(6/5/24)
This continuing education resource is from the national
Center for MH in Schools & Student/Learning Supports **at UCLA**

Featured

>Graduation: Celebrations and Taking Steps to Increase Graduation Rates

Also for discussion:

>*Promoting work based learning this summer*

And, as always: ***Links to a few other resources relevant to continuing education***

For discussion and interchange:

>*Graduation: Celebrations and Taking Steps to Increase Graduation Rates*

For most students, graduation is a time for celebration, feeling a sense of having accomplished something of value, experiencing hope for the future. It also is a time for schools to think about those who didn't make it to graduation. Every school needs to consider: Does the school provide essential student/learning supports that ensure all students have an equitable opportunity to progress to graduation? Are students able to connect with alterative education/career preparation?

A Few Resources

Celebrating

End-of-the-Year Celebrations at All Levels: Hope, Congratulations, Safe Exuberance

Enhancing Resilience and Hope

Resilience/Protective Factors
Alternative Schools and Alternative Education

Building a Unified, Comprehensive, and Equitable System of student/Learning Supports

Student/Learning Supports: A Brief Guide for Moving in New Directions

We all have come through difficult times and need to congratulate ourselves and each other.

From: *The Class of 2024 Didn't Know High School Without COVID*

"...Young people who entered the pandemic as high school freshmen now move into their final days of school. Many high schoolers over the last few years have mourned the typical high school experience, parts of which they missed out on thanks to COVID-19. But today's seniors never really had that typical experience at all. So as they near the end of high school, they envision what's to come – whether it be the milestone of graduation or the possibilities of higher education – all the while reminiscing on what could have been, had the pandemic never happened. As they mull over the what-ifs of canceled ceremonies and the missed rites long-associated with teenagehood....

For such students, having to readjust their understandings of time and closure amid great unrest has been no easy task. Rather, redefining what it means to come of age has been an ongoing process. The era of virtual classes may (mostly) be over, but the effects of the pandemic continue reverberating through the halls of these final months of high school.

>*Promoting work based learning this summer*

In the last *ENEWS,* we discussed enhancing student summer learning opportunities. Work experiences are a good opportunity for older students, especially those with financial needs. Here's a WestEd bulletin on the topic.

From: *Work-Based Learning: Creating Real-World Relevance in Education*

"...a substantial number of students feel disengaged because they don't see the connections between course work and their real lives. Students seek not only relevant, real-world experiences, but also learning that is dynamic and interactive. Additionally, students are concerned with finding a future career that they enjoy, while providing them with a meaningful way to contribute to the world.

What can educators do to foster engagement and a sense of purpose in students?

Work-based learning is an instructional strategy that supports all students' learning while preparing them for future careers. The benefits of work based learning WBL are myriad:

>students can build social capital;
>develop "soft skills," also known as 21st Century Skills;
>discover their career interests;
>begin to define their roles in society; and, most importantly,
>gain real-world experience.

All this can boost their confidence and make them more valuable to employers, ultimately jump starting students' economic mobility, or a person's ability to earn a living wage and improve their economic status over the course of their lifetime. Both K-12 and college students benefit from work based learning, as research shows that starting work based learning from an early age provides better outcomes for postsecondary success and career readiness.

Employers also benefit by helping to shape their future workforce. Recent surveys have found that employers are seeking stronger 21st Century Skills in their new hires, namely problem solving, critical thinking, professionalism, communication skills, and adaptability, among others. Employers are increasingly seeking candidates with proven work experience for entry-level jobs; those with internships and other work experience will beat out candidates with only credentials. This movement, called "skills-based hiring," highlights just how important contextual learning strategies like work based learning are as more companies move toward this practice.

Work based learning operates on a continuum ranging from basic career awareness activities, such as guest speakers and job shadowing, to more involved experiences, such as internships, apprenticeships, and paid work placements. It requires a direct connection to curriculum and instruction, as well as first-hand engagement with the tasks of a given career field.

> students begin to explore careers by learning about work through brief encounters with employers and workplaces.
> at the second level, students engage deeply with professionals and employers, learning through work, involving the production of goods or services, which supports and expands their classroom learning.
> the final level, career training experiences, allows students to learn for work, by applying their knowledge in preparation for employment in specific occupations.

This process can be cyclical over a lifetime, as students transition from schooling into their first jobs, and then into new occupations and careers as their life progresses...."

For more, see:
>*Work based learning toolkit*/
>*Work based learning framework*
>*District's work based learning seeks community partners*
>*A State Department of Education Work-Based Learning Implementation Guidelines*

Let us know

Any work experience opportunities you have identified and What schools are offering and/or connecting students with summer work experiences (paid, unpaid, internships, job shadowing)?

Send to Ltaylor@ucla.edu for sharing with the community of practice.

>Links to a few other relevant shared resources

>>*Summer Activities for Kids With Learning Disorders*

>>*How to Keep Kids Reading This Summer*

>>*The myth of normative development*

>>*Federal, State, and Local Mental Health Policy Interventions in Response to the Pediatric Mental Health Crisis following the COVID-19 Pandemic*

>>*Poverty Matters for Children's Well-being, but Good Policy Can Help*

>>*A Multidisciplinary Perspective on Person-Environment Fit: Relevance, Measurement, and Future Directions*

>>*Climate Change and Behavioral Health*

>>*The Social Dilemma: Social Media and Your Mental Health*

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

6/5 Use of humor in treatment and recovery /

6/6 Challenges and insights around AI /

6/20 AI in schools: promises and pitfalls

6/26 Accelerating English Learner Success

7/11 Managing conflict on interdisciplinary teams

7/11 Enhancing School Safety Using Behavioral Threat Assessment (part three)

7/18 Culturally informed crisis support

7/23 Stress management and resiliency training

8/13 Administrator Basics for Supporting English Learners with Disabilities

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

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

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

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To Listserv Participants

- **Please share this resource with others. (Everyone has a stake in the future of public education and this is a critical time for action.)**
- **Let us know what's going on to improve how schools address barriers to learning & teaching and reengage disconnected students and families. (We can share the info with the over 130,000 on our listserv.)**
- **For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu**

Looking for information? (We usually can help.)
Have a suggestion for improving our efforts? (We welcome your feedback.)
We look forward to hearing from you!
Send to ltaylor@ucla.edu

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

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

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

>*Student/Learning Supports: A Brief Guide for Moving in New Directions*

Send all info and requests to ltaylor@ucla.edu

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

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

For new sign-ups – email Ltaylor@ucla.edu
Also send resources ideas, requests, comments, and experiences for sharing.

THIS IS THE END OF THIS ISSUE OF THE PRACTITIONER

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