Featured

Why are school-community collaborations so difficult to establish & maintain?

>*Can schools counter hate?*

>*Resources for Educators, Families to Discuss the Events in Israel and Gaza with Students*

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

For discussion and interchange:

>*Why are school-community collaborations so difficult to establish and maintain?*

Meeting the needs of all students requires weaving together the resources of school and community into a comprehensive, multifaceted continuum of interventions and deploying them equitably.

Everyone seems to agree that by working together, schools, homes, and communities are better positioned to make this a reality, thereby providing much needed improvements of student/learning supports.

Toward these ends, more and more efforts are being made to establish collaborative bodies.

Unfortunately, many efforts to connect and collaborate have floundered because too little attention has been paid to *building an effective operational infrastructure for working together*.

Schools can play a special role in developing essential school-community connections through outreach and ensuring that an effective set of operational mechanisms are established. See

>Chapter 14. "Enhancing School and Community Collaboration" in *Improving School Improvement*.

Here are excerpts from a couple of related discussions:

From: *Challenges to Developing and Implementing Performance Partnership Pilots to Serve Children*

"...Many children and families affected by trauma receive services through multiple systems, such as child welfare, health care (including behavioral health care), juvenile justice, and schools. These services may include trauma-informed care, which can refer to evidence-based interventions (treatment) or a broader approach that integrates practices throughout a service delivery system (an organizational culture or paradigm shift). To ensure that youth receive trauma-informed care across systems and in a coordinated manner, communities need support to build infrastructure and capacity....

  Through our review of documents and interviews we identified challenges that state and local governments and other organizations may face in developing and implementing performance partnerships...

  >State and local governments and other organizations may find it difficult to get partners to coalesce around performance partnerships to serve children... Trust and buy-in were key factors that influence use of the flexibilities afforded to them. Leadership noted that they were unable to secure enough trust and buy-in from their state and local partners to implement their planned approaches. States were delayed in beginning their work by about 6 months, in part, because it took time to get people engaged in the initiative.

  >State and local governments and other organizations may find it difficult to achieve their goals, including systems change, if they do not have sufficient time for planning. Planning entails getting people to the table; determining infrastructure; assessing agencies' knowledge,

understanding, practices, and policies; and mapping resources. If a system is not set up well and the planning process is skipped, then money for services may not be used effectively. Planning time could support accomplishing foundational work for systems change

>Data sharing would be central to developing and implementing performance partnerships; however, several issues, such as privacy concerns, may undermine data sharing efforts (i.e., lack of capabilities among existing information systems, time and effort involved in getting all parties to buy in to data sharing, agencies' desire to maintain their own information systems, and confidentiality concerns.) However, individuals need to share data across agencies to prevent families from having to repeatedly provide the same information to multiple agencies..."

From: *"Put your money on the table": Interagency Coordination to Address the Crisis in Student Mental and Behavioral Health*

"Student mental health issues rank among the most pressing concerns in schools, but mental and behavioral health services and support have traditionally been delivered through a siloed approach. While integrated systems of care that support the whole student are at the forefront of current national policy discussions, implementing them is challenging because of funding restrictions and the need to build new relationships between historically independent agencies.
  County offices of education play a critical role in coordinating and integrating services with other child-serving agencies to serve students and families more effectively. County Offices of Education can lead or be part of a multi-agency system of integrated care that provides a comprehensive, aligned, and accessible set of mental and behavioral health services to students and families. County Office of Education can collaborate with other agencies and other local education leaders to identify and address mental and behavioral health needs, support the coordination of resources and available funding, and help form sustainable long-term partnerships and practices...."

For additional resources related to these important concerns, see our Center Quick Find on:

>*Collaboration - School, Community, Interagency*

Here are a few more related Center resources:

>*Self-study survey: community outreach*
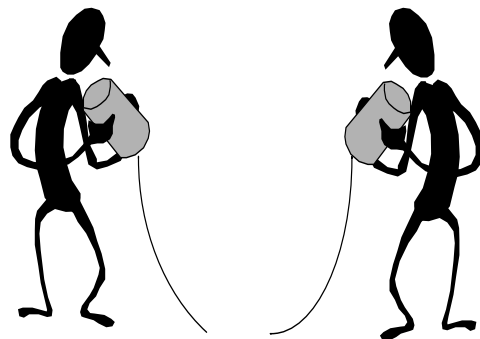
>*Fostering School, Family, and Community Involvement*

>*Schools, Families, and Community Working Together: Building an Effective Collaborative*

>*A Policy and Practice Framework to Guide Schools-Community Connections*

>*Funding Integration*

Can you define collaboration for me?

Sure – It's an unnatural act among nonconsenting adults.

For discussion and interchange:
>*Can schools counter hate?*

Through its socialization agenda and the many interactions student have with each other and with school staff, schools influence values and relationships that may last a lifetime.

Research and experience indicate that positive values and attitudes are developed through (1) maximizing a focus on common goals and shared challenges and by facilitating cooperative and collaborative learning and (2) minimizing conflicts of interest and other factors that cause intergroup distance and perceived group boundaries.

For more on this concern, see our Center Quick Finds on:

>*Diversity, Disparities, and Promoting Equity*

>*Classroom Climate... and Environments that Support Learning*

Here's an excerpt from a related discussion focused specifically on hate speech:

From: *The relation of classroom climate to adolescents' countering hate speech via social skills: A positive youth development perspective*

"...Adolescents' ability to counter hate speech... might benefit from cohesive peer-to-peer relationships and social skills to be confident in handling hate speech incidents. Teachers, as socialization agents, play a crucial role in fostering a positive classroom climate. Hence, it seems vital to equip teachers with the skills they need to develop a classroom environment that allows students to bond and fosters an atmosphere of support and cooperation. At the same time, education in schools must address the root causes of hate speech by implementing civic education, human rights, peaceful conflict resolution, critical consciousness lessons, and encouraging lively discussions about political events and potential solutions to societal problems.   In terms of counterspeech, students need to be educated on how to notice the difference between free speech and hate speech, to point out logical flaws in a hateful statement (e.g., sensitization for improper generalizations) without being offensive, to use facts to counteract misinformation and to develop strategies to support the targeted person.. ...

Prevention programs should address a positive classroom climate and, at the same time, improve adolescents' social skills. The present findings are encouraging as it shows how we can move toward a strength-based perspective in hate speech research..... It becomes crucial that schools and we as a society provide young people with the proper settings and support, they need for competent handling of hate speech incidents...."

Here are a few more related Center resources:

>*Diversity in Schools: Facilitating Positive Interactions*

>*Understanding Diversity to Better Address Barriers to Learning*

>*Making Collaborative/Cooperative Learning Effective in Classrooms*

Hate is the consequence of fear; we fear something before we hate it

Cyril Connolly

Resources for Educators, Families to Discuss the Events in Israel and Gaza with Students
https://www.sdcoe.net/about-sdcoe/news/post/~board/news/post/resources-for-educators-families-to-discuss-the-events-in-israel-and-gaza-with-students

>Links to a few other relevant shared resources

Educating for curiosity and creativity

School Avoidance Alliance

Successful school leadership

Cultivating Positive Work Contexts That Promote Teacher Job Satisfaction and Retention in High-Need Schools

The Perils of Not Being Attractive or Athletic: Pathways to Adolescent Adjustment Difficulties

Report on Indicators of School Crime and Safety: 2022 and Indicator 2: Incidence of Victimization at School and Away From School

Kinship Care Supports the Academic Performance of Children

National Survey of Children's Health (NSCH)

Cybersecurity for K-12 Schools and School Districts: Developing a Cyber Annex

Education Department calls for K-12 pathway programs, outreach to boost college access

NYC schools face budget crisis

A Few Upcoming Webinars

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

10/11 Combatting teacher shortages
10/12 Building trust with teachers and staff
10/16 Personalized learning
10/17 How to lead to improved student outcomes
10/17 Prevention youth hate crimes and bullying
10/18 Exploring IEPs
10/18 Strategies for Student and Teacher Support Teams
10/18 School Avoidance in Youth With Mental Health Needs
10/23 Nurturing school culture
10/24 Keeping schools and communities safe
10/25 Determining McKinney-Vento Eligibility
10/25 Shifting from Trauma-Informed to Healing Centered Practices in Schools
10/25 Adolescent Drug Prevention
10/25 Professional learning: what works and what doesn't
10/30 Healthy teams

Does not signing up for a webinar or a
*Zoom meeting count as resistance training?*

To Listserv Participants

- **Please share this resource with others. (Everyone has a stake in the future of public education and this is a critical time for action.)**

- **Let us know your views about the topics shared and about what's going on to improve how schools address barriers to learning & teaching and reengage disconnected students and families. (We can share the info with the over 130,000 on our listserv.)**

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

- **Looking for information? (We usually can help.)**

- **Have a suggestion for improving our efforts? (We welcome your feedback.)**

We look forward to hearing from you!

Send to ltaylor@ucla.edu
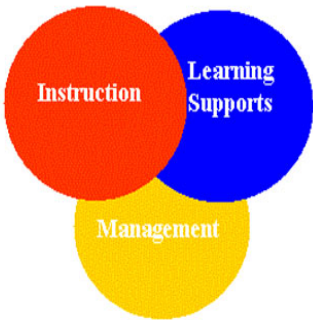
For information about the

***National Initiative for Transforming
Student and Learning Supports***
go to https://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.

**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 a**t https://smhp.psych.ucla.edu/newnetexchange.htm
and on Facebook (access from the Center's home page https://smhp.psych.ucla.edu/)