



Non – Academic Barriers to Learning

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Agenda

- The Problem
- Description and Definition of Non-Academic Barriers
- Solution: Communities In Schools
- Data and Statistics
- Benefits
- Testimonials
- Summary

Today, one in four children in the United States is growing up in poverty. Many of these children are exposed to violence, chronic insecurity, loss, hardship and disruption. They don't shed these experiences at the schoolhouse door.



They show up in the classroom in the form of traumatic stress, which has unique and often profound effects on the developing brain. Such stress causes children to be tuned out, preoccupied, impulsive, unable to concentrate, distrustful and nervous. It interferes with their ability to focus, to interact with others, to tackle rigorous academic material and progress in school successfully.

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The Problem

- 88% of U.S. teachers said that student poverty is the #1 barrier to effective learning in the classroom.
- 20% of their time and personal resources are used to address these barriers. 91% of teachers spend their own money on supplies, 54% feed students, 52% of teachers help family/student through a crisis, 49% help student get clothing or footwear, 29% arrange for a student to receive medical attention. (National poll of 700 teachers conducted by CIS) *"America's Teachers Cite Poverty as Major Education Barrier"*, *Communities In Schools: June 9, 2015*
<https://www.communitiesinschools.org/press-room/resource/americas-teachers-cite-poverty-major-education-barrier/>
- 1 out of every 4 students in the U.S. lives in poverty. *Pamela Cantor, M.D.: 2013*
<http://www.advanc-ed.org/source/confronting-barriers-learning-help-all-children-succeed>

Non-Academic Barriers

Conditions in children's lives and environment must be right in order for them to be successful academically, socially, and emotionally. Non-academic barriers to learning can impede upon a student's ability to learn by not allowing them to be engaged in the classroom more to make the most of their academic learning time.

Ohio Mental Health Network for School Success (OMHNSS) Information Brief

<http://www.units.miamioh.edu/csbmhp/network/barriers.pdf>

Non-Academic Barriers

- Physical health (hunger and poor nutrition)
- Mental health (depression, anxiety)
- Violence (bullying, gang activity)
- Abuse and neglect (physical, emotional, sexual abuse)
- Trauma (repeated, long-term traumatic experiences)
- Family (homelessness, domestic violence, family conflict)
- Negative peer influences (rule breaking)
- Alcohol, tobacco, drug use
- Difficulties with concentration
- Behavioral (disruptive, unruly)
- Social-emotional (poor impulse control, anger)
- Lack of social and emotional relationships

Solution

- Evidenced Based Programming Can Address Non-Academic Barriers:
 - Evidenced based programs are programs that have been evaluated and determined to achieve positive outcomes.
 - Collaborative efforts between schools, families, and communities are effective at promoting students' engagement in schools. *(Trusty, Mellin, & Herbert, 2008)*
 - Every Student Succeeds Act (ESSA) replaced No Child Left Behind. This approach embraces the concept of reaching the whole child by providing access to the various resources for families to prevent the opportunity gap.
 - ***Community School in which all aspects of a student's well being – physical, socio-emotional, and academic - are addressed through coordinated services provided by numerous community partners physically located in the school building.***

Evidenced Based

- A nonprofit research center conducted a comprehensive and rigorous examination of the theoretical, empirical, practice and evaluation findings that underlie the community school model (termed “Integrated Student Supports” by Child Trends) (Moore & Emig, 2014). The research identified five key findings.
 - 1) Community School model’s holistic approach to the education of a child is consistent with established child development research.
 - 2) Community School models are aligned with empirical research on the indicators for educational success.
 - 3) There is promising evidence that the Community School model contributes to academic achievement.
 - 4) Longitudinal studies suggest a positive return on investments in Community Schools.
 - 5) There is a direct correlation between high quality implementation and resulting effectiveness of Community Schools.

Why Communities In Schools (CIS)

- CIS is the nations largest and most effective organization that is dedicated to keeping kids in school and helping them succeed in life, doing whatever it takes.
- CIS connects students with the resources they need from mental health to transportation.
- CIS is breaking the cycle of poverty by connecting community resources to family needs.
- Community school in which all aspects of a student's well being - physical, socio-emotional, and academic - are addressed through coordinated services provided by numerous community partners physically located in the school building, **facilitated by a site coordinator.**
- Motto: Relationship driven and data supported.

Top Five Student Supports

1

Basic Needs

Food, shelter, clothing

2

Enrichment

*Field trips, guest speakers,
after-school and summer
experiences*

3

Academic Assistance

*Tutoring, academic credit
recovery, expanded learning
opportunities*

4

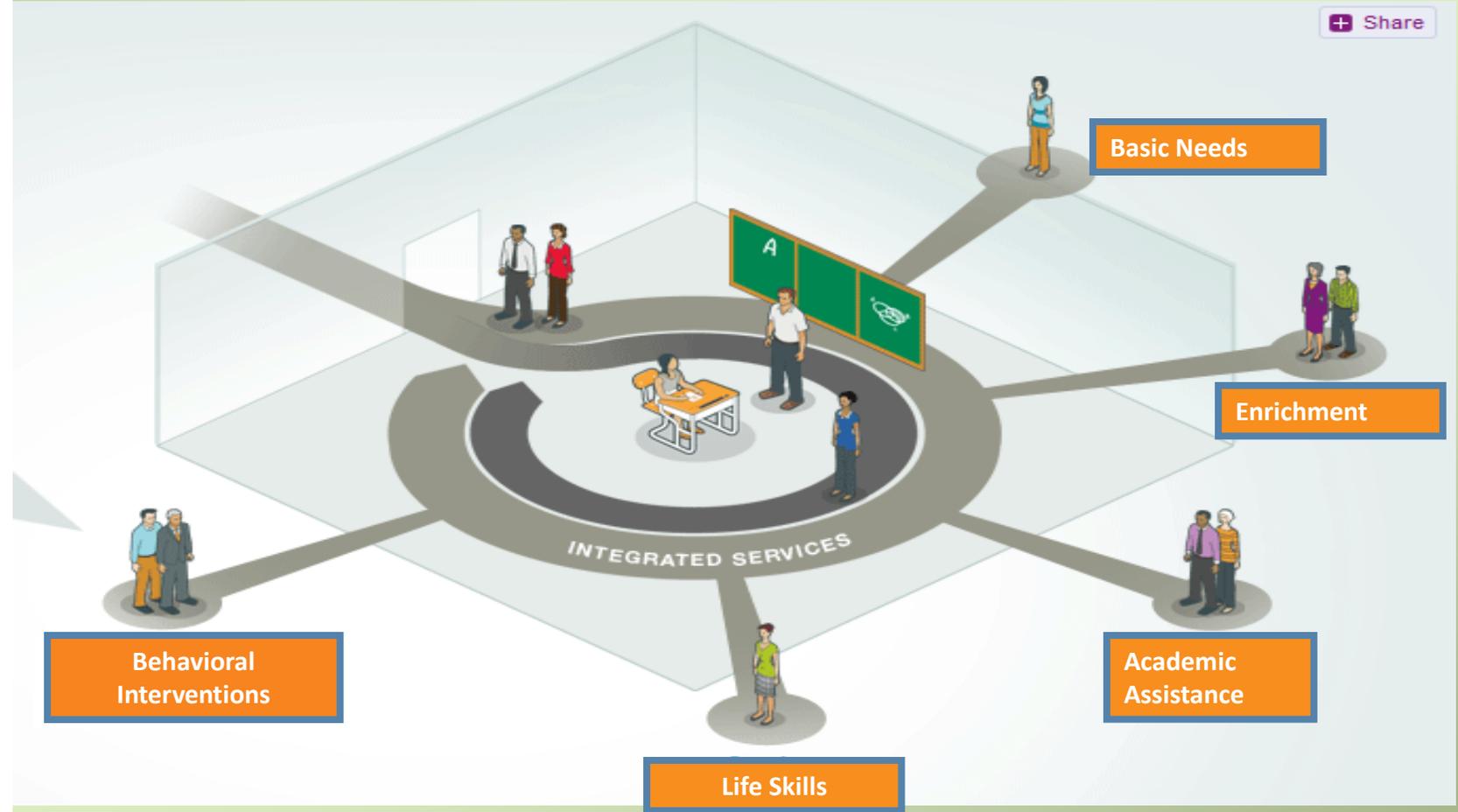
Life Skills

*Social emotional learning,
character education, social skills
building, conflict resolution*

5

Behavioral Interventions

*Behavior modification, Positive Behavior
Interventions and Supports (PBIS), anger
management, coping strategies*



Examples of Services

Whole School Supports

- Incentive programs to improve attendance, behavior or academics
- School supplies
- Health screenings and eye exams
- Family engagement events
- Book distributions
- Clothes/Uniforms closet
- Motivational guest speakers/assemblies
- Careers Fairs
- GED program for parents

Intensive Student Supports

- Parent engagement and conferences
- Individual counseling and monitoring
- Home visits
- Weekly tutoring sessions
- Academic credit recovery
- Career mentors
- Anger management groups
- College access programs
- Family strengthening groups
- Service learning opportunities

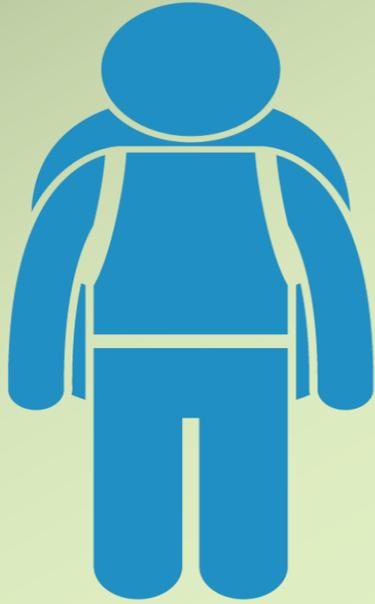
Data

- One suspension by 9th grade doubles the chance that a student will dropout (increases from 16% to 32%).
 - 88% of students who were suspended 3 times are incarcerated.
 - Pittsburgh Public School has the 5th highest out-of-school suspension rate in the state (1 in 5 students suspended).
 - 76% of suspensions were students of color.

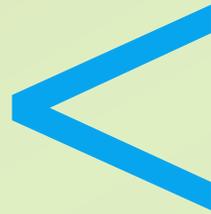
Information from A+ Schools: Pittsburgh's Community Alliance for Public Education

<http://www.aplusschools.org/>

Is It worth it? What is the cost?



\$160
keeps a student in school
for one year



\$31,000
keeps an inmate in prison
for one year

Statistics

- Communities In Schools (CIS) is the largest provider of the Community School model--serving more than 1.5 million students in 25 states and the District of Columbia. Major cities like Philadelphia, Nashville, New York, Miami, Las Vegas and Houston all have nationally recognized models of evidence based integrated student services.
- **For every one dollar of CIS investment, \$11.60 of economic benefit is created.**
- CIS case managed students generally reported participating in more support activities.
- Students outcomes were significantly better after receiving two years of CIS case managed services compared with just one year of service.
(*Communities In Schools, 2015*)

Benefits

- Researchers are beginning to see the links between effective implementation of CIS coordinators to:
 - Academic Performance - Study by *Jeynes (2005)* indicated the positive effects of overall parental involvement.
 - School Dropout - Schools with strong partnerships with community organizations and families have reported lower dropout rates, increased attendance, and even improvement in teacher attendance and job satisfaction.
 - School Safety – *Sheldon and Epstein (2002)* report that there are less disciplinary referrals when families and communities are involved in schools.

Financial Benefit

- Economic Benefit of a High School Diploma to PA: If the graduation rate of the class of 2013 had been 90% instead of 83% (less than 10,000 more graduates):
 - **\$100 million increase in annual earnings**
 - **\$74 million increase in annual spending**
 - **\$100 million increase in the annual gross state product**
- Economic Benefit of a High School Diploma to Pittsburgh: If the graduation rate of the class of 2013 had been 90% just 1,800 more graduates:
 - **\$24 million increase in annual earnings**
 - **\$18 million increase in annual spending**
 - **\$34 million increase in the annual gross regional product**

Alliance for Excellent Education 2015

<http://impact.all4ed.org/#national/increased-investment/all-students>

H. R. 2378 “Reducing Barriers to Learning Act 2015.”

A BILL

To establish an Office of Specialized Instructional Support in the Department of Education and to provide grants to State educational agencies to reduce barriers to learning.

Testimonial

ESTABLISHING a district policy that supports a system of care that ensures ALL STUDENTS and their families receive resources necessary to be SAFE, HEALTHY, EDUCATED, and WORK-READY is vital to Pittsburgh. (Cynthia Grace)

Summary

Communities In Schools (CIS)

An evidence-based solution providing integrated student supports facilitated by a site coordinator.

Proven to:

- Reduce truancy and improve attendance.
- Increase graduation rates and decrease dropouts.
- Improve academic performance for case managed students.

Questions?