

School Practitioner Community of Practice

(A network for sharing & exchange)

(7/7/21)

Contents

>**How are schools supporting students this summer?**

>>**A Learn and Earn Summer Program**

>>**Community Service Learning**

>**About State Plans for Using Federal Relief Funds to Support Students**

>**Links to a few other relevant shared resources**

(Scroll down to read about the above and for hotlinks to resources)

Note: Go to <http://smhp.psych.ucla.edu/> for links to other Center resources.

This resource is from the

Center for MH in Schools & Student/Learning Supports, UCLA

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

**For previous postings of community of practice discussions, see
<http://smhp.psych.ucla.edu/practitioner.htm>**

For discussion and interchange:

>**How are schools supporting students this summer?**

>>**A Learn and Earn Summer Program**

From: *BPS incentive to graduate, paid to attend summer school*

“What we say to them — commit — don’t quit”

<https://www.wkbw.com/rebound/state-of-education/bps-incentive-to-graduate-paid-to-attend-summer-school>

Some Buffalo Public School students will be earning money while attending summer school. It is part of a first-of-its-kind program created by the City of Buffalo and Buffalo School District, designed to support students who have fallen behind from the pandemic and incentivize them to keep on track for graduating. Students must complete six weeks of summer school and will be paid \$12.50 an hour, allowing them to earn and learn a job skill and stay on track academically without worrying about losing income. This program will run for at least the next three years. The city says funding for this incentive has already been approved in the current budget, and after that it will be funded through the American Rescue Funds. A total of 200-students have been identified. The district noted, if students successfully complete the program they will also get an added financial incentive and students will receive a laptop computer.

>>Community Service Learning

It is a truism that learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (not just the school) provide learning opportunities. Anyone in the community who wants to facilitate learning might be a contributing teacher. This includes aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, college students, etc. They all constitute what can

be called the teaching community. When a school successfully joins with its surrounding community, everyone has the opportunity to learn and to teach.

In this context, facilitating opportunities for youth to be engaged with their communities is a great summer focus. We have many resources on our website focused on how to build opportunities for engagement in the community. For example, see the links on the Center Quick Find:

Expanded learning opportunities: After school and out of school programs
<http://smhp.psych.ucla.edu/qf/afterschool.htm>

That Quick Find includes the following resources that the Center has developed:

- *About Programs for After School Hours and Non-school Days*
<http://smhp.psych.ucla.edu/pdfdocs/aftersch.pdf>
- *Service Learning* <http://smhp.psych.ucla.edu/pdfdocs/serve.pdf>
- *Service Learning in Schools* <http://smhp.psych.ucla.edu/pdfdocs/service.pdf>

Key to making service learning programs effective is (a) establishing a broad-based school-community collaborative – one that includes a range of community organizations, (b) mapping out opportunities, and (c) planning strategies to support student success. For more on this, see the Center Quick Finds:

Collaboration: School, Community, Interagency http://smhp.psych.ucla.edu/qf/p1201_01.htm

Mentoring <http://smhp.psych.ucla.edu/qf/mentoring.htm>

Youth Development <http://smhp.psych.ucla.edu/qf/youthdev.htm>

As an aid in moving toward greater connection with community resources, the Center has developed a self-study for

Community Outreach for Involvement and Support
<http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/communityoutreachsurvey.pdf>

New Mexico's Summer Enrichment Internship Program

The College and Career Readiness Bureau (CCRB) of the New Mexico Public Education Department (PED) launched the Summer Enrichment Internship Program. The federal government has committed more than \$9.89 million for the program as part of pandemic relief efforts. Under the program, funding is available to cover the cost of summer internships for current New Mexico high school students in June-September of 2021 only. The goal is to provide high school students with the opportunity to participate in high-quality internships (20 hours per week for 6 weeks) in government agencies, including county, tribal, and/or municipal placements....

<https://webnew.ped.state.nm.us/bureaus/college-career-readiness/summer-enrichment-internship-program/>

Is this topic being discussed in your locale?

Do you have any resources or experiences you can share related to how schools and communities are supporting student during the summer?

Send to Ltaylor@ucla.edu

>About State Plans for Using Federal Relief Funds to Support Students

From a 6/14/21 Department of Education newsrelease:

<https://www.ed.gov/news/press-releases/us-department-education-posts-state-plans-use-american-rescue-plan-funds-support-students-and-safe-and-sustained-reopening-schools>

“The U.S. Department of Education posted 28 plans submitted by State Education Agencies describing how states plan to use American Rescue Plan Elementary and Secondary School Emergency Relief funds to support schools, students and educators. The Fund provides nearly \$122 billion to states to support the nation’s schools in safely reopening and sustaining safe in-person operations while meeting the social, emotional, mental health and academic needs of students impacted by the COVID-19 pandemic. ...

Highlights from the plans include:

>Accelerating and sustaining the safe return to in-person instruction: It is the Department’s expectation that all states and schools will provide every student the opportunity to return to in-person instruction full-time this fall. For example, New Jersey will provide state-level support for school nurses and other school health staff in understanding and implementing health and safety strategies for the return to in-person instruction....

>Implementing COVID-19 prevention and mitigation strategies, including expanding access to vaccinations for school staff and students: All plans described how states are supporting their districts in prioritizing the safety of their students, educators, and staff, including by implementing prevention policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention....

>Offering summer learning and enrichment programs: States are required to describe programs to expand summer learning and enrichment opportunities for students, and many of the plans specifically indicate that they will focus summer learning opportunities on students who have been disproportionately impacted by the pandemic. For example, New Mexico is setting up a \$6 million joint program with local municipalities to provide summer internships for middle and high school students, using research on best practices for work-based learning. Massachusetts will offer summer school matching grants for school districts to offer four- to six-week, in-person summer programs that include mental health services and additional supports for students with disabilities and multilingual learners. Kansas will reserve a portion of funds for an initiative that will offset the cost of admission for students to visit museums, zoos, historical sites, state parks, and the Kansas state fair.

>Providing social, emotional, and mental health support to students: All states described plans to expand social, emotional, and mental health supports for students. These critical supports will ensure more students—particularly those in communities disproportionately impacted by the pandemic—have access to counselors and mental health services to address the traumas students have faced over the last year and create a strong foundation for academic success. For example, Oklahoma is using approximately \$35 million for districts to hire new school counselors, licensed mental health professionals and licensed recreational therapists to lower the student-to-counselor ratio. The District of Columbia, in partnership with its Department of Behavioral Health, is further expanding its Comprehensive School-Based Behavioral Health System to provide more students with access to clinical services in public schools.

>Addressing the academic impact of lost instructional time: An important element of the state plans is the description of evidence-based interventions that address the academic impact of lost instructional time by addressing students’ social, emotional, mental health, and academic needs—particularly for student populations most impacted by the pandemic. For example, Arkansas’ Tutoring Corps program will create a system to recruit, prepare, and support candidates to become qualified tutors to support the students most impacted by lost instructional time....”

From a recent Center commentary about planning to use the windfall relief funding.

About Temporary Relief Funds and Mental Health in Schools
<http://smhp.psych.ucla.edu/pdfdocs/5-28-21.pdf>

“...Discussion about using the COVID-19 funds has tended to focus on adding a few more personnel and adding a couple new ad hoc initiatives. The problem with this is that schools always have had more students in need than they could help. So while adding a few more personnel at this time is called for, it is important not to just bolster old ideas. A new direction in providing student and learning supports has long been necessary and the increased numbers make it imperative. (For those tempted to just “add some more,” remember that when the extra funding runs out, you know what will happen to the added staff, and you know how rare it is for specially funded initiatives to be sustained.)

At this time, it is essential that schools do much more than pursue old ideas in addressing the many multifaceted and overlapping barriers to learning and teaching that confront students and staff. Now is the time to start a bold and innovative process for transforming student and learning supports to better address a broad range of barriers to learning and teaching and enhance equity of opportunity. In doing so, schools not only can play a significant role in addressing the problems of some students, but also can develop a unified, comprehensive, and equitable system of supports for all students.... It also can do more for families and school staff.

Our research has clarified that a comprehensive system of student/learning supports includes not only enhancing the continuum of interventions beyond the limited way MTSS is currently conceived, it also involves organizing the domains of student and learning supports. We have categorized six domains that schools deal with on a daily basis:

- >enhancing supports in regular classrooms to enable learning
- >supporting transitions
- >increasing home and school connections
- >responding to and preventing school and personal crisis and traumatic events
- >increasing community involvement
- >facilitating student and family access to effective services and special assistant as needed.

When such a system is implemented effectively, interventions are planned and developed in collaboration with families and community stakeholders to create a caring and safe learning environment, provide immediate assistance in emergencies, and enable follow up care as needed.

Temporary increases in funding provide a way to do more than address immediate mental health needs; they provide a special opportunity to initiate the transformation of student and learning supports to better address barriers to learning and teaching and reengage disconnected students. And when the temporary funds disappear, the transformation can be sustained by (1) redeploying regularly allocated funds for student and learning supports and (2) weaving in whatever community resources are available to fill gaps....”



>Links to a few other relevant shared resources

Trauma Sensitive Schools and SEL Integration

<https://www.air.org/sites/default/files/Trauma-Sensitive-Schools-and-SEL-Integration-Brief-June-2021.pdf>

NASA High School Internship Program <https://intern.nasa.gov/>

Smithsonian Internships <https://ofi.si.edu/internship-opportunities/>

U.S. Department of State Internships <https://careers.state.gov/work/pathways/internship-programs/>

Nebraska Department of Education Guidance for ESSER Investments and Allocations for Renewal and Acceleration <https://www.education.ne.gov/esser>

Native Americans & Health Equity

https://nihcm.org/publications/native-americans-health-equity?utm_source=NIHCM+Foundation&utm_campaign=4ecc53864c-Native_American_Infographic_062221&utm_medium=email&utm_term=0_6f88de9846-4ecc53864c-167730924

Boldly Bring Them Back: Interventions for Student Reengagement and Dropout Prevention
<https://www.edutopia.org/article/boldly-bring-them-back-interventions-student-reengagement-and-dropout-prevention>

Telehealth for the Treatment of Serious Mental Illness and Substance Use Disorders

https://store.samhsa.gov/product/telehealth-for-treatment-serious-mental-illness-substance-use-disorders/PEP21-06-02-001?utm_source=SAMHSA&utm_campaign=440f8107b0-NEW_PUBLICATION_2021_06_29_1600082&utm_medium=email&utm_term=0_eelc4b138c-440f8107b0-167791969

Mindfulness and Motivation: A Process View Using Self-Determination Theory
<https://journals.sagepub.com/doi/pdf/10.1177/09637214211009511>

Innovative Lesson Planning. (in the summer issue of *Educational Leadership*)

https://information.ascd.org/hubfs/Educational_Leadership_Summer_2021.pdf?utm_campaign=2021-E-0162&utm_medium=email&_hsmi=137082977&_hsenc=p2ANqtz-QJcKZldSP3v9Blb4P3FSA5oLg9mq7fgE2UZ7UvhV-KxBdwBB49vxrVCTXdbO-8ynah44j_LnoOS4GZu2ADnNDRHV7Q&utm_content=137082977&utm_source=hs_email

4 ways to make SEL more culturally relevant

https://www.smartbrief.com/original/2021/06/4-ways-make_SEL-more-culturally-relevant

Building Student Agency by Collaborating on Learning Standards

<https://www.edutopia.org/article/building-student-agency-collaborating-learning-standards>

Schooling Through the Eyes of an Educator, Father, and Grandfather

<http://smhp.psych.ucla.edu/hanna.pdf>

A Few Upcoming Webinars

7/7/21 Rebuilding with adolescents in mind

7/8 State Leadership in Creating Safe, Supportive Learning Environments

7/8 Improve Every Lesson Plan with SEL

7/13 What is critical race theory

7/13/21Equity-Driven Coherent Systems

7/13/21 Leading trauma skilled schools

7/14 Seeing beyond the pandemic

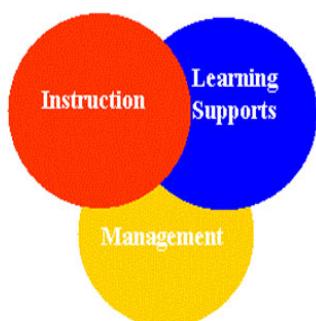
7/14/21 Building forward together

7/15 McKinney-Vento School Selection Rights

7/18 Culturally Responsive Instructional Strategies

7/20 Pursuing Equitable Outcomes: Exploring the Intersection of Race and Disability in K-12 Education

7/21/21 Designing educational experiences with adolescents in mind
7/23 Fostering Equity in Community Wellness and Peer Support Programs Affinity Groups
7/26 Determining McKinney-Vento Eligibility
7/28 Learning from youth
7/28 Peer Networking for Family Leaders who Foster and Support Family Engagement
7/28 Asset-Focused Ecological Supports for Vulnerable Youth During COVID-19 and Post-Pandemic
7/29 Addressing learning loss
8/4 Welcomed: Embracing Students, Families and Educators in the New School Year
8/5 Adapting Prevention Interventions to Better Serve Vulnerable Populations
8/11 Understanding Doubled up
8/16 Positive community norms
8/26 Paving the Way to College for Students Experiencing Homelessness
Webinar recording: Unpacking the Impacts of Structural Racism on Youth
<https://preventioninstitute.us17.list-manage.com/track/click?u=5f4bf5a36bd9f72789255d49a&id=17f472fea9&e=b6757fd9d7>
For more webinars, go to the our Center's links to Upcoming/Archived Webcasts/Podcasts –
<http://smhp.psych.ucla.edu/webcast.htm>



For information about the
National Initiative for Transforming Student and Learning Supports
go to <http://smhp.psych.ucla.edu/newinitiative.html>

Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to promoting whole child development, advancing social justice, and enhancing learning and a positive school climate.

Invitation to Listserv Participants:

Everyone has a stake in the future of public education. This is a critical time for action. Send this resource on to others. Think about sharing with the growing number who are receiving it. AND Let us know about what we should be including.

Send to Ltaylor@ucla.edu

**THE MORE FOLKS SHARE, THE MORE USEFUL AND
INTERESTING THIS RESOURCE BECOMES!**

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

**We post a broad range of issues and responses to the Net Exchange
on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm>
and on Facebook (access from the Center's home page <http://smhp.psych.ucla.edu/>)**