

GETTING SERIOUS ABOUT NON-ACADEMIC BARRIERS

Ohio Capital Conference and Trade Show

Ohio School Boards Association

November 11, 2013, 3:45-5:00 pm, Rm. D230-232

Greater Columbus Convention Center

Learning objectives

- Define non-academic barriers
- Consider relationship to academic mission
- Review approach to school and community partnerships

Overarching values

- Wellbeing of youth and children
- Critical to academic success

Exercise A

- Consider a difficult case example
- Describe situation
- To what extent were situational factors involved?
- If situational factors were involved, what is the role of the school?

Status of children in Ohio (Children's Defense Fund, 2013)

- Child abuse
- Infant mortality
- Poverty
- Hunger
- Child development
- Crime

Consider these examples (Adapted from Andrews, 2013)

- Life expectancy for a girl born today in some developed countries is 80. However, in some less developed areas life expectancy for a girl born today is 45.
- There is a 20 year difference in life expectancy in Baltimore depending on the neighborhood where one lives.

Non-academic barriers

- Conditions in young people's lives that negatively impact the ability to learn:
 - Physical health
 - Mental health/Anxiety
 - Violence
 - Abuse and neglect
 - Trauma
 - ATOD
 - Hopelessness

Critical issue

“No society can realistically expect schools alone to abolish inequality. If students come to school in unequal circumstances, they will largely, though not entirely, leave school with unequal skills and abilities in both cognitive and non-cognitive domains” (Rothstein, 2009).

Exercise B

- If schools in partnership with the community could:
 - Access a process that worked
 - Address specific situational factors
 - Positively enhance youth development
 - Control implementation based on local values

WOULD YOU BE INTERESTED?

Collaboration with community

- Working with other stakeholders to achieve results **no entity could achieve individually**
- Structure and process
- Distinct roles

Collaboration

- Interactions aimed at addressing specific issues characterized by a willingness to share information, alter activities, share resources, and enhance the capacity/ status of partners in the interest of an overarching goal (adapted from Himmelman, 2001).

Views of school personnel

- Need met by community
- Partnerships with community
- School climate
- Engagement in learning process
- Parent involvement
- Making decisions
- Non-academic barriers
- Teacher attitudes
- Parental attitudes

Community centered approach

- Community influence on individuals, families and institutions
- Individual and family influence on community policies and power
- Focus on neighborhood conditions and healthy community
- Local control of all aspects of process

History of such efforts

- Many efforts in Ohio
- Successful??????
- Why or why not?

Some ideas

- Little interest
- Limited outcome data
- Process not clearly defined
- Conflict with organizational interests
- Roles not clearly defined and/or operationalized

- Recent survey of deans of schools of education
 - More than 8 in 10 said that school/community collaborations were important but less than 1 in 3 said they provided relative training

Evolution of approach

- Highly prescribed
- Distinct roles and responsibilities
- Methods for assessing outcomes and impacts
- Directed to well-being as a contributor to academic achievement

Characteristics of process

- Distinct roles
- Resource intensive
- Step by step process
- Alignment of youth development efforts

Step by step process (see Bryan & Henry, 2012)

- Mobilizing the community
- Determining need
- Identifying issues
- Selecting strategies
- Implementing programs
- Evaluating success and planning for next program cycle

Distinct roles

- Mobilizing the community
- Leading the collaboration
- Generating and providing critical information
- Acquiring financial and non-financial resources
- Providing direct services
- Evaluating efforts
- Managing the problem solving process

Management role

- Activities or tools
- Appropriate sequence
- Relationships
- Facilitation
- Accountability

Skills and the Management Role

- Foundations
- Program development and management
- Prevention and health promotion
- Leadership
- Group process
- Resource development
- OD consultation
- Collaboration
- Community development
- Community organizing
- Policy development
- Information dissemination
- Research
- Program evaluation

Who should manage process?

- Collaboration leader
- Representative of stakeholder
- School representative
- School counselor

Shift in school counselor's role

- Advocating for programs
- Locating resources
- Managing programs
- Prevention
- Positive school climate
- Needs assessment
- Engaging community and parents/caregivers
- Making referrals

Exercise C

- Is this appropriate role for school counselor in school and community partnerships?
- What are implications of counselors assuming this role?

Summary

- Non-academic barriers
- Impact on academic performance
- School counselor as manager of collaborative problem solving process
- Could you envision your school/community undertaking such an effort

Contact information

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