IV. Rethinking Infrastructure

- Overview Matrix
- School Level Mechanisms
- Connecting a “Family” of Schools
- Developing an Effective
- School-Community Collaborative
We begin with a matrix that provides an overview of infrastructure considerations.

Then, we explore some specific infrastructure needs related to establishing a component to address barriers to learning. Infrastructure mechanisms are needed

> at a school

> to connect a “family” of schools

> to develop an effective school-community collaborative
Infrastructure considerations related to building a school-based comprehensive student learning support component for addressing barriers to learning.
School Mechanisms for a Component to Enable Learning by Addressing Barriers

• Administrative Leader
  (e.g., 50% FTE devoted to component)

• Staff Lead for Component

• Staff Workgroups

A key infrastructure mechanism for ensuring continuous analysis, planning, development, evaluation, and advocacy is a Learning Support Resource Team
Every school that wants to improve its systems for providing student support needs a mechanism that focuses specifically on improving resource use and enhancement. A Learning Support Resource Team (previously called a Resource Coordinating Team) is a vital form of such a mechanism.

Most schools have teams that focus on individual student/family problems (e.g., a student support team, an IEP team). These teams focus on such functions as referral, triage, and care monitoring or management. In contrast to this case-by-case focus, a school’s Learning Support Resource Team can take responsibility for enhancing use of all resources available to the school for addressing barriers to student learning and promoting healthy development. This includes analyzing how existing resources are deployed and clarifying how they can be used to build a comprehensive, multifaceted, and cohesive approach. It also integrally involves the community with a view to integrating human and financial resources from public and private sectors to ensure that all students have an equal opportunity to succeed at school.

What are its functions?

A Resource Coordinating Team performs essential functions related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development.

Examples of key functions are:

- Mapping resources at school and in the community
- Analyzing resources
- Identifying the most pressing program development needs at the school
- Coordinating and integrating school resources & connecting with community resources
- Establishing priorities for strengthening programs and developing new ones
- Planning and facilitating ways to strengthen and develop new programs and systems
- Recommending how resources should be deployed and redeployed
- Developing strategies for enhancing resources
- "Social marketing"

Related to the concept of an Enabling (Learning Support) Component, these functions are pursued within frameworks that outline six curriculum content areas and the comprehensive continuum of interventions needed to develop a comprehensive, multifaceted approach to student support that is integrated fully into the fabric of the school.

Who’s on Such a Team?

A Learning Support Resource Team might begin with only two people. Where feasible, it should expand into an inclusive group of informed stakeholders who are able and willing. This would include the following:

- Principal or assistant principal
- School Psychologist
- Counselor
- School Nurse
- School Social Worker
- Behavioral Specialist
- Special education teacher
- Representatives of community agencies involved regularly with the school
- Student representation (when appropriate and feasible)
- Others who have a particular interest and ability to help with the functions

It is important to integrate this team with the infrastructure mechanisms at the school focused on instruction and management/governance. For example, the school administrator on the team must represent the team at administrative meetings; there also should be a representative at governance meetings; and another should represent the team at a Learning Support Resource Council formed for a family of schools (e.g., the feeder pattern).

References:


Center for Mental Health in Schools (2001). Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports. Los Angeles: Author at UCLA.

Center for Mental Health in Schools (2002). Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning. Los Angeles: Author at UCLA.

## A Learning Support Resource Team??????

**“We already have a team”**

<table>
<thead>
<tr>
<th>What you probably have is</th>
<th>What you also need is a</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Case-Oriented Team</td>
<td>a Resource-Oriented Team</td>
</tr>
<tr>
<td>(Focused on specific <em>individuals</em> and discrete <em>services</em>)</td>
<td>(Focused on <em>all</em> students and the <em>resources, programs, and systems</em> to address barriers to learning &amp; promote healthy development)</td>
</tr>
</tbody>
</table>

Sometimes called:
- Child/Student Study Team
- Student Success Team
- Student Assistance Team
- Teacher Assistance Team
- IEP Team

### EXAMPLES OF *FUNCTIONS*:
- triage
- referral
- case monitoring/management
- case progress review
- case reassessment

Possibly called:
- Resource Coordinating Team
- Resource Coordinating Council
- School Support Resource Team
- Learning Support Resource Team

### EXAMPLES OF *FUNCTIONS*:
- aggregating data across students & from teachers to analyze school needs
- mapping resources
- analyzing resources
- enhancing resources
- program and system planning/development – including emphasis on establishing a full continuum of intervention
- redeploying resources
- coordinating-integrating resources
- social "marketing"
School-Based Resource-Oriented Mechanism
(e.g., a Learning Support Resource Team)

What are its functions?
- aggregating data across students & from teachers to analyze school needs
- mapping resources
- analyzing resources
- enhancing resources
- program and system planning/development
- redeploying resources
- coordinating and integrating resources
- social "marketing"

If it is a team, how many are on it?
From 2 -- to as many as are willing and able.

Another team?
Not necessarily – but definitely a different agenda and time to do it.

Who's on it? (depends on what's feasible)
> School staff
  (e.g., counselors, psychologists, social workers, nurses, attendance and dropout counselors, special education staff, health educators, bilingual program coordinators, teachers)
> one of the school's administrators
> 1-2 parents
> 1-2 older students
> Representatives of any community resources/agencies who are working closely with the school

Infrastructure Connections
- The administrator on the team represents the team at administrator meetings
- One member must be an official representative on the school's governance body
- One member represents the team on the Complex's Learning Support Resource Council
Connecting a “Family” of Schools

Developing and connecting key resource-oriented mechanisms at school sites, among families of schools, and district and community wide
Leadership Beyond the School for a Component to Enable Learning by Addressing Barriers

At the Complex Level (family of schools)

- 1-2 representatives from each School-Based Resource Team
- Facilitator for Complex Resource Council

At the District Level

- 1-2 representatives from each Complex Resource Council
- High Level District Administrator
- School Board Subcommittee Chair

(Comparable leadership at county, state, and federal levels)
Who’s at a School?

Often, schools have not generated a “map” of the staff who are trying to address barriers to student learning.

(1) Adapt the following form to fit a specific school and then fill it out.

(2) Share the final version with teachers, parents, and other concerned stakeholders.

The staff listed all are potentially invaluable members of a school’s Learning Support Resource Team.
Some of the Special Resources Connect to ____________ School

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

**School Psychologist**

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

**School Nurse**

- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

**Pupil Services & Attendance Counselor**

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

**Social Worker**

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

**Counselors**

- General and special counseling/guidance services. Consultation with parents and school staff.

**Dropout Prevention Program Coordination**

- Coordinates activity designed to promote dropout prevention.

---

**Title I and Bilingual Coordinators**

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

**Resource and Special Education Teachers**

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

**Other important resources:**

**School-based Crisis Team** (list by name/title)

- School Improvement Program Planners

- Community Resources

- Providing school-linked or school-based interventions and resources

<table>
<thead>
<tr>
<th>Who</th>
<th>What they do</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Can you define collaboration for me?

Sure! Collaboration is an unnatural act between nonconsenting adults.
First, understand where schools should fit if they are to play a role in strengthening the community and the community is to play a role in strengthening the school.
Classrooms, Schools, Neighborhoods, Communities: Environments within Environments

Primary (e.g., classroom and home)

Secondary (e.g., school & neighborhood)

Tertiary (e.g., social and culture)

Schools are key elements in efforts to strengthen neighborhoods
School-community Relationships: Current Situation and Goals for the Future

(a) Current Situation

School          Community

Parents of school aged children

(b) Immediate Goal

School    Community

Parents of school aged children

(c) Long-range Aim

COMMUNITY

SCHOOLS

Parents of school aged children

Other Community Members
Some Key Dimensions Relevant to Family-Community-School Collaborative Arrangements

I. Initiation
   A. School-led
   B. Community-driven

II. Nature of Collaboration
   A. Formal
      • memorandum of understanding
      • contract
      • organizational/operational mechanisms
   B. Informal
      • verbal agreements
      • ad hoc arrangements

III. Focus
   A. Improvement of program and service provision
      • for enhancing case management
      • for enhancing use of resources
   B. Major systemic reform
      • to enhance coordination
      • for organizational restructuring
      • for transforming system structure/function

IV. Scope of Collaboration
   A. Number of programs and services involved (from just a few -- up to a comprehensive, multifaceted continuum)
   B. Horizontal collaboration
      • within a school/agency
      • among schools/agencies
   C. Vertical collaboration
      • within a catchment area (e.g., school and community agency, family of schools, two or more agencies)
      • among different levels of jurisdictions (community/city/county/state/federal)

V. Scope of Potential Impact
   A. Narrow-band -- a small proportion of youth and families can access what they need
   B. Broad-band -- all in need can access what they need

VI. Ownership & Governance of Programs and Services
   A. Owned & governed by school
   B. Owned & governed by community
   C. Shared ownership & governance
   D. Public-private venture -- shared ownership & governance

VII. Location of Programs and Services
   A. Community-based, school-linked
   B. School-based

VIII. Degree of Cohesiveness among Multiple Interventions Serving the Same Student/Family
   A. Unconnected
   B. Communicating
   C. Cooperating
   D. Coordinated
   E. Integrated

IX. Level of Systemic Intervention Focus
   A. Systems for promoting healthy development
   B. Systems for prevention of problems
   C. Systems for early-after-onset of problems
   D. Systems of care for treatment of severe, pervasive, and/or chronic problems
   E. Full continuum including all levels

X. Arenas for Collaborative Activity
   A. Health (physical and mental)
   B. Education
   C. Social services
   D. Work/career
   E. Enrichment/recreation
   F. Juvenile justice
   G. Neighborhood/community improvement
Coalitions and Collaboratives

- **Coalition**: a form of collaboration that involves multiple organizations to establish an alliance for sharing information and jointly pursuing policy and/or cohesive action in overlapping areas of concerns.

- **Collaborative**: a form of collaboration that involves establishing a structure to accomplish specific functions related to developing and scaling interventions and systems in arenas where the participants’ actions overlap.
About Collaborative Infrastructure

• Too often, what is described as a collaborative amounts to little more than a monthly or quarterly meeting of a small and not very empowered group of stakeholders.

• The meeting involves sharing, discussion of ideas, and expression of frustrations. Then, everyone leaves and little is done between meetings.

• Collaboration is not about meeting. It is about pursuing specific functions and accomplishing essential tasks.

• To be meaningful, a school-community collaborative must organize an effective infrastructure.

In doing so, it must remember the basic organizational principle:
Structure

Follows

Function!
Examples of Task Functions

> aggregating data from schools and neighborhood to analyze system needs

> mapping resources (not just services)

> analyzing resources

> program & system planning/development -- including emphasis on setting priorities for establishing a comprehensive, multifaceted, and cohesive set of interventions to meet needs of school and community

> redeploying resources

> enhancing resource use and seeking additional resources

> coordinating-integrating resources

> social “marketing”
About Collaborative Infrastructure

Basic Collaborative Infrastructure

Who should be at the table?
> families
> schools
> communities

Collab. body

steering group

ad hoc work groups

Connecting Collaboratives at All Levels*

Local collab. multi-locality collab. city-wide & school district collab. collab. of county-wide & all school districts in county
Exhibit

About Collaborative Infrastructure

Basic Collaborative Infrastructure

Who should be at the table?

> families<sup>1</sup>
> schools<sup>2</sup>
> communities<sup>3</sup>

steering group
(e.g., drives the initiative, uses political clout to solve problems)

ad hoc work groups
for pursuing process functions/tasks
(e.g., mapping, capacity building, social marketing)

standing work groups
for pursuing operational functions/tasks
(e.g., daily planning, implementation, & eval.)

standing work groups
for pursuing programmatic functions/tasks
(e.g., instruction, learning supports, governance, community organization, community develop.)

Staffing
> Executive Director
> Organization Facilitator (change agent)

Connecting Collaboratives at All Levels*

local collab.

multi-locality collab.

city-wide & school district collab.

collab. of county-wide & all school districts in county

1<sup> Families</sup>. It is important to ensure that all who live in an area are represented – including, but not limited to, representatives of organized family advocacy groups. The aim is to mobilize all the human and social capital represented by family members and other home caretakers of the young.

2<sup>Schools</sup>. This encompasses all institutionalized entities that are responsible for formal education (e.g., pre-K, elementary, secondary, higher education). The aim is to draw on the resources of these institutions.

3<sup>Communities</sup>. This encompasses all the other resources (public and private money, facilities, human and social capital) that can be brought to the table at each level (e.g., health and social service agencies, businesses and unions, recreation, cultural, and youth development groups, libraries, juvenile justice and law enforcement, faith-based community institutions, service clubs, media). As the collaborative develops, additional steps must be taken to outreach to disenfranchised groups.
Keep in mind:

- Collaborations can be organized by any group of stakeholders.

- Connecting the resources of families and the community through collaboration with schools is essential for developing comprehensive, multifaceted programs and services.

- At the multi-locality level, efficiencies and economies of scale are achieved by connecting a complex (or “family”) of schools (e.g., a high school and its feeder schools).

- In a small community, such a complex often is the school district.

- Conceptually, it is best to think in terms of building from the local outward, but in practice, the process of establishing the initial collaboration may begin at any level.
Tool: Analysis of Mechanisms

1. What are the existing mechanisms in your school and community for integrating intervention efforts.
   - Key Leaders?
   - Interagency administrative groups?
   - Collaboratives to enhance working together?
   - Interdisciplinary bodies?
   - Workgroups to map, analyze, and redeploy resources?
   - Resource coordinating groups to enhance integ. of effort?

2a. Which of these mechanisms addresses the functions about which you are concerned?

2b. What changes might need to be made in the existing mechanisms to better address the functions about which you are concerned? (e.g., more involvement of leadership from the school? broadening the focus of existing teams to encompass an emphasis on how resources are deployed?)

2c. What new mechanisms are required to ensure the needed systemic changes and sustainability of essential functions? (e.g., establishment of a resource council for the feeder pattern of schools and their surrounding community?)