



PROMISE TA Center Newsletter June 2016

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Dear Promise Grantees:

Below you will find the latest newsletter from the AUCD Promise TA Center. This newsletter highlights some resources that address re-engagement strategies for youth with disabilities. The resources in this newsletter and many more can be found at the AUCD PROMISE TA Center and are available in a print friendly format. Please feel free to send us feedback or requests for specific information and assistance. And, of course, from all of us at the Promise TA Center, have a wonderful day.

## [Re-entry Programs for Out-of-School Youth with Disabilities](#)

Dropping out of school is a problem that affects individuals, families, communities, school districts, states, and the nation. When students drop out of school, the repercussions are felt at every level of society; cities and states lose millions of dollars in state and local tax revenues due to high rates unemployment among individuals without a high school diploma. Jobs that are available to those without a high school diploma rarely pay more than minimum wage. High school dropouts are also more likely to be incarcerated than individuals who graduate from high school. Continue reading [http://www.ndpc-sd.org/documents/2011\\_Reentry-Reports/7-5-11-REENTRY\\_2.pdf](http://www.ndpc-sd.org/documents/2011_Reentry-Reports/7-5-11-REENTRY_2.pdf)

### [Dropping Back In: Re-engaging Out-of-School Youth](#)

This resource focus on bringing young people who already have left school back to earn their high school credential. And the reality is, without a high school diploma, these young people will most likely end up in low-wage jobs with few career prospects, or relying on assistance from public agencies to support themselves and their families. Helping youth successfully transition to adulthood requires a solid dropout prevention strategy while they're still enrolled in school as well as other proven strategies to reconnect high school dropouts with continued education and the workforce. Continue reading at

[http://papartnerships.org/reports/droppingbackin/youth\\_reengagement.pdf](http://papartnerships.org/reports/droppingbackin/youth_reengagement.pdf)

### [Preparing students with disabilities for postsecondary education](#)

The Epstein model of *Six Types of Involvement* provides a framework to review research that ties family and community involvement in schools to positive student outcomes. Developed by Joyce Epstein, PhD, of Johns Hopkins University, this research-based model emphasizes the importance of recognizing three overlapping spheres of influence on student development. Family, school and community can collaborate in six key ways to foster a caring community that children need to maximize their potential in school and in later life. Continue reading at

<https://studentaffairs.vancouver.wsu.edu/files/inserted-files/Preparing%20Students%20with%20Disabilities%20for%20Postsecondary%20Education.pdf>

### [Bringing Students Back to the Center](#)

This guide tells the stories of many youth and the important role that re-engagement centers play in providing opportunities and options to ensure disconnected youth can and do succeed. While much is known about who drops out and why, there is still much to learn about successful re-engagement programs and strategies. Through re-engagement centers, education and community leaders are joining forces to help youth get back on track to a positive future. This guide describe effective re-engagement practices in communities that have stepped forward to meet the needs of these youth. Continue reading at <https://www2.ed.gov/programs/dropout/re-engagement-guide121914.pdf>