



Distance Learning for Highly Mobile Student Populations

June 10, 2020

CHECKING IN

Distance Learning for Highly Mobile Student Populations will start shortly.

Please complete the “Do Now” activity as we wait for everyone to sign in and check their equipment.

Do Now: → Please share your name and organization in the chat.
→ Also share one thing you are looking forward to taking away from this meeting.

WELCOME

DISTANCE LEARNING STRATEGIES MODULES

*A Focus on
Equity*

- This session builds on information presented during a session on June 3: *Designing Distance Learning with an Equity Lens*
 - [Access Resources from June 3](#)
- Starting today, San Diego County Office of Education is offering 15-minute learning sessions: *Knowledge is Power - Equity considerations in the Age of COVID*
 - [Register for SDCOE Sessions](#)

PRESENTER



Jill Rowland
Alliance for Children's Rights

Jill is an expert in every area of education impacting foster youth, including early intervention, special education, general education, school discipline, and interrupting the school-to-prison pipeline. Jill's vision has grown the Alliance's Education Program in response to the needs of our clients: from pioneering legal representation for early intervention services to addressing the unique trauma-related education needs of foster youth. Her collaborative approach led to the creation of the Foster Youth Education Toolkit and its Court Companion, the training of thousands of school district and foster/probation system personnel (including social workers, probation officers, attorneys, and judges), and improved foster youth policies put into practice in multiple school districts. Jill is passionate about providing foster and probation youth with an equitable education, so they can succeed in college, work, and life. She earned her JD at UCLA School of Law, specializing in Critical Race Studies. She majored in Communications and Sociology at UC Santa Barbara.

PRESENTER



Mark Rodgers
Bonita Unified School District

Mark is a career educator with 28 years in the public school system in California, including time as a classroom teacher, school administrator and district office administrator. As a district leader, Mark has headed a variety of departments, including curriculum and instruction, assessment and accountability, child welfare and attendance, and special education. Mark has led the support team for youth in foster care in Bonita for nine years, and has participated as a lead district in the foster youth learning network since its inception. He is a passionate advocate for the needs of foster youth in Los Angeles County, and has used his energy and influence in Bonita Unified and Los Angeles County to build gold-standard support systems for foster youth. Mark holds an M.Ed in Educational Management from the University of La Verne, as well as a Bachelors in Chemistry from Westmont College in Santa Barbara.

VIRTUAL WORKING AGREEMENTS

Be present and
listen deeply

Step up,
step back

Try both/and
statements

Use "I"
statements

Take care of
yourself

Identify
assumptions

AGENDA

Time	Topic
1:30-1:35	Welcome / Introductions
1:35-1:40	Defining Highly Mobile Student Populations
1:40-1:50	How Trauma Impacts Learning
1:50-2:00	Professional Learning Network including Bonita Unified School District
2:00-2:20	Education Rights of Highly Mobile Student Populations
2:20-2:30	Distance Learning Implications for Highly Mobile Students

HIGHLY MOBILE STUDENT POPULATIONS

- Youth in foster care
- Youth in the juvenile justice system
- Youth who are homeless
- Youth who migrate
- Youth who are newcomers
- Youth living with caregivers serving in our armed forces

Foster Youth Education Outcomes

- Over 70% of foster youth aged 7 and above present with trauma and/or mental health symptoms.
- 83% repeat a grade by the 3rd grade
- Only 19% of foster youth are proficient in English Language Arts compared to 44% of all students statewide; for Math, only 12% of foster youth are proficient, compared with 33% statewide

Source: Barrat, V. X., & Berliner, B. (2013). [*The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California's Public Schools*](#). San Francisco: WestEd. See DataQuest for the most updated statistics.

Foster Youth Education Outcomes (cont.)

- 31% of foster youth drop out, compared to 10% of students statewide
- Only 52% of foster youth graduate high school, compared to 84% of students statewide
- Less than 3% obtain a higher education degree
- Within 2 years of aging out of foster care, more than 50% are **homeless, incarcerated or on welfare**

Source: Barrat, V. X., & Berliner, B. (2013). [*The Invisible Achievement Gap, Part 1: Education Outcomes of Students in Foster Care in California's Public Schools*](#). San Francisco: WestEd. See DataQuest for the most updated statistics.



HOW TRAUMA IMPACTS LEARNING

What is Trauma?

Trauma is an umbrella term used to describe the inability of an individual or a community to respond in a healthy way physically, emotionally, and mentally to acute or chronic stress.

Washington State Office of Superintendent of Public Instruction (OSPI), Compassionate Schools (2009)

What is Resilience?

- Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats, or significant sources of stress
- It means bouncing back from difficult experiences
- Resilience is not a trait that people either have/don't have. It involves behaviors, thoughts, and actions that can be learned and developed in anyone.

American Psychological Association

ACEs = ADVERSE CHILDHOOD EXPERIENCES

The three types of ACEs include

ABUSE

NEGLECT

HOUSEHOLD DYSFUNCTION



Physical



Physical



Mental Illness



Incarcerated Relative



Emotional



Emotional



Mother treated violently



Substance Abuse



Sexual



Divorce

Source: [Robert Wood Johnson Foundation](#)

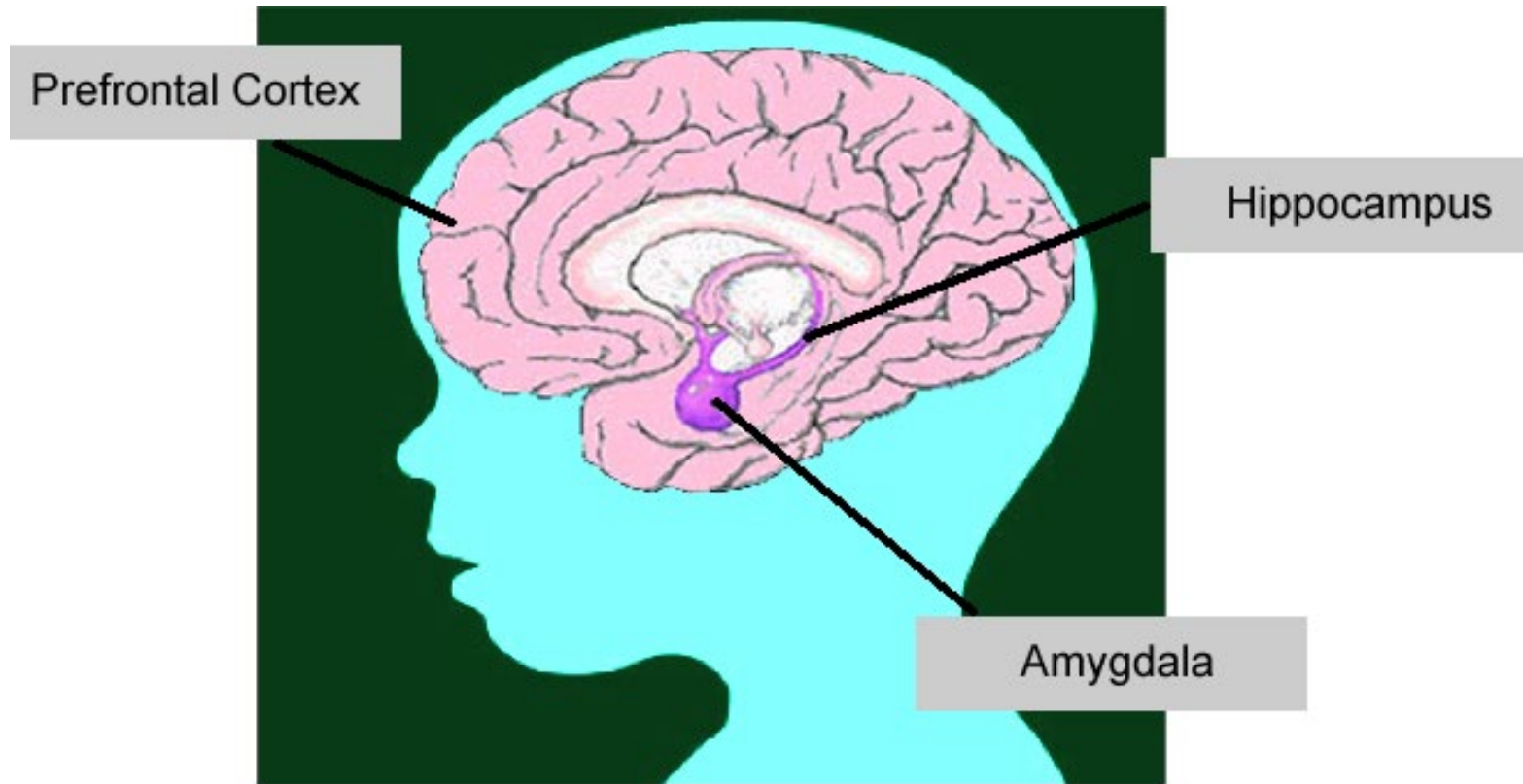
Probability of Outcomes

Given 100 American Adults

33 No ACEs	51 1-3 ACEs	16 4-8 ACEs
<u>WITH 0 ACEs</u> 1 in 16 smokes	<u>WITH 3 ACEs</u> 1 in 9 smokes	<u>WITH 7+ ACEs</u> 1 in 6 smokes
1 in 69 are alcoholic	1 in 9 are alcoholic	1 in 6 are alcoholic
1 in 480 uses IV drugs	1 in 43 uses IV drugs	1 in 30 use IV drugs
1 in 14 has heart disease	1 in 7 has heart disease	1 in 6 has heart disease
1 in 96 attempts suicide	1 in 10 attempts suicide	1 in 5 attempts suicide

Source: [Iowa ACES 360](#)

Trauma and the Brain



The Stress Response and Trauma

The stress response is an involuntary chemical response and looks like:

- Fight, Flight, or Freeze (e.g., kids with hoods up, under desks, non responsive to your questions)
- Survival mode: prepares the body for action
- Overwhelming: because the prefrontal cortex is turned off, the child is unable to reason or think about consequences before acting

Trauma & Education

- Children who were exposed to four or more adverse experiences were **32 times** more likely to have **learning and behavioral problems** than non-traumatized children.
- Maltreated children are more likely than their peers to be **retained** a grade, have **irregular attendance**, and be placed in **special education** classes.
- Children with higher exposure to violence have **lower grade point averages** and more absences than children with less exposure to violence.

Source: Maura McInerney, Esq and Amy McKlindon, M.S.W., [Unlocking the Door to Learning: Trauma-Informed Classrooms & Transformational Schools](#), Education Law Center.

Triggers and Behavior

- Triggers include seeing, feeling, or hearing something that remind us of past trauma (e.g., sounds, smells, touch, terms of endearment, uniforms).
- Triggers can often be identified when the child's response to the stimuli is way out of proportion and doesn't make sense in any other way.
- Triggers activate the amygdala alarm system, which is an involuntary reaction.
- When the alarm system is activated, but there is no danger, it is a false alarm. The response is as if there is current danger.

Changing the Question

From "What is wrong with you?"



To "How are you feeling?"

Oppositional Behavior



Fear of Rejection/Abandonment

Outbursts



Overwhelmed

Anger



Hurt

Depression



Lack of Self Worth

Withdrawal/Absences



Avoidance of Emotions

Argumentativeness



Testing Relationships

Escalation



Triggered Trauma Memories

Defiance of Authority



Need for Control

Behavior is always a form of communication.
What is the child trying to tell you with their behavior?

Trauma Informed Practices

- Create a Sense of Safety: meet the child's primal need to feel safe/combat the lack of physical or emotional safety experienced during trauma episodes
- Provide a sense of control
- Foster connections
- Teach/model/practice self regulation techniques

Professional Learning Network

Foster Youth Learning Network

- Why focus on foster youth?
- Composition of Network

Bonita Unified School District



- How many foster youth do you serve?
- Why did you choose for your district to participate in this network?
- What is the level of transparency in communications about pit falls and best practices in serving foster youth?

Bonita Unified School District



- Lessons learned during closures:
 - Be very flexible and generous getting technology to youth both inbound and outbound from your district.
 - Develop systems to help STRTP staff and foster parents stay organized to support student work completion.
 - Develop relationships with foster youth liaisons in other districts to facilitate school-of-origin process and decisions.
 - Work with comprehensive sites to create more flexibility for enrollment, partial credits, grades, etc. Unusual times require unusual solutions.
 - Be ready to advocate both with other districts and with the staff within your own district.

Education Rights of Highly Mobile Student Populations

- AB 490: originally created for youth in foster care but rights have since expanded to other mobile student groups

Foster Youth Education Toolkit

- School Stability, p 19
- Immediate Enrollment, p 14
- Partial Credits, p 56
- AB 167/216 Graduation, p 60

[Access the Toolkit](#)



DISTANCE LEARNING FOR HIGHLY MOBILE STUDENTS

- Getting technology and connectivity to mobile students
- Holding students and their families harmless for lost or damaged devices or when the move (e.g., not asking them to sign liability agreements)
- Addressing school stability or immediate enrollment for mobile students during physical school closures
- Issuing partial credits for mobile students moving mid-semester
- Addressing graduation needs of highly mobile students

RESOURCES

Fall Publications

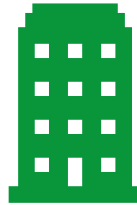
- Status of School Stability in California Report
- Best Practices Guide for Youth in Foster Care

THANK YOU!



Session Survey

[Provide Feedback](#)



Office Hours

June 12

[Register](#)



CCEE Distance Learning Strategies and Resources

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Sessions](#)