

Q&A from NACE/NIEA Webinar 9.26.12

<p>Distress Signals: Q: If a student failing but barely passes; does the distress factor still hold?</p>	<p>Yes, the distress factors still hold. A failing or barely passing student may likely have at least one and possibly more than one of the distress factors.</p>
<p>Q: Are any of the Push or Pull Factors have more prevalence or higher cause in the process decision to dropout?</p>	<p>Most studies in educational research are not designed to determine causes (i.e., if this happens then this other thing will be the result). Rather, they identify relationships or associations. The same is true with the studies used in this webinar. The push and pull factors are likely to be associated with students who drop out. However, having one of the factors doesn't mean a student <i>will</i> drop out.</p> <p>The prevalence of some of the factors varies by school level (e.g., elementary, middle, high). For example, a student whose family has low educational expectations or has low contact with the school during <i>middle</i> school is at significant risk of dropping out; however, these factors aren't significant for students in elementary or high school. Please refer to the table on page 6 of the Hammond, Linton, Smink and Drew report for a list of all of the factors and the school levels at which they are significant.</p> <p>Hammond, C., Linton, D., Smink, J., & Drew, S. (2007). <i>Dropout risk factors and exemplary programs</i>. Clemson, SC: National Dropout Prevention Center, Communities In Schools, Inc. Retrieved from http://www.dropoutprevention.org/resource/major_reports/communities_in_schools.htm</p>
<p>Q: What type of dropout statistics are available for schools who have a higher staff of AI/NA vs. those of another ethnicity?</p>	<p>I'm not aware of a database or other source that identifies the dropout rate of schools by their teachers' ethnicity. For school level data, each state's department of education online "Report Card" may be the best source.</p> <p>For teacher ethnicity at the national level, reports from the Schools and Staffing Survey may be useful. Number and percentage distribution of teachers by school type, race/ethnicity, and sex: 2007-08 is a table of teacher ethnicity by school type (public, private, and BIE).</p> <p>Below are the sources for the dropout statistics referenced in the webinar.</p> <p>Nat'l Event Dropout Rate: Source: <i>Trends in High School Dropout and Completion Rates in the United States, 1972-2009</i> (Table 1), (Chapman, Laird, Ifill, KewelRamani, 2011) http://nces.ed.gov/ccd/pub_dropouts.asp. Appears in this slide b/c it's commonly used in dropout prev reports, but data aren't disaggregated by AI/AN or NHOPI.</p> <p>State Event Dropout Rate: Source: <i>Public school graduates and dropouts from the Common Core of Data: School year 2008-09</i> (Table 6), (Stillwell, Sable, Plotts, 2011) http://nces.ed.gov/pubs2011/2011312.pdf.</p>

	<p>Nat'l Status Dropout Rate (CPS): Source: <i>Trends in High School Dropout and Completion Rates in the United States, 1972-2009</i> (Table 6), http://nces.ed.gov/ccd/pub_dropouts.asp (Chapman, Laird, Ifill, KewelRamani, 2011)</p> <p>Nat'l Status Dropout Rate (ACS): Source: <i>The Condition of Education 2011</i> (Tables A-20-2 and A-20-3), http://nces.ed.gov/pubs2011/2011033.pdf (Aud, Hussar, Kena, Bianco, Frohlich, Kemp, & Tohan, 2011).</p>
<p>COMMENT: This is a wonderful presentation. Thank you. I am a judge for 5 Tribes in CA and we are hoping to do more in the areas of Truancy. I will be asking all staff to watch this presentation online. Wonderful!</p>	<p>Thank you for your comments.</p>
<p>Q: Are you aware of any similar research that specifically relates to Alaska Native students, and if so, can you share them?</p>	<p>See the report, Alaskan Schools: What Matters to Students? Listening to the Voices of Engaged and Disengaged Alaska Native and Non-Native Students, released 11/7/12012 by the Association of Alaska School Boards. The report presents findings from focus groups conducted among students from 26 schools in four Alaskan school districts. It includes factors that engage students as well as reasons for dropping out.</p>
<p>COMMENT: Association of Alaska School Boards will soon release results of related research on what is important to students re: climate, pull factors, etc. It looks at AK Native and non-Native, engaged and disengaged students, rural and urban, middle and high school.</p>	<p>Thank you for this information.</p>
<p>Q: Are Puerto Ricans that claim an indigenous (Taino) cultural-linguistic heritage eligible to participate. We have 510 students that are enrolled in our Taino Cultural-Linguistic Immersion Program. The program started in 2004 and has been very successful. COMMENT: you can visit our page at:http://nuestratierraabundante.weebly.com/. I realize that this questions may not be</p>	<p>Students who are associated with tribes or Native communities in Central and South America are counted in the United States' educational statistics for the "American Indian/Alaska Native" racial category provided they meet the definition. The definition of this category for statistical reporting purposes is "American Indian or Alaska Native includes individuals having origins in any of the original peoples of North, Central, and South America who maintain tribal affiliation or community attachment." Your students may be eligible for programs that serve American Indian/Alaska Natives student in general, providing they are eligible to be counted as American Indian/Alaska Native; however, they would not be eligible for services that target students affiliated with federally-recognized Indian tribes.</p>

<p>appropriate for the webinar and it may not be answered during the session. Thank you and please excuse the question if not appropriate.</p> <p>Phone: 787-671-0455 Thank you...could the speaker send her response via email:</p> <p>ourtainoland@gmail.com</p>	
<p>I am very interested in the studies on cultural participation and improved educational outcomes for NA students who strongly associate with culture. In the list of research shared-- can you point out where we can find more details?</p>	<p>Among the references I cited, I've listed below the ones I recommend to answer your question. I also recommend visiting the NIEA/Research website for some additional references.</p> <p>Anguiano , R. P. V. (2004). Families and schools: The effect of parental involvement on high school completion. <i>Journal of Family Issues</i>, 25(1), 61-85.</p> <p>Bergstrom, A., Cleary, L., & Peacock, T. (2003). <i>The seventh generation: Native youth speak about finding the good path</i>. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.</p> <p>Bruce, T., & Edwards, T. (2009). <i>Swinomish attributes of success</i>. Presentation at the U.S. Department of Education, Office of Indian Education annual Partnerships for Indian Education Conference, Rapid City, SD. Retrieved from http://www.indianeducation.org/index.cfm?page=2009_pres_day2.html</p> <p>Cladoosby, B., & Bruce, T. (2012, April). <i>Working together to succeed</i>. Workshop and paper presented at the 2012 National Forum on Dropout Prevention for Native and Tribal Communities, Phoenix, AZ.</p> <p>Gish, B. (2009, September). <i>Red Lake School District: Data driven dropout intervention/ prevention</i>. Presentation at the American Indian Dropout Prevention Training, Carlton, MN.</p> <p>Gish, B. (2010, February). <i>Red Lake School District #38 Minnesota dropout prevention: Effective strategies</i>. Presentation at the American Indian Dropout Prevention Summit, Minot, ND.</p> <p>HeavyRunner, I., & Marshall, K. (2003). Miracle survivors. <i>Tribal College Journal</i>, 14(4), 14-18.</p> <p>HeavyRunner, I., & Morris, J. S. (1997). Traditional native culture and resilience. <i>Research Practice</i>, 5(1). Minneapolis: University of Minnesota.</p>

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Norris, D., & Giovannone, C. L. (2008). *What a difference a day makes!* Presentation at the U.S. Department of Education, Office of Indian Education annual Partnerships for Indian Education Conference, Rapid City, SD.

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Ward, C. J. (2005). *Native Americans in the school system: Family, community, and academic achievement*. New York: AltaMira.