

School Practitioner Community of Practice
(A network for sharing & exchange)
January 26, 2022

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(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:

>About guidelines for using relief funds for homeless students

Request from a colleague:

I am looking for ideas to share with local districts on how to best apply the American Rescue Plan Homeless Children and Youth funds.

Center Comments:

As always, we stress that all efforts to enhance student/learning supports should aim not only to meet immediate needs for specific subgroups of students (such as the homeless), but also use the opportunity to transform how supports are provided for all students.

With specific reference to the relief plan's focus on homeless students, see

American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth (ARP-HCY)
<https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-secondary-school-emergency-relief-homeless-children-youth-arp-hcy/>

In particular, go to the letter to State Directors of Education
<https://oese.ed.gov/files/2021/04/ARP-Homeless-DCL-4.23.pdf>

Excerpt from the letter:

"... ARP Homeless I funds supplement the EHCY program... For more information, LEAs should reference the list of authorized activities... These activities may include any expenses necessary to facilitate the identification, enrollment, retention, and educational success of homeless children and youth, such as:

- providing wraparound services (which could be provided in collaboration with and/or through contracts with community-based organizations, and could include academic supports, trauma-informed care, social-emotional support, and mental health services);
- purchasing needed supplies (e.g., PPE, eyeglasses, school supplies, personal care items);
- providing transportation to enable children and youth to attend classes and participate fully in school activities;

- purchasing cell phones or other technological devices for unaccompanied youth to enable the youth to attend and fully participate in school activities;
- providing access to reliable, high-speed internet for students through the purchase of internet-connected devices/equipment, mobile hotspots, wireless service plans, or installation of Community Wi-Fi Hotspots (e.g., at homeless shelters), especially in underserved communities;
- paying for short-term, temporary housing (e.g., a few days in a motel) when such emergency housing is the only reasonable option for COVID-safe temporary housing and when necessary to enable the homeless child or youth to attend school and participate fully in school activities (including summer school); and
- providing store cards/prepaid debit cards to purchase materials necessary for students to participate in school activities.

LEAs must ensure that all costs are reasonable and necessary and that these uses of funds align with the purpose of, and other requirements in, the EHCY statute. In addition, when considering funding decisions, we want to emphasize that section 723(d)(16) of the EHCY statute allows the use of funds for “other extraordinary or emergency assistance needed to enable homeless children and youths to attend school and participate fully in school activities.” Accordingly, when considering funding decisions, LEAs should analyze the needs of students experiencing homelessness in light of the COVID-19 pandemic and its extraordinary impact.

This \$800 million ARP-HCY fund will allow us collectively to improve educational opportunities and outcomes for students experiencing homelessness across the Nation, and the Department is eager to partner with you in this effort...."

Also, see the brief from the National Center for Homeless Education outlines ways school staff can support homeless students:

>*School Counselor Supports for College Preparation and Readiness for Students Experiencing Homelessness*
<https://nche.ed.gov/wp-content/uploads/2021/08/counselor-brief.pdf>

In considering using current funding opportunities to build a comprehensive system of student support, see

>*More (Temporary) Money to Improve Behavioral Health: The Good and the Bad for Schools* <http://smhp.psych.ucla.edu/pdfdocs/9-9-21.pdf>

>*Here We Go Again: In the Rush to Spend Federal Stimulus Funds Schools are Attending to Immediate Individual Needs Without Addressing the Opportunity to Make Necessary Systemic Improvements* <http://smhp.psych.ucla.edu/pdfdocs/3-24-21.pdf>

>*About How Temporary Relief Funds for Schools are Used*
<http://smhp.psych.ucla.edu/pdfdocs/4-23-21.pdf>

Is this topic being discussed in your locale?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

Planning on applying for a Full Service Community Schools grant?

Request: from a State Coordinator of Full-Service Community Schools

I am reaching out to ask if you have any resources on implementing a community school model with a multi-tier system of support framework?

Given that folks will be applying soon for Full Service Community Schools’ grants and may want to use the opportunity to evolve community schools, we thought we would share the following response from our Center to this request.

Center response

We, of course, have pursued these matters for some time.

To start with, see:

>*Evolving Community Schools and Transforming Student/Learning Supports*
<http://smhp.psych.ucla.edu/pdfdocs/evolvecomm.pdf>.

Note in the discussion that the multi-tier system of support framework is expanded to clearly include

- (a) weaving together school and community resources into subsystems at each level of the continuum of interventions,
- (b) connecting the continuum with a set of major domains of student/learning supports, and
- (c) establishing a system that is fully integrated with school improvement policy and practice.

Abstract from the above reference: This report underscores that the prevailing view of community schools is *just a beginning* for their ongoing development and contribution to improving schools. We stress that defining the initiative as a “community-based effort to coordinate and integrate ... services” raises some concerns and limits their evolution. We illustrate this by highlighting that the movement to link community services to schools inadvertently has worked against efforts to catalyze a much needed transformation in how schools address barriers to learning and teaching.

With respect to community school’s moving forward, we focus on system building that includes an emphasis on transforming student/learning supports and that is pursued by school-home-community collaboratives. The process is described as requiring an expanded framework for school improvement policy that coalesces school and community resources into a unified, comprehensive, and equitable system of interventions by weaving together overlapping institutional missions and resources.

Key challenges for those committed to developing comprehensive and equitable community schools are discussed as including (1) outreach to a wide range of community resources, (2) adopting shared governance and functions, (3) establishing an effective and sustainable collaborative infrastructure, and (4) connecting “families” of community schools to address common concerns and achieve economies of scale.

These matters are covered in a more detailed way in:

>*Improving School Improvement*

>*Addressing Barriers to Learning: In the Classroom and Schoolwide*

>*Embedding Mental Health as Schools Change*

all three can be accessed at

http://smhp.psych.ucla.edu/improving_school_improvement.html

If you need more on this, let us know.

Can you define collaboration?



Sure, its an unnatural act pursued by nonconsenting participants!



Moving Upstream to Improve Children's MH Through Community and Policy Change

<https://link.springer.com/article/10.1007%2Fs10488-019-01001-5>

"...The past several decades have seen tremendous advances in the development of evidence-based interventions for child and adolescent mental health problems, including a variety of behavioral and cognitive-behavioral approaches as well as school- and family-based treatments. While important, these interventions have not significantly improved population health, defined as the distribution of health risks and outcomes within a population...

Evidence-based interventions primarily rely on the biomedical model of treating individuals (and sometimes families) after a behavioral problem has been ... diagnosed, rather than focusing on primary and secondary prevention efforts that would alter the prevalence and social patterning of risk factors for ... problems in communities and populations. ...

Sustained availability of evidence-based interventions is necessary, but also insufficient, from a population health perspective because the biomedical approach to child and adolescent mental health is limited due to two important and related considerations.

First, efforts to achieve population-level improvement in youth mental health must be able to address the social determinants of MH. The World Health Organization model of the social determinants of ... health emphasizes that individual health outcomes are all shaped by a number of factors or determinants that operate at the micro, mezzo, and macro levels of society.

Microlevel or proximate factors that operate within families and individuals—including material factors such as food, shelter and health, individual risk behaviors, and psychosocial stressors—all operate within and are greatly influenced by the neighborhoods, communities, and local institutions in which people live, and by the socioeconomic status of the family. These mezzo-level factors are themselves determined by community socioeconomic status and other social factors, and are all shaped both positively and negatively by "upstream" macro-level social structural factors including the economy, cultural values, systems of discrimination and privilege, and the public policies that undergird all of these macro elements... The cascade of upstream, midstream, and downstream social factors that can have an impact on the mental health status of a child...

Second, evidence based interventions have primarily been developed from intervention research focused on clinical care services delivered at the micro or individual/family level that primarily provide treatment. Such downstream interventions, however, cannot prevent poor mental health outcomes in individuals or improve overall population health because the distribution of the upstream and midstream risks, exposures, and protective factors remains unchanged. Improvements in the overall mental health status of children and adults in the population—including reductions in socioeconomic and racial/ethnic disparities in mental health—will only be achieved through social, economic, and political actions that change the upstream social structural factors...

Upstream social norms and public policies impact the distribution of opportunities and challenges for children ... that are the drivers of community, family, and behavioral risks that lead to negative mental and physical health outcomes. ...

System change and policy action in four key areas is necessary to achieve population health: making health a shared value, fostering cross-sector collaboration, creating healthier and more equitable communities, and strengthening integration of health services and systems. This action framework offers a useful road map that can guide researchers, health systems, and communities in their efforts to promote population-level youth mental health and address upstream social determinants, as well as help identify priority research areas....

Multiple perspectives will also be needed to address the siloed nature of health and social services (e.g., states that have separate mental health vs. substance use treatment systems), which often make it challenging to pursue a population-focused approach to youth mental health. The interventions that are likely to have the broadest impact on youth mental health are also the most challenging for siloed systems to execute because they involve significant investments in systems change (e.g., collaboration across service sectors) and primary prevention (e.g., which produces longer-term and more diffuse benefits). ...

It is essential that we resist conflating mental health with mental health care, and that we endeavor to ensure that personal medical and social services are combined with upstream and midstream interventions that address social determinants of mental health at the system, institutional, policy, community and neighborhood levels. With such coordinated and comprehensive efforts, we can achieve a future in which mental health is a normative expectation for every child, regardless of their background and socioeconomic standing...."

Does the preceding article focus on matters of concern in your locale?

What upstream improvements are local districts/schools/communities using to prevent learning, behavior, and emotional problems? How are student/learning supports being woven together to strengthen prevention efforts?

Please let us know so we can share the info widely. Send to ltaylor@ucla.edu

Want to access related resources?

See the following Center Quick Finds for links.

- > *Children and poverty* http://smhp.psych.ucla.edu/qf/p1102_01.htm
- > *Environments that support learning* <http://smhp.psych.ucla.edu/qf/environments.htm>
- > *Prevention for students at risk* <http://smhp.psych.ucla.edu/qf/prevention.html>
- > *Protective factors/resilience* <http://smhp.psych.ucla.edu/qf/resilience.html>
- > *Social determinants of health, mental health, and academic achievement*
<http://smhp.psych.ucla.edu/qf/socialdeterminants.htm>

For a chart on *Barriers, buffers, and youth development*, see
<http://smhp.psych.ucla.edu/pdfdocs/barriersbuffers.pdf>

>Links to a few other relevant shared resources

Many benefits of strengths based IEPs

<https://www.edutopia.org/article/many-benefits-strengths-based-ieps>

COVID-19 CARE PACKAGE: Overcoming boredom & restlessness

<https://standtogether.ucla.edu/restless/>

National Survey on Family Support During Transition

<https://www.pathwaysrtc.pdx.edu/pdf/National-Survey-on-Family-Supports-Transition-Age.pdf>

Systemic Social and Emotional Learning: Promoting Educational Success for All Preschool to High School Students

<https://www.americanpsychologist-digital.org/americanpsychologist/202110/>

School-Related Social Support as a Buffer to Stressors in the Development of Adolescent Life Satisfaction

<https://www.tandfonline.com/doi/full/10.1080/15377903.2021.1895397>

Sociodemographic risk, school engagement, and community characteristics: A mediated approach to understanding high school dropout

<https://www.sciencedirect.com/science/article/pii/S0190740921004230>

Reducing Inequalities Between Lesbian, Gay, Bisexual, Transgender, and Queer Adolescents and Cisgender, Heterosexual Adolescents

https://www.nap.edu/catalog/26383/reducing-inequalities-between-lesbian-gay-bisexual-transgender-and-queer-adolescents-and-cisgender-heterosexual-adolescents?utm_source=All+DBASSE+Newsletters&utm_campaign=04c1d5be42-lgbtq-youth-release&utm_medium=email&utm_term=0_e16023964e-04c1d5be42-275284553

2020-21 National Survey of School-Based Health Centers: The Impact of the COVID-19 Pandemic

<https://www.sbh4all.org/wp-content/uploads/2022/01/National-Survey-2021-Summary-Report-Final.pdf>

Will My Child Bounce Back From the Coronavirus Crisis?

https://childmind.org/article/will-my-child-bounce-back-from-the-coronavirus-crisis/?utm_medium=email&utm_source=newsletter&utm_campaign=publ_ed_nl_2022-01-18&utm_content=cta5_will-my-child-bounce-back-from-the-coronavirus-crisis

State of the Field: Two-Generation Approaches to Family Well-Being

<https://ascend-resources.aspeninstitute.org/resources/state-of-the-field-two-generation-approaches-to-family-well-being/>

A Few Upcoming Webinars

For links to the following and for more webinars, go to the Center's Links to Upcoming/Archived Webcasts/Podcasts – <http://smhp.psych.ucla.edu/webcast.htm>

- 1/27 Understanding Special Education : IDEA - The Big Picture
- 1/27 Supporting the Education of Unaccompanied Students Experiencing Homelessness
- 1/27 Superintendents staying the course toward equitable outcomes for all
- 1/27 The role of school-based Community Engagement Specialists in supporting school safety
- 2/3 Funding and Logistics for Collaborative, Comprehensive School Mental Health
- 2/7 Anti-racism in schools
- 2/7 Best practices for youth engagement (part 2)
- 2/8 Healing School Communities: Shifting the Dominant Paradigm to Center Student Wellness
- 2/9 How to Plan Staff Meetings that Create a Culture of Collaboration
- 2/9 Understanding Doubled-Up
- 2/9 College and career readiness in rural settings
- 2/10 Cultivating Compassionate School Communities
- 2/10 Back on Track for School Success: Mental Health and Education
- 2/10 Tools to Help Your Child De-Stress
- 2/15 Art and social emotional learning
- 2/17 Helping Youth Navigate Dangers in the Digital Age
- 2/22 Paving the Way to College for Students Experiencing Homelessness
- 2/24 Redesigning Schools to Embrace Today's Conditions
- 2/24 Working Towards Positive Educational Outcomes: Mental Health and Special Education

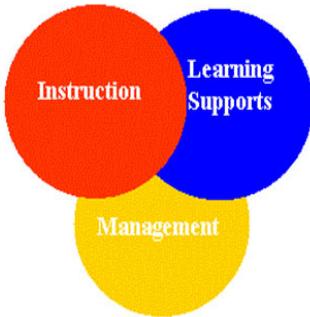
Series On: **Building a National Movement to Prevent Trauma and Foster Resilience**

https://psu.zoom.us/webinar/register/WN__AyyzYl0T4yXthlOdDLBvw

- 1/21: Building the Movement in the Education and Health Care
- 2/4: Building the Movement with Child Welfare and Justice Systems
- 2/18: Building the Movement through Transformative Justice and Faith-Based Communities
- 3/4: Building the Movement with Populations with High Prevalence of Trauma
- 3/18: Building the Movement with Foundations and the Private Sector
- 4/1: Building the Movement to Address Global Crises
- 4/15: Building the Movement through Policy and Advocacy

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 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/>)