

National Dropout Prevention Center for Students with Disabilities
Teleseminar Transcript – December 8, 2005



“Increasing School Holding Power for All Students”

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Part 2: Five Characteristics of School Holding Power

DR. MARIA “CUCA” ROBLEDO MONTECEL: There are five characteristics of good solutions. The first is that all students must be valued. Any program, any activity that you’re undertaking, look and see, put yourself in the place of a student, and see if being that student, in that program, or in that institutional shift you would feel valuable. That’s a good gauge of whether it would work or not. There must be, as I said before, at least one educator in the student’s life who is totally committed to the student, and there must be extensive, consistent support so that students can learn, so that teachers can teach, and so that parents can be involved.

Importantly as well, programs that produce results focus on both equity and excellence. Excellence without equity is impossible. And equity without excellence is unacceptable. And the schools that are producing results know that they cannot continue to produce schools in which things work for some, and not for others. Solutions have to be institution-based. We will look a little bit more at this in the second part of the program. And solutions must *build* on strengths and contributions rather than try to fix students or families.