation.
- **Parents:** Learn similar skills to help their students stay in school.
- **Teachers:** Learn techniques for a non-therapeutic intervention for at-risk students.
- **Counselors:** Learn and teach students and other educators techniques for non-therapeutic intervention with at-risk students.
- **Building Administration:** Support and learn self-regulation strategies.
- **District:** Support policies and training for self-regulation for students.
- **State:** Support policies and training for self-regulation for student success.

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**RESEARCH TO PRACTICE** *How is this being implemented in Utah schools?***UTAH STATE OFFICE OF EDUCATION (USOE)**

USOE specialist Dr. Christelle Estrada has worked with Dr. Janet Kaufman at the University of Utah to develop an online course to be delivered through UEN that will provide training for educators in the concepts and skills for student self-regulation for academic success. The course is based on the foundations of Dialectical Behavior Therapy (DBT) and is supported by new research in affective neuroscience from a program at Stanford University in which Estrada participates. The developers have worked to implement the effective concepts and strategies of DBT into a school-based, non-therapeutic structure. Estrada and Kaufman have received a grant from the Bennion Center at the University of Utah to support their work, and another supportive grant is in committee at the University of Utah.

**ROSE PARK ELEMENTARY SCHOOL**

Self-Regulation for Academic Success is being implemented as a pilot program at Rose Park Elementary, where the strategies are being used in the classroom and through counseling services, student government and parent education. Preliminary results and case studies were presented at the June 2013 Comprehensive Counseling and Guidance Summer Conference. A statistical analysis will be done during June 2013, with full results reported at two major conferences: Global Learning Partners in Baltimore, MD, and another conference in Bangalore, India, in January 2014.

**ESMH PROGRAMS**

We use the term “expanded school mental health” (ESMH) to describe what we believe are the core elements of effective school mental health programs. ESMH programs are developed through partnerships between schools and community agencies to move toward a full continuum of effective mental health promotion, early intervention, and treatment for youth in general and special education. The school-community partnership underlying the ESMH approach strengthens cross-agency collaboration and the sharing of knowledge and resources, and promotes the development of a system of care. Recent findings support that these partnerships promote positive school reform and improved academic and behavioral functioning of students.

**On-site health clinic.** Rose Park Elementary’s Community Learning Center was instrumental in facilitating the establishment of an on-site health clinic through collaborative partnership with Intermountain Health Care (IHC). IHC provides acute care for our students and their families. They recently expanded their hours and staffing in order to meet a growing need in the greater Rose Park community.

Our mutual goal is to keep children healthy, in school, and ready to learn. In addition to Rose Park’s Student Services Council, family counseling has been provided to families with students experiencing academic and social problems linked to ongoing family stresses.

### **UTAH COMMUNITY OF PRACTICE (COP) ON SCHOOL BEHAVIORAL HEALTH**

The mission of the Utah Community of Practice (CoP) on School Behavioral Health is to strengthen policies and programs in school mental health to improve learning and promote success for Utah’s youth, families, and communities. The CoP on School Behavioral Health has two overarching goals:

**Goal 1: Enhance understanding of school mental health policies and programs** that are innovative, effective, and culturally and linguistically competent, across the development spectrum (from preschool through post-secondary), across three-tiers of mental health programming (promotion, problem prevention, intervention), and across levels of scale (state, local mental health centers, and schools systems).

**Goal 2: Enhance implementation of innovative and effective school mental health policies and programs** through the dissemination and diffusion of analyses and instructive findings via a comprehensive, multi-faceted, engaging, and creative communications framework that reaches the full array of invested stakeholders in school mental health.

### **COMMUNITIES THAT CARE**

Communities That Care (CTC) is a program of the United States Government’s Substance Abuse and Mental Health Services Administration (SAMHSA). CTC is a coalition-based prevention operating system that uses a public health approach to prevent youth problem behaviors such as violence, delinquency, school dropout and substance abuse. Using strategic consultation, training, and research-based tools, CTC is designed to help community stakeholders and decision makers understand and apply information about risk and protective factors, and programs that are proven to make a difference in promoting healthy youth

development, in order to most effectively address the specific issues facing their community’s youth.

Developed by Drs. J. David Hawkins and Richard Catalano at the University of Washington’s Social Development Research Group (SDRG), CTC’s principal strategy, the Social Development Strategy, focuses on strengthening protective factors that can buffer young people from problem behaviors and promote positive youth development.

CTC is grounded in rigorous research from social work, public health, psychology, education, medicine, criminology, and organizational development. It engages all community members who have a stake in healthy futures for young people and sets priorities for action based on community challenges and strengths. Clear, measurable outcomes are tracked over time to show progress and ensure accountability.

### **UTAH STATE DIVISION OF SUBSTANCE ABUSE AND MENTAL HEALTH**

Under the Utah State Division of Substance Abuse and Mental Health, Utah is divided into thirteen planning districts. Within each of these 13 planning districts is one or more school districts. These districts have worked with their local substance abuse, mental health, health department, and other agencies in implementing this researched based system. CTC guides the community’s prevention efforts through a five-phase process which includes:

- (1) Get started assessing community readiness to undertake collaborative prevention efforts.
- (2) Get organized by getting a commitment to the CTC process from community leaders and forming a diverse and representative prevention coalition.
- (3) Develop a profile using epidemiologic data, (this is one of the purposes of doing the SHARP Survey every other year in our state) assess prevention needs.
- (4) Create a plan using tested and effective prevention policies, practices, and programs based on assessment data.
- (5) Implement the new strategies with fidelity, in a manner congruent with the program’s

theory, content, and methods of delivery, and evaluate progress over time.

### EVALUATION OF IMPLEMENTATION

Several Utah communities and schools have been involved with the evaluation of the Communities That Care system, with the results of the longitudinal study showing that schools are utilizing more tested, effectively researched programs and strategies. Studies also show students' risk factors decreasing and protective factors increasing.

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### Contact Information

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Utah State Office of Education  
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### CONSIDERATIONS FOR NEXT STEPS

- **LEAs inform educators about the available training and the benefits. Districts should also consider district-level support through an assigned trained staff, e.g. the Student Services Director.**
- **The USOE continues to collaborate and coordinate with other state agencies—State Substance Abuse and Mental Health, State Health Department, Commission on Criminal and Juvenile Justice, Division of Child and Family Services, Division of Juvenile Justice, etc.—in promoting and working toward supporting existing CTC Coalitions and establishing additional coalitions in community ready locations.**
- **Local districts should continue to collaborate and coordinate with local agencies and community groups in improving existing CTC Community Coalitions and establish new coalitions in communities within LEA boundaries.**
- **The online course for Self-Regulation for Student Success will be available through UEN during Winter Trimester 2014.**

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### RESOURCES

#### ■ PRINT MEDIA

- Hawkins JD, Catalano RF, & Associates. (1992). *Communities That Care: Action for drug abuse prevention*. San Francisco: Jossey-Bass, Inc.
- Fagan, A.A., Hawkins, J.D., Catalano, R.F. (2008). Using community epidemiologic data to improve social settings: The Communities That Care prevention system. In M. Shin (Ed.) *Toward positive youth development: Transforming schools and community programs* (pp. 292–312). Oxford; New York: Oxford University Press.
- Hawkins, J. D.; Weis, J. G. (1985). *The social development model: An integrated approach to delinquency prevention*.
- Biglan, A., Brennan, P. A., Foster, S. L., & Holder, H. D. (2004). *Helping adolescents at risk: Prevention of multiple problem behaviors*. New York: Guilford Press.

#### ■ WEB

- Brooke-Weiss, B.; Haggerty, K. P.; Fagan, A. A.; Hawkins, J. D.; Cady, R. (2008). "Creating community change to improve youth development: The Communities That Care (CTC) system. *The Prevention Researcher*, 15 (2), pp. 21–24. [http://www.tpronline.org/article.cfm/Creating\\_Community\\_Change](http://www.tpronline.org/article.cfm/Creating_Community_Change).



# PERSONALIZE THE LEARNING

## ENVIRONMENT AND INSTRUCTIONAL PROCESS.

### Committee Members:

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### Sonia Woodbury, Ph.D.

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### INDICATOR 5.1

**Establish small learning communities.**

### TIER 1 2 3

#### Evidence-Based Strategies 5.1 A

- **Students:** Support every classroom with a student ambassador.
- **Parents:** Be an “advisor” at home with specific roles.
- **Teachers/Counselors:** Participate as a student advisor and provide parent/school contact on a regular basis.
- **Building Administration:**
  1. Provide a counselor to student ratio of 1:350 or better to allow for increased personalization of student learning.
  2. Support a daily/weekly schedule with time for student advisory and counselor access to students.
- **District/LEA:**
  1. Provide support and leadership for a counselor to student ratio of 1:350 or better to allow for increased personalization of student learning.
  2. Support school and educator efforts in providing a daily/weekly schedule with time for student advisory and counselor access to students.
- **State:** Provide training and resources.

**RESEARCH TO PRACTICE** *How is this being implemented in Utah schools?*

#### PARK CITY SCHOOL DISTRICT

The Learning Center is the home to many programs offered by the Park City School District. The Day Program provides Park City High School students with an alternative setting for core class instruction. Sophomores, juniors and seniors enroll in their math, science, social studies and English language arts courses at the Learning Center. The Center provides students with personal attention and

quality instruction via small class sizes and multiple year relationships with teachers. Students are supported with a dedicated administrator and guidance counselor to further personalize their high school journey.

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**Contact Information:**

**Missy Paskoski**, School Counselor

Learning Center

(435) 645-5626 (front desk)

Park City School District

(435) 645-5628 (direct line)

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**CONSIDERATIONS FOR NEXT STEPS**

- Consider alternative placement or extra supports for academics, as part of the comprehensive school and as part of the usual bell schedule.

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**RESOURCES**

■ **WEB**

Park City Learning Center: <http://pclc.pcschools.us/>

- **Students:**
  1. Become peer mentors, study partners, and coaches for younger students.
  2. Become stewards of one’s own education in partnership with teachers.
- **Parents:** Be the student’s first teacher (see the National Network of Partnership Schools Standards for parent engagement).
- **Teachers/Counselors:** Focus teaching and teamwork on high leverage learning strategies for students to use in grades K–12 that support the Utah State Board of Education’s “Promises to Keep”:
  1. Ensure literacy and numeracy for all Utah children.
  2. Provide high quality instruction for all Utah children.
  3. Establish curriculum with high standards and relevance for all Utah children.
  4. Use effective assessment to inform high quality instruction and accountability.
- **Building Administration:** Focus on leadership standards.
- **District:** Use a consolidated plan to ensure resources are allocated for teacher collaboration time and measuring progress of student learning.
- **State:**
  1. Develop an RFP process with combined resources from Career and Technical Education (CTE), Teaching and Learning, and Title I sections at the Utah State Office of Education that supports Vertical teaming in feeder patterns for grades 4–12 and the use of Professional Learning Communities (PLCs) to examine and learn from student work.
  2. Adjust teacher practice so that students can communicate how they are producing high quality career, college and civic readiness work.

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## RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

### CANYONS SCHOOL DISTRICT

Eastmont Middle School has established Patriot Time (PT) each Tuesday and Thursday during Teacher Advisory. Students have the opportunity to attend a variety of classes: **Concept Mastery, Tutorials, Stretch Learning** and **Study Hall**. Schedules are posted in all halls and every teacher’s room each week.

**Concept Mastery (CM):** The teacher requests students to come to his/her class to receive additional instruction on a specific concept. The teacher will re-teach concepts to small groups of students to help them stay on target for success in their class. Teachers individually assign CM. Students who have been assigned CM may not go to any other location for PT that day. The teacher will stamp the student’s planner and write “CM” on the day that student is assigned to attend.

**Tutorials** are available to any student who would like extra help (tutoring) in a certain subject. For example, if you are in Math Core 8 and need extra help, you may go to any math teacher who is offering tutoring in Math Core 8; you do not have to go to your regular teacher to get help. Tutoring is for extra assistance on projects, homework or classroom assignments. Students may not go to a tutorial for a class they don’t have in their schedule. For example, you cannot go to the art tutorial if you don’t have an art class.

**Stretch Learning** provides special activities that anyone can attend. It is an opportunity to learn a new skill or learn about some thing new that may not be included in students’ regular coursework.

These activities are fun and unique. They could be a project, lab or activity.

**Study Hall** can be found in the library (LMC) or the cafeteria. If a student is not attending Concept Mastery, Tutorial or Stretch Learning, he/she may go to one of the Study Halls. All students have to bring their own work or a book to read to Study Hall, and there is no talking allowed!

After the implementation of the ZAP (see Strategy 5.4.A) and Patriot Time programs at Eastmont, the percentage of students receiving F's on their report card dropped from approximately 9% to about 2%.

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**Contact Information:**

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**WALDEN CHARTER SCHOOL**

One of Walden's most successful classes, Senior Seminar, is co-taught. The Senior Seminar helps to guide the students, collectively and individually, to explore and navigate the college going process from applications, college essays, financial aid and scholarships, to personal development and survival in college. As a result of this class, students create a capstone project that includes their community service, a creative project, and a ten-page college essay. Students present their projects during their senior celebration luncheon.

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**CONSIDERATIONS FOR NEXT STEPS**

- Utilize recommendations from Learning Forward as identified in Recommendation #6, indicator #1 to improve students' classroom experience.
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**RESOURCES:**

■ **WEB**

National Network of Partnership Schools (NNPS): <http://www.familiesinschools.org/?gclid=CK-Lo96yp0rYCFQ5xQgodXyAA3g> (This site provides NNPS members with updated information, research results, and ideas for action from the NNPS staff and members across the country.)

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- **Students:** As a steward, take responsibility to get personalized attention in any size class.
- **Teachers:**
  1. Leverage the use of paraprofessionals, co-teaching, and technology to create smaller learning groups within the classroom.
  2. Help students gain knowledge, skills, and abilities in the CCGP Student Outcomes:
    - PS:C3 Develop skills for self-advocacy.
    - PS:C3.1 Demonstrate the skills to get individual needs met.
    - PS:C3.2 Demonstrate the ability to advocate for himself/herself.
- **Counselors:** Help students gain knowledge, skills, and abilities in the CCGP Student Outcomes:
  - PS:C3 Develop skills for self-advocacy.
  - PS:C3.1 Demonstrate the skills to get individual needs met.
  - PS:C3.2 Demonstrate the ability to advocate for himself/herself.
- **Building Administration:** Leverage the use of paraprofessionals, co-teaching, and technology to create smaller learning groups within the classroom.
- **District:** Leverage use of paraprofessionals, co-teaching, and technology to create smaller learning groups within the classroom.
- **State:** Provide leadership for schools and LEAs to leverage the use of paraprofessionals, co-teachings, and technology to create smaller learning groups within the classroom

### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

#### JUAB SCHOOL DISTRICT

Juab High School (JHS) has implemented a program known as Youth Support. Youth Support Team members, including administrators, special education teachers, teacher advisors, school counselors and the school resource officer, meet once per month to identify, discuss and make action plans to help rescue students who are at risk. Student status is based on a medical model, using descriptors of “needs life support,” “critical,” and “stable.” Even using the new ninth-grade cohort model, Juab High School has increased its graduation rate to 92%, an increase of 16 percentage points over the past two years, ranking the school second in the state in percentage of students graduating.

JHS also implemented a 5x5 schedule with a mandatory “Wasp Academy” for all freshmen. Wasp Academy is a teacher advisory model in which each teacher tracks attendance, homework, progress and grades for 25 students. The new 5x5 schedule allows for supported study hall and facilitated online courses for struggling students. The new schedule has also drastically reduced class sizes. JHS English classes currently average 23 students.

#### Contact Information:

Derrin Owens, School Counselor

Juab High School  
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derrin.owens@juab.k12.ut.us

### CONSIDERATIONS FOR NEXT STEPS

- Investigate scheduling options and make appropriate adjustments to maximize positive outcomes for students.

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## RESOURCES

### ■ PRINT MEDIA

Griffith, C. A. (2011). Research-Based Remedial Reading Strategies for Teens. *Effective Strategies*. National Dropout Prevention Center/Network.

Improving Graduation Rates through Virtual Schooling. (2009). *Solutions to the Dropout Crisis*.

Smink, J., & Schargel, F. P. (Eds.). (2004). *Helping Students Graduate: A Strategic Approach To Dropout Prevention*. Larchmont, NY: Eye On Education.

Nagel, J., & Smith, P. (2001). The art of personalized learning. *NASSP News*, 2(3)

Gerstle, L., & French, D. (1991). *Structuring schools for student success: A focus on instructional improvement*. Quincy, MA: Massachusetts Department of Education.

### ■ WEB

<http://www.dropoutprevention.org/effective-strategies> (The source for all of the above articles.)

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## INDICATOR 5.2

Create extended time in the classroom through changes to the school schedule.

TIER 1 2 3

### Evidence-Based Strategies 5.2

### EXTENDING CLASSROOM TIME

- **Students:** Make good use of all classroom time, and embrace the potential need for additional instructional time.
- **Parents:** Embrace the potential need for additional instructional time.
- **Teachers/Counselors:** Make the best use of all classroom instructional time to ensure students are making daily progress.
- **Building Administration:** Use extended day and flex periods to add instructional time as needed for identified students.
- **District:** Implement a serious focus on identifying and remedying underachievement as it occurs.

### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

#### CANYONS SCHOOL DISTRICT

Under the Eastmont Middle School ZAP (Zeros Aren't Permitted) program, students are asked to go to a working lunch if they come to school without their homework. Students get a green ticket to go to the front of the lunch line, and after they pick up their lunch they go to the ZAP classroom and finish their homework while they eat lunch. This working lunch is monitored, and a tutor is present to provide any help students may need.

After the implementation of the ZAP and Patriot Time programs, our percentage of students receiving F's on their report cards dropped from approximately 9% to around 2%.

#### Contact Information:

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Eastmont Middle School  
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Canyons School District

#### WASATCH HIGH SCHOOL

Wasatch High School has an active PLC institute model that has initiated several strategies to support all students and assist struggling students. The Guided Studies program provides content support, similar to ELL and special education, for students who have more than one "F" grade. Students receive monitoring for their assignments and guidance for completing assigned work. Students can work their way out of Guided Studies, but many choose to stay because they appreciate the additional support.

The Wasatch High School PLC has also implemented a Directed Intervention Program, in which a 20-minute intervention period is included once per week for every class in the A/B schedule. Students who are on track and have completed all of their assignments are released to the commons area or the media center for socializing. Students with missing assignments, and those who need additional help or need to make-up tests, remain with their teacher for that 20-minute period.

#### Contact Information:

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Wasatch High School  
tod.johnson@wasatch.edu

Wasatch School District

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## CONSIDERATIONS FOR NEXT STEPS:

- Provide time during the school day for students to get the additional instruction and support they need and to makeup missing credit.

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## RESOURCES:

### ■ PRINT MEDIA

- Duckenfield, M., & Wright, J. N. (2001). Pocket Guide to Service-Learning. Linking Learning with Life Series.
- Keeping Youth In School - How Service-Learning Can Help!. (2008). Solutions to the Dropout Crisis.
- Nagel, J., & Smith, P. (2001). The art of personalized learning. NASSP News, 2(3)
- Pauley, J. A., Bradley, D. F., & Pauley, J. F. (2002). Here's how to reach me: Matching instruction to personality types in your classroom. Baltimore: Paul H. Brookes Publishing Co.
- Project-Based Learning: Explained (video). (2010).
- Service-Learning: A Dropout Prevention Strategy and MORE!. (2009). Solutions to the Dropout Crisis.
- Shirley, L. (1998). Pocket Guide to Multiple Intelligences. Clemson, SC: National Dropout Prevention Center.
- Smink, J., & Schargel, F. P. (Eds.). (2004). Helping Students Graduate: A Strategic Approach To Dropout Prevention. Larchmont, NY: Eye On Education.
- Texas Education Agency (1989). Learning styles of at-risk youth: A schoolwide study skills program. Austin, TX: Texas Education Agency.
- Waxman, H. C., Walker de Felix, J., Anderson, J. E., & Baptiste, H. P. (1992). Students at risk in at-risk schools: Improving environments for learning. Newbury Park, CA: Corwin Press.

Wilson, D., & Conyers, M. (2000). Courageous learners: Unleashing the brain power of students from at-risk situations. Winter Park, FL: BrainSmart.

### ■ WEB

- <http://www.dropoutprevention.org/effective-strategies> (The source for all of the above articles, plus the following web resources.)
- Air Quality Curriculum Project – Project Based Learning (PBL) Resources [http://www4.nau.edu/eeop/aqcp/pbl\\_resources.asp](http://www4.nau.edu/eeop/aqcp/pbl_resources.asp)
- Association for Supervision and Curriculum Development (ASCD)— a unique international, nonprofit, nonpartisan association of professional educators whose jobs cross all grade levels and subject areas - founded in 1943, with the mission to forge covenants in teaching and learning for the success of all learners. <http://www.ascd.org/Default.aspx>
- Learning Styles and Multiple Intelligence <http://www.ldpride.net/learningstyles.MI.htm>
- National Society for Experiential Education (NSEE)—a nonprofit membership association of educators, businesses, and community leaders founded in 1971; serves as a national resource center for the development and improvement of experiential education programs nationwide. <http://www.nsee.org/>
- PBL Checklists <http://pblchecklist.4teachers.org/index.shtml>
- PBL-Online Video Library [http://www.bie.org/tools/online\\_resources/pbl-online/video/video.htm](http://www.bie.org/tools/online_resources/pbl-online/video/video.htm)
- Project-Based Learning [http://www.bie.org/tools/online\\_resources/pbl-online](http://www.bie.org/tools/online_resources/pbl-online)
- The Project Approach <http://www.projectapproach.org/>
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## INDICATOR 5.3

Encourage student participation in extracurricular activities.

TIER 1 2 3

### Evidence-Based Strategies 5.3

### EXTRACURRICULAR ENGAGEMENT

- **Students:** Get involved in extracurricular activities about which they are passionate and to which they will devote effort.
- **Parents:** Encourage and support balance between the student’s regular day and his/her involvement in extracurricular activities.
- **Teachers/Counselors:** Help students balance all learning opportunities across the day and find connections.
- **Building Administration:** Establish learning goals across the day and extended day that include skills for the future—time management, leadership, self-discipline, and persistence.
- **District:** Provide funding for extracurricular experiences that is balanced with funding for core instruction.

### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

#### WASATCH HIGH SCHOOL

During spring 2013, Wasatch High School is initiating an intramural sports program through Wasatch Activities. Teacher supervision will be provided for students two days per week from 2:30 to 5:00 p.m. The program will focus on broadening student engagement, improving student health and increasing student academic performance through multiple sports, starting with soccer.

#### Contact Information:

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Wasatch School District

### CONSIDERATIONS FOR NEXT STEPS:

- Find ways to include all students in extracurricular activities. Support students in creating clubs for varied interest areas from cooking to snowshoeing. Find a place for every student to belong.

### RESOURCES:

#### ■ PRINT MEDIA

“Time: It’s Not Always Money.” *Educational Leadership*, Dec. 2011/Jan. 2012, p. 24.

“The Academic Value of Non-Academics.” *Education Next*, Winter 2012, p. 9.

#### ■ WEB

<http://www.dropoutprevention.org/effective-strategies> (The source for all of the above articles.)



# PROVIDE RIGOROUS & RELEVANT

**INSTRUCTION TO BETTER ENGAGE STUDENTS IN LEARNING AND PROVIDE THE SKILLS NEEDED TO GRADUATE AND TO SERVE THEM AFTER THEY LEAVE SCHOOL.**

## Committee Members:

### Jared Ferguson

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## INDICATOR 6.1

**Provide teachers with ongoing ways to expand their knowledge and improve their skills.**

## TIER 1 2 3

### Evidence-Based Strategies

### IMPLEMENT STANDARDS-BASED PROFESSIONAL LEARNING

- **Students:** Have access to effective instruction every day, in every classroom.
- **Parents:** Be confident that students are receiving quality instruction from every teacher.
- **Teachers:** Understand and deliver evidence-based instruction for every student every day.
- **Counselors:** Understand effective instruction and participate in professional development for instruction with the school faculty.
- **Building Administration:** Understand and implement effective professional development leading to high quality instruction for every student every day.
- **District:** Provide teachers, counselors, and administrators with professional development required to meet the needs of students.
- **State:** Provide leadership and professional development opportunities for educators across the state.

### RESEARCH TO PRACTICE

*How is this being implemented in Utah schools?*

### UTAH STATE OFFICE OF EDUCATION

The Utah State Office of Education, Teacher Licensing Section, recommends Learning Forward, the international nonprofit association of learning educators, which provides the following

standards for professional development.

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve intended outcomes.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns outcomes with educator performance and student curriculum standards.
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate learning.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

**Learning Forward outlines four prerequisites for effective professional learning:**

1. The educator’s commitment to students, all students, is the foundation of effective professional learning.
2. Each educator involved in professional learning comes to the experience ready to learn.
3. Because there are disparate experience levels and use of practice among edu-

cators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.

4. Like all learners, educators learn in different ways and at different rates.

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**Contact Information**

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(801) 538-7739

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**CONSIDERATIONS FOR NEXT STEPS**

- **School building administrators, district, and state personnel need to work together to establish and support effective professional learning at all levels.**

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**RESOURCES**

■ **WEB**

Learning Forward: <http://learningforward.org>  
(This website provides details of the standards; a Facilitator Guide; a quick reference guide; information on conferences, workshops, webinars and other e-learning opportunities; and many other resources to guide the implementation of professional learning.)

## INDICATOR 6.2

**Integrate academic content with career and skill-based themes through career academies or multiple pathway models.**

TIER 1 2 3

### Evidence-Based Strategies 6.2 A IMPLEMENT CTE AND CORE ACADEMIC PATHWAYS

- **Students:** Investigate and select an appropriate CTE or core academic pathway to help achieve education and career goals.
- **Parents:** Help their student understand and explore CTE or core academic pathways.
- **Teachers:** Understand the pathways concept and specific pathways available at their school site. CTE teachers can market pathways at their school site.
- **Counselors:**
  1. Understand the pathway concept and specific pathways available at their school site.
  2. Help all students identify a pathway of interest. Assist with class choices that support pathway completion. Provide work-based learning internships consistent with pathway choices.
- **Building Administration:** Understand the pathways concept and specific pathways available at the school, and construct the master schedule to support student participation in pathways.
- **District:**
  1. Provide teachers, counselors, and administrators with training supportive of specific pathways in the district.
  2. Consider recognizing pathway completers at graduation exercises.
- **State:** Develop pathways for academic content areas in addition to the CTE High School to College and Career Pathways.

#### RESEARCH TO PRACTICE: *How is this being implemented in Utah schools?*

CTE Pathways have been implemented in schools across the state, with a federal Rigorous Programs of Study (RPOS) Grant implemented in Granite, Weber, and San Juan School Districts.

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**Contact:**

**Thalea Longhurst**, Educational Coordinator  
Utah State Office of Education

CTE Program & Financial Accountability  
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#### CONSIDERATIONS FOR NEXT STEPS

- **Create a full range of academic pathways to complement the well-developed CTE Pathways.**

#### RESOURCES

■ WEB

Utah CTE: <http://www.utahcte.org/> (This site provides a complete overview with supporting resources for CTE Pathways.)

Pathways to Prosperity Network:  
<http://www.jff.org/projects/current/education/pathways-prosperity-network/1438>

Pathways to Prosperity Conference:  
<http://www.gse.harvard.edu/news-impact/tag/pathways-to-prosperity/>

(These two sites provide a comprehensive view of the requirements of well-developed pathways for a grade 9–14 model.)

## TIER 1 2 3

### Evidence-Based Strategies 6.2 B IMPLEMENT ACADEMICS IN CTE

- **Students:** Use math and science as necessary steps in a real process.
- **Parents:** Encourage student engagement, classroom success and better preparation for post-high school opportunities through real process use of math and science.
- **Teachers/Counselors:** Help students make connections with their world, become more attuned in class, and become more motivated to stay on course in core classes.
- **Building Administration:** Encourage a deeper understanding and improved test results by making math and science approachable and engaging for all students.
- **District:** Work to improve outcomes for students and schools by implementing academics in CTE.
- **State:** Help more students be better prepared for post-secondary education and the job market by implementing academics in CTE.

#### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

##### WASHINGTON COUNTY SCHOOL DISTRICT

Washington County School District has now completed three years of training with Math-in-CTE. During summer 2012, the district held professional development for 50 Math and CTE teachers, including teachers for grades 7–12 in Business, Technology, and Cabinetmaking. Participants report that the summer 2012 was by far the best training, as three teachers from the district were the actual facilitators. JoJo Gale brought teachers from Uintah District to participate. Gale will be a valuable resource to share a smaller-district perspective on the implementation of Math-in-CTE.

##### Contact Information

<b>Dave Gardner</b> , CTE Director 121 West Tabernacle St. (435) 673-3553 ext. 5205	Washington County School District St. George, UT 84770 Fax: (435) 652-4720	dgardner@admin.washk12.org
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or

<b>JoJo Gale</b> , CTE Pathways Coordinator	Uintah School District	(435) 781-3110 ext. 2628
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#### CONSIDERATIONS FOR NEXT STEPS

- **Adopt academics-in-CTE projects in other school districts.**

#### RESOURCES

##### ■ WEB

Pitsco Education: <http://systems.pitsco.com/tabid/349/default.aspx?nli=78&tree=13> This site provides additional information on how CTE supports other core subjects; ensuring students are better supported in completing academic work to facilitate persistence, completion and graduation.

## INDICATOR 6.3

Host career days and offer opportunities for work-related experiences and visits to post-secondary campuses.

TIER 1 2 3

### Evidence-Based Strategies 6.3

### FULLY IMPLEMENT WORK-BASED LEARNING OPPORTUNITIES AT ALL LEVELS

- **Students:** Complete required courses to support work-based learning experience.
- **Parents:** Support student in connecting with a possible future through work-based learning exploration.
- **Teachers:** Provide supportive courses and curriculum to support work-based learning opportunities in your area.
- **Counselors:** Know and develop work-based learning opportunities in their local area.
- **Building Administration:** Support the development of work-based learning opportunities.
- **District:** Provide district leadership and appropriate staff to develop and supervise work-based learning experiences.
- **State:** Provide current content, supportive policies and professional development for work-based learning.

### RESEARCH TO PRACTICE

*How is this being implemented in Utah schools?*



#### WORK-BASED LEARNING, USOE

Work-Based Learning (WBL) gives students the opportunity to learn a variety of skills by expanding the walls of classroom learning to include the community. By narrowing the gap between theory and practice, Work-Based Learning creates meaning for students.

- See the sample list of work-based learning activities following Strategy 6.5.A.

#### Contact Information

Sherry Marchant, Specialist  
Utah State Office of Education

Work-Based Learning and Career Connections  
Phone: (801) 538-7594 Fax: (801) 538-7868  
Sherry.marchant@schools.utah.gov

### CONSIDERATIONS FOR NEXT STEPS

- Implement Work-Based Learning at levels that will allow all students an internship opportunity before high school graduation. Use Work-Based Learning and internship opportunities to engage or re-engage students at-risk of dropping out.

### RESOURCES

#### WEB

Visit the Work-Based Learning Home Page for additional information and supplemental resources.  
<http://www.schools.utah.gov/cte/wbl.html>

## INDICATOR 6.4

Provide students with extra assistance and information about the demands of college.

TIER **1** **2** **3**

### Evidence-Based Strategies 6.4 A

### UTILIZE UTAHFUTURES ACROSS THE CURRICULUM

- **Students:** Complete the activities in the document College and Career Ready: A Student-Parent Guide for Education and Career Planning Using UtahFutures.
- **Parents:** Work with their student to help him/her complete the activities in the document College and Career Ready: A Student-Parent Guide for Education and Career Planning Using UtahFutures.
- **Teachers:** Become familiar with UtahFutures to the extent possible. Integrate UtahFutures in curriculum.
- **Counselors:** Integrate into the classroom and into the CCG Program the activities in the document College and Career Ready: A Student-Parent Guide for Education and Career Planning Using UtahFutures.
- **Building Administration:** Provide professional development for all educators on the use of UtahFutures.
- **District:** Support the training of all educators to use UtahFutures in the classroom and in the CCG Program.
- **State:** Provide professional development and supportive policies for all educators to use UtahFutures.

### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

#### PAROWAN HIGH SCHOOL

Ava Chamberlain, School Counselor at Parowan High School in Iron District, became thoroughly familiar with UtahFutures and then taught all of the other educators at her school how to use the system in their classroom.

#### Contact Information

Ava Chamberlain, School Counselor	Parowan High School 50 West 100 North (435) 477-3366	Parowan, UT 84761 ava.chamberlain@ironmail.org
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#### MOUNTAIN CREST HIGH SCHOOL:

Kris Hart, School Counselor at Mountain Crest High in Logan School District, promotes the use of UtahFutures with all teachers and classes.

#### Contact Information

Kris Hart, School Counselor	Mountain Crest High School 255 South 800 East (435) 245-6093	Hyrum, UT 84319 kris.hart@ccsdut.org
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### CONSIDERATIONS FOR NEXT STEPS

- **Become adept at using UtahFutures so that all educators can be trained at the school site in the use of UtahFutures to enhance curriculum and support student learning.**

- Support and give leadership for training teachers in the use of Utah Futures in the classroom.

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## RESOURCES:

### ■ WEB

College and Career Ready: A Student-Parent Guide for Education and Career Planning using Utah Futures: [https://www.utahfutures.org/materials/CCR\\_Student\\_Parent\\_Guide.pdf](https://www.utahfutures.org/materials/CCR_Student_Parent_Guide.pdf)

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## TIER 1 2 3

### Evidence-Based Strategies 6.4 B

### IMPLEMENT THE COLLEGE BOARD EIGHT COMPONENTS OF COLLEGE AND CAREER READINESS COUNSELING

- **Students:** Complete the activities associated with the College Board Eight Components of College and Career Readiness Counseling:
  1. College Aspirations
  2. Academic Planning for College and Career Readiness
  3. Enrichment and Extracurricular Engagement
  4. College and Career Exploration and Selection Processes
  5. College and Career Assessment
  6. College Affordability Planning
  7. College and Career Admission Processed
  8. Transition for High School Graduation to College Enrollment
- **Parents:** Work with their student to help him/her complete the activities in the Eight Components of College and Career Readiness.
- **Teachers:** Integrate into the classroom supports for the activities associated with the College Board Eight Components.
- **Counselors:** Integrate into the classroom and into the CCG Program the activities associated with the College Board Eight Components.
- **Building Administration:** Provide professional development for all educators on the use of the Eight Components in every classroom and CCG Program.
- **District:** Support the training of all educators to use the Eight Components in the classroom and in the CCG Program.
- **State:** Provide professional development and supportive policies for all educators to use the Eight Components of College and Career Readiness Counseling in the classroom and in the CCG Program.

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## RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

### JORDAN APPLIED TECHNOLOGY CENTER

The Jordan Applied Technology Center's College and Career Ready Student Portfolio was conceived in 2011–12 as a team effort between Sue Hall, CTE Specialist; Jason Skidmore, CTE Director; Edith Bird, CTE Specialist; and Jaimie Vargas, CTE and Comprehensive Counseling and Guidance Specialist, with the intention of taking the recommendations set forth by NOSCA's Eight Components of College and Career Readiness and implementing as many student activities as possible in the form of a portfolio that supported college and career readiness.

The portfolio requirements are divided into four areas that are facilitated through the curriculum and activities that make up the JATC (Leadership, Program Competency, Career Readiness, and College Readiness). Following is a link to the portfolio tracking sheet that shows how the portfolio requirements are categorized in each of these four areas: <http://jatc-wj.org/wp-content/uploads/2011/09/Student-Portfolio-Tracking-Sheet-2012-2013.pdf>.

In each of the four areas, there is a list of “supplemental” requirements from which students may choose a set number of activities, and “core” requirements, all of which are required for students to complete. Throughout the school year, the school’s administration and teachers provide guidance and in-class opportunities for students to complete portfolio requirements.

An online resource for students was also developed to help facilitate the completion and documentation that each student must compile in order to complete their portfolio. The online resource contains specific instructions for each portfolio component as well as links to documentation and/or instructions so that a student can successfully complete each of the requirements. Here is a link to the online resource: <http://jatc-wj.org/current-students/portfolio/>.

In May, students submit their completed portfolios for evaluation. Completers are then recognized in an assembly in front of their peers as “Portfolio Completers” and are awarded a “College and Career Ready” medallion and their portfolios are returned to them for use for future opportunities such as college and career applications and interviews.

Last year, in our inaugural year, JATC awarded about 90 medallions to graduating students. Many of the local high schools also allowed these students to wear their medallions to high school graduation ceremonies. For this year, we have upped the ante a bit. The portfolio as seen in the above links has more requirements than the initial year. These chang-

es were made to make the portfolio a more valuable experience and also to meet more of NOSCA’s recommendations. The JATC staff is committed to promoting the portfolio as they are recognizing the value of these activities with respect to making students more college and career ready.

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## RESOURCES:

### ■ WEB

Copies of grade level appropriate guides for implementing NOSCA’s Eight Components of College and Career Readiness Counseling can be found at the following links:

Elementary School Counselor’s Guide: [http://advocacy.collegeboard.org/sites/default/files/11b-4383\\_ES\\_Counselor\\_Guide\\_WEB\\_120213.pdf](http://advocacy.collegeboard.org/sites/default/files/11b-4383_ES_Counselor_Guide_WEB_120213.pdf)

Middle School Counselor’s Guide: [http://advocacy.collegeboard.org/sites/default/files/11b-4382\\_MS\\_Counselor\\_Guide\\_WEB\\_120213.pdf](http://advocacy.collegeboard.org/sites/default/files/11b-4382_MS_Counselor_Guide_WEB_120213.pdf)

High School Counselor’s Guide: [http://advocacy.collegeboard.org/sites/default/files/11b\\_4416\\_8\\_Components\\_WEB\\_111107\\_May12.pdf](http://advocacy.collegeboard.org/sites/default/files/11b_4416_8_Components_WEB_111107_May12.pdf)

## INDICATOR 6.5

**Partner with local businesses to provide opportunities for work-related experience such as internships, simulated job interviews, or long-term employment.**

TIER **1** **2** **3**

### Evidence-Based Strategies 6.5

### FULLY IMPLEMENT WORK-BASED LEARNING OPPORTUNITIES AT ALL LEVELS

- **Students:** Complete required courses to support work-based learning experience.
- **Parents:** Support student in connecting with a possible future through work-based learning exploration.
- **Teachers:** Provide courses and curriculum to support Work-Based Learning opportunities in your area.
- **Counselors:** Know and develop work-based learning opportunities in your local area.
- **Building Administration:** Support the development of work-based learning opportunities.
- **District:** Provide district leadership and appropriate staff to develop and supervise work-based learning experiences.
- **State:** Provide current content, supportive policies, and professional development for work-based learning.

### RESEARCH TO PRACTICE *How is this being implemented in Utah schools?*

The following brief summaries provide a partial listing of the many varieties of work-based learning activities occurring in LEAs across the state.

#### ALPINE SCHOOL DISTRICT

- Lisa Birch, along with IHC, hosted a great medical career fair for the students in the area. The professionals came and talked with the students. The students were allowed to visit three workshops.
- In Alpine School District the area hospitals (IHC hospitals and Timpanogos Regional Hospital) work in collaboration with the school district to offer two district-wide health careers days. Students come from the entire district to interact with health career workers from nearly every area of health care. It is a phenomenal opportunity for our students to ask questions, listen to lectures and have hands-on experiences with the health field careers.
- Last year in the Central Region, there was a career day for all tenth graders. Over 1,100 students attended, with over 60 different careers featured. Students participated in hands-on activities that were provided by local businesses that had set up interactive booths/displays. Students were able to try on careers by working hands-on with tools and equipment. There was a focus on non-traditional careers. Every student was required to explore nontraditional careers for their gender. This was a full-day event for students, with lunch provided.

#### DAVIS SCHOOL DISTRICT

- Post-secondary campus visits  
Davis School District  
Davis Cone  
DATC post-secondary campuses during March of each year  
Kaysville Jr. High

Farmington Jr. High  
Centennial Jr. High

- **Weber State University campus visits in February**

Davis High students  
Layton High students

- **Small groups of students visiting campus in southern Utah**

- **Career Fairs:**

**Layton High**—total student body—1 career fair during the day

**Davis High**—5 different career fairs based upon small learning communities during the day

**Kaysville Jr.**—1 career fair—total student body during the day

**Farmington Jr.**—7th grade career fair—Central Davis Jr.

### **GRANITE DISTRICT**

Annual events for the district include the following:

- **Health Care Career Day** at Applied Tech Centers; an **Engineering Conference** at SLCC Redwood Campus; the **Fairchild Challenge** at Thanksgiving Point (with an agriculture and environmental focus); **Information Technology** at Larry Miller Campus; and **Utah Career Days** with construction-automotive-energy.
- **Health science guest speakers** present at the GTI in Board Room Auditorium each month September, October, November, January, March, April, all invited by Granite District.
- The dean of the U. of U. Medical School speaks at the GTI to high school students and parents about **preparing for medical school**.
- **Campus tours** of SLCC Health Science Programs are conducted every December for GTI students.
- The **USU Cadaver Lab** conducts tours for medical anatomy, physiology, and EMT students.
- On the U. of U. campus, **Future Doctors** meetings are held each month after

school; **Health Science Academy** is held four times a year on Saturdays; the U. of U. campus holds a **Cadaver Lab experience**; and **engineering days** are held on the U. of U. campus.

- **Information technology** students have a statewide competition/campus visit at UVU each year; students from GTI in all areas attend and compete at this.
- **Intermountain Health Care Seminars** are offered each semester at an IHC facility.
- At the **Intermountain Health Care Mock Disaster**, students provided a service learning experience as the community prepared at all the Intermountain hospitals.
- **Health Science Summer camps** take place at Jordan Valley, St. Marks, and Intermountain hospitals.
- Granite District holds **career seminars** each year; last year's focus was on hospitality and cooking, with folks from Deer Valley and Ice Carver, a specialty cake shop owner.
- A **technology seminar** was held with an Academy Award winning guest speaker via Skype.
- The district sponsors small group **industry day tours** in such areas as cabinetry and welding.
- The schools with students who live in West Valley hold a **Chamber West Job Shadow day** each year with support from Chamber West.

### **JORDAN DISTRICT**

Events for the district included the following:

- Valley High held two **Career Days** last year. One was in January and one was in April. A district-wide field trip to the U. of U. Medical Center was held.(December 2012)
- **Herriman Sports Medical**. Students took a field trip to the U. of U. Medical Center and talked to an athletic trainer, physical therapist, emergency medical personnel, and other professionals. (March 2012).
- **Business Law Field Trip**. Students went to the state prison and the Matheson Courthouse. They spoke with a judge, attorney,

and prison officials. (April 2012).

- **Interior Design Field Trip.** Students toured historical homes and talked with an interior designer (April 2012).
- **Digital Media Class.** Students toured the set and watched the taping of Channel two's morning show as well as talking to the show's producer, cameraman, and a news anchor (December 2011 and March 2012).
- **JATC College Visit Day.** Students signed up to go visit the U of U, Weber State, UVU, or BYU (February 2012).
- A **JATC school assembly** was held that featured speakers in healthcare, engineering career pathways, and college readiness.
- Students participate in regional **Health Career Fairs, Engineering Career Fairs** and **IT Student Conferences.**
- Students participate in **Microsoft DigiGirlz.**
- **Career topics** were featured in careers classes presented by these speakers:  
Debbie McFarlane. Topic: Holland Code and Career Aptitudes  
Teri-Lisa Stagg. Topic: Job outlook and the Top 10 jobs of the future  
Teisha Cullimore. Topic: Career training available at Salt Lake Community College.  
Ryan Kirkpatrick. Topic: Resumé writing, cover letters, and interview skills  
Kevin Rolfe. Topic: Career exploration  
B.J. Bridges. Topic: Career exploration

## NEBO DISTRICT

Events for the district include the following:

- Nebo's **Health Career Day** has taken place in the fall and summer for the last 2 to 3 years with the help of IHC and Mountainstar.
- **Career Day** is held every other year at each of the high schools with speakers from various careers who come and present to each classroom.
- Spanish Fork and Salem High sponsor student **college campus visits** to three different campuses each year.

## TOOELE DISTRICT

### Pathways.

- A **booklet** was created which helps parents and students better understand the classes students need to take to complete their Pathway.
- At Stansbury High School, there is a ninth grade **Pathway Day** each year to help students explore Pathways. At the end of the day, students are given an opportunity to apply for a Pathway of their choice.
- After beginning this program, the Pathway **completion rate** has increased each year. The first year 18 students earned a pathway, the second year 97, and last year 179 students earned a Pathway.
- **College visits** are coordinated as well as a lunch with a professional activity. Because more students are earning Pathways, there is an increase in students who are interested in internships.
- CTE teachers are becoming more engaged in **the process**, and students and parents are more involved in the planning process.
- At Grantsville High School, 9 **Career Fairs** have been hosted since 2000. Between 35 and 41 different careers are represented each time. The entire school has participated in the career fairs.
- Every year all sophomores have an **on-the-job shadow experience** and visit many post-secondary schools to learn about a variety of careers.

## WAYNE AND SEVIER DISTRICTS

At Wayne Middle School, students participate in **Reality Town** while in seventh or eighth grade.





# PARENT INVOLVEMENT FOR DROPOUT PREVENTION

The following information comes from **the National Dropout Prevention Center for Students with Disabilities (NDPC-SD)**.

For more information and resources, see the NDPC-SD website at <http://www.ndpc-sd.org/>.

**SCHOOLS AND SCHOOL SYSTEMS WHICH ARE SUCCESSFULLY INVOLVING FAMILIES** begin by responding to the qualities, characteristics, and needs of the parents in order to overcome the barriers which interfere with communication. These **barriers** include:

- Parents' level of literacy
- Language preferred for reading, listening, speaking, and writing
- Daily commitments and responsibilities that may affect the time, energy, and attention available to devote to school
- Parents' level of comfort in becoming involved in their children's education

**Henderson and Mapp (2002)** suggest the following action steps to establish effective family engagement programs:

1. Recognize that all parents, regardless of income, education level, or cultural background, are involved in their children's education and want their children to do well in school.
2. Link family and community engagement efforts to student learning.
3. Create initiatives that will support families to guide their children's learning, from preschool through high school.
4. Develop the capacity of school staff to work with families.
5. Focus efforts to engage families on developing trusting and respectful relationships.
6. Embrace a philosophy of partnership and be willing to share power with families. Make sure that parents and school staff understand that the responsibility for children's educational development is a collaborative enterprise (Mapp, 2004).

## **EXPECTED BENEFITS**

The **National Parent Teacher Association (PTA)** (1998) has identified the following benefits of family engagement in education:

1. When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level.

**EXPECTED BENEFITS**  
(Continued)

2. The more extensive the parent involvement, the higher the student achievement.
3. When parents are involved in their students' education, those students have higher grades and test scores, better attendance, and complete homework more consistently.
4. When parents are involved, students exhibit more positive attitudes and behavior.
5. Students whose parents are involved in their academic lives have higher graduation rates and greater enrollment rates in post-secondary education. Different types of parent/family involvement produce different gains. To have long-lasting gains for students, parent involvement activities must be well planned, inclusive, and comprehensive.
6. Educators hold higher expectations of students whose parents collaborate with the teacher. They also hold higher opinions of those parents.
7. In programs that are designed to involve parents in full partnerships, student achievement for disadvantaged children not only improves, it can reach levels that are standard for middle-class children. In addition, the children who are farthest behind make the greatest gains.
8. Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the learning institution.
9. Student behaviors such as alcohol use, violence, and antisocial behavior decrease as parent involvement increases.
10. Students are more likely to fall behind in academic performance if their parents do not participate in school events, develop a working relationship with their child's educators, or keep up with what is happening in their child's school.
11. The benefits of involving parents are not confined to the early years—there are significant gains at all ages and grade levels.
12. Junior and senior high school students whose parents remain involved make better transitions, maintain the quality of their work, and develop realistic plans for their future.
13. Students whose parents are not involved, on the other hand, are more likely to drop out of school.
14. The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:
  - a. Create a home environment that encourages learning.
  - b. Communicate high, yet reasonable, expectations for their children's achievement and future careers.
  - c. Become involved in their children's education at school and in the community.

(Schargel and Smink, 2001, pp. 52–54).

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## A CURRENT INITIATIVE TO PROMOTE EFFECTIVE PARENT ENGAGEMENT IN EDUCATION

### Deon Turley

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The **Utah PTA** has created a program to help parents become involved in planning for the academic success of their children. It is called the **FAMILY EDUCATION PLAN (FEP)** and is found on the Utah PTA website <http://www.utahpta.org/>. The mission of the Family Education Plan is to give parents a tool to help every child reach his or her potential at home, at school, and in life.

Parents, who participate in the Family Education Plan, or FEP, are encouraged to visit the FEP website at least once each week, as new material is offered each week. Following an introductory video clip, the **Family Section** offers three questions, suggesting three possible family goals that week. These come from the following categories:

- **Basic Needs** includes areas such as proper nutrition, adequate rest, self-esteem, and proper discipline
- **Character and Values** areas such as honesty, respect, cooperation, and accountability
- **Learning Skills** areas such as encouraging literacy, numeracy, creativity, and interest in the natural world

To aid the parents in working towards a goal, the Family Section also includes suggested related activities. Additional resources pop up as bonus materials when a goal is selected. Parents are encouraged to record their goal, the planned activities relative to the goal, and an evaluation of the activities.

In the **Education Section**, parents will identify the specific education resources that apply to the child for whom they are planning. In this section parents will find:

- Resources for enriching the growth of their preschool-age children.
- Tips on how to become a partner with a child's school teacher in elementary school.
- Suggestions on helping middle school students transition to their secondary schools.
- Options for meeting the individual needs of their high school students.
- Resources for special needs students and those struggling academically, as well as the gifted and talented.

With this information, parents are then guided to create their own Family Education Plan, using worksheets to develop their own family mission statement, family goals, and individual student goals.

**The vision of the Family Education Plan** is that parents develop, with their children, a plan with short and long-range goals, based on the

child's interests and aspirations and the parents' commitment of support. It is meant to be a living plan that fits seamlessly with the PLAN for College and Career Readiness created for students in elementary and secondary schools that grows with the child.

In order to broaden parents' access to this tool, the Utah PTA is reaching out to the community for support. **Prosperity 2020** has shown interest in becoming a partner to promote the FEP.

During the 2012–2013 academic year, the FEP Web pages are being updated and translated into Spanish. Schools of various levels are targeted as possible pilot schools to test its effectiveness during the 2013–2014 year with a printed booklet that will complement the on-line resources.

The message to parents throughout each of the FEP steps is that:

- Education is a family matter.
- Parental interest in their children's education is essential.
- Parents should become active partners with their children's teachers and schools.
- Planning for high school graduation and post-secondary certification or degrees opens the doors to prosperity in adulthood.





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