
*From the national Center for MH in Schools & Student/Learning Supports at UCLA**

Last week we sent out our discussion of:

>Disregarding Inequities Fuels Victim Blaming
<https://smhp.psych.ucla.edu/pdfdocs/summer26.pdf>

As a follow-up, we encourage you to read the 2026 article by Jabbar & Espinoza:

>The cycle of disinvestment in public schools: How public school criticism drives policy and disinvestment.
<http://nepc.colorado.edu/publication/disinvestment>

Here's the abstract:

“Critiques of public education have intensified, and while some reflect real needs for improvement, many are manufactured crises that portray schools as broadly failing. Centered on claims of underachievement, inefficiency, inequality, lack of choice, and indoctrination, these narratives often ignore counterevidence on poverty’s impact, the benefits of increased funding, and the harms of large-scale voucher programs. Though targeted reforms are warranted, sweeping failure claims erode public support and fuel a cycle of disinvestment—reduced funding and enrollment that weaken schools and invite further criticism—advancing privatization and deepening inequality at a moment of heightened political and fiscal threats to public education.”

Given how critical all this has become, we hope you will share this email with your colleagues and networks or at least will forward to us anything you want to share through our listservs.

Best wishes and be well,

Howard & Linda

*Howard Adelman, Ph.D., Professor of Psychology & Center Co director
Linda Taylor, Ph.D., Center Co director
Dept. of Psychology, UCLA
Emails: adelman@psych.ucla.edu Ltaylor@ucla.edu

Website: <https://smhp.psych.ucla.edu/>