II. Needed: 

A Policy Shift

• Two Major and Separate Reform Movements
• What’s Missing?
• Marginalization
• Moving to a Three Component Model
• Policy into Daily Practice
With all the budget problems,  
We have to do everything on a shoestring.

Are you saying you still have a shoestring?
When policy focuses on schools and communities working together, it is important to recognize that we are talking about *two major and separate reform movements.*

>School Improvement

>Agency Reform

And, it is especially important to understand the implications of this!
Looking first at the Movement for School Improvement:

What’s Missing?

Instructional Component
(to directly facilitate learning)

What’s Missing?

Management Component
(for governance and resource management)

What’s missing becomes evident when we ask:

How does school improvement planning address barriers to learning?
It’s not really missing -- it’s just *marginalized*

This is because current school improvement policy essentially is based on a two component model for describing the key functions schools must pursue each day.
How does current policy, practice, and research address barriers to development & learning?

A Two Component Model of Key Functions

Direct Facilitation of Development & Learning (Developmental Component)

Addressing Barriers to Development, Learning, & Teaching (not treated as a primary component)*

Governance and Resource Management (Management Component)

*While not treated as a primary & essential component, every school & community offers a relatively small amount of school-owned student "support" services and community-owned resources – some of which are linked together. Schools, in particular, have been reaching out to community agencies to add a few more services. All of this remains marginalized & fragmented.
The Board meeting is called to order:

the problem for today

is whether to hire

3 security guards

or 2 teachers.
Restructuring and Reforming
Community Health and Human Services

The intent of current agency reform policy --
> end fragmentation
> enhance access to clientele

The focus -- > interagency collaboration.
> school-linked services
  (if school-based, approach is collocation)

Problems --
> doesn’t integrate with a school’s efforts to address barriers to learning
> limits the focus to current agency services

As a result, current agency policy produces --
> an additional form of fragmentation
> counterproductive competition
> greater marginalization
It is important to remember that Community *Agency Reform* is not the same as *Strengthening Communities*

Because the focus is on *services*,

**little attention is paid to**

> *integrating* community *resources* with existing school programs and services designed to address barriers to learning;

> *strengthening families and neighborhoods* by improving economic status and enhancing other fundamental supports.
A Range of Community Resources that Could Be Part of a Collaboration

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Agencies and Bodies</td>
<td>Depts. of Health, Mental Health, Children &amp; Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, Service Planning Area Councils, Recreation &amp; Parks, Library, courts, housing</td>
</tr>
<tr>
<td>Municipal Agencies and Bodies</td>
<td>Parks &amp; recreation, library, police, fire, courts, civic event units</td>
</tr>
<tr>
<td>Physical and Mental Health &amp; Psychosocial Concerns Facilities and Groups</td>
<td>Hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, “Friends of” groups, family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers</td>
</tr>
<tr>
<td>Mutual Support/Self-Help Groups</td>
<td>For almost every problem and many other activities</td>
</tr>
<tr>
<td>Child Care/Preschool Centers</td>
<td></td>
</tr>
<tr>
<td>Post Secondary Education Institutions/Students</td>
<td>Community colleges, universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry</td>
</tr>
<tr>
<td>Service Agencies</td>
<td>PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society</td>
</tr>
<tr>
<td>Service Clubs and Philanthropic Orgs.</td>
<td>Lions Club, Rotary Club, Optimists, Assistance League, men’s and women’s clubs, League of Women Voters, veteran’s groups, foundations</td>
</tr>
<tr>
<td>Youth Agencies and Groups</td>
<td>Boys and Girls Clubs, Y’s, scouts, 4-H, Woodcraft Rangers</td>
</tr>
<tr>
<td>Sports/Health/Fitness/Outdoor Groups</td>
<td>Sports teams, athletic leagues, local gyms, conservation associations, Audubon Society</td>
</tr>
<tr>
<td>Community Based Organizations</td>
<td>Neighborhood and homeowners’ associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations</td>
</tr>
<tr>
<td>Faith Community Institutions</td>
<td>Congregations and subgroups, clergy associations, Interfaith Hunger Coalition</td>
</tr>
<tr>
<td>Legal Assistance Groups</td>
<td>Public Counsel, schools of law</td>
</tr>
<tr>
<td>Ethnic Associations</td>
<td>Committee for Armenian Students in Public Schools, Korean Youth Center, United Cambodian Community, African-American, Latino, Asian-Pacific, Native American Organizations</td>
</tr>
<tr>
<td>Special Interest Associations and Clubs</td>
<td>Future Scientists and Engineers of America, pet owner and other animal-oriented groups</td>
</tr>
<tr>
<td>Artists and Cultural Institutions</td>
<td>Museums, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers’ organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector’s groups</td>
</tr>
<tr>
<td>Businesses/Corporations/Unions</td>
<td>Neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school employee unions</td>
</tr>
<tr>
<td>Media</td>
<td>Newspapers, TV &amp; radio, local access cable</td>
</tr>
<tr>
<td>Family Members, Local Residents, Senior Citizens Groups</td>
<td></td>
</tr>
</tbody>
</table>
School systems are not responsible for meeting every need of their students.

But . . .

when the need directly affects learning, the school must meet the challenge.

Carnegie Task Force on Education
Expanding the Focus for School Improvement and Restructuring:

Moving to a Three Component Model

Establishes a component for addressing barriers to development and learning which is treated as primary and essential and which weaves together school and community resources to develop comprehensive approaches.

Direct Facilitation of Development & Learning (Developmental Component)

Addressing Barriers to Development & Learning (Enabling Component)

Governance and Resource Management (Management Component)
Moving from a two to a three component model for reform and restructuring.

*The third component (an enabling component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.*
In 2002, the Council of Chief State School Officers has adopted the following as the organization’s new mission statement:

CCSSO, through leadership, advocacy, and service, assists chief state school officers and their organizations in achieving the vision of an American education system that enables all children to succeed in school, work, and life.
Policy Into Daily Practice: Moving beyond piecemeal and fragmented activity

(A few major implications for what schools, districts, communities, states, and the federal government need to do)

• Ensure a full continuum of school-community interventions (programs/services)

• Help develop schools as key environments in their community

• Operationalize the continuum into a comprehensive, multifaceted, and cohesive approach that addresses the problems experienced at every school

• Enable the braiding of funds from
  ‣ general funds
  ‣ compensatory education
  ‣ safe and drug free schools initiatives
  ‣ special education
  ‣ community resources (e.g., agencies, grants, gifts, volunteers, human & social capital)
Discussing Ways to Enhance Policy

(1) How might a move to a 3 component approach to school improvement be incorporated into a school improvement plan?

(2) Given the problems discussed, how might agencies rethink their approach to working with schools?
Policy needs to be analyzed using the lens of *Addressing Barriers to Student Learning*. The following tool can be of use in undertaking such an analysis.

A Continuum of Five Fundamental Areas for Analyzing Policy and Practice

<table>
<thead>
<tr>
<th>PREVENTION</th>
<th>Measures to Abate Economic Inequities/Restricted Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERVENING</td>
<td>Broadly Focused Policies/Practices to Affect Large Numbers of Youth and Their Families</td>
</tr>
<tr>
<td>EARLY-AFTER</td>
<td></td>
</tr>
<tr>
<td>ONSET</td>
<td></td>
</tr>
<tr>
<td>TREATMENT FOR SEVERE/CHRONIC PROBLEMS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Policies/Practices to Serve Small Numbers of Youth and Their Families</td>
</tr>
</tbody>
</table>

- **Primary Prevention and Early Age Interventions**
- **Identification and Amelioration of Learning, Behavior, Emotional, and Early-After Onset Health Problems as Early as Feasible**
- **Ongoing Amelioration of mild-moderate Learning, Behavior, Emotional, and Health Problems**
- **Ongoing Treatment of and Support for Chronic/Severe/Pervasive Problems**