Community of Practice Facilitator Guide



RESILIENCE EDUCATION TO ADVANCE COMMUNITY HEALING (REACH)

Community of Practice Facilitator Guide

This guide is a reference to support the planning, facilitating, and evaluation of a REACH community of practice.

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Acknowledgements

Just a little bit of history as we embark on this new year. REACH partners, including Center for Childhood Resilience, Stress and Trauma Treatment Center, and Partnership for Resilience have been working on the "What is a REACH community of practice" since 2021. Before that, Center for Childhood Resilience worked closely with Dr. Michael Kelly from Loyola University of Chicago School of Social Work on this project. Mike was a champion for the power of communities of diverse educators coming together to elevate their professional skills and initiate collective impact to promote youth health and mental health. We are indebted to Mike Kelly's knowledge and collaboration over the years, and our work in the communities of practice sphere is dedicated to him in his memory.

What is REACH?

The Ann & Robert H. Lurie Children's Hospital of Chicago Center for Childhood Resilience, in partnership with the Illinois State Board of Education, has launched the **Resilience Education to Advance Community Healing (REACH) Statewide Initiative**. Through this partnership, the Illinois State Board of Education collaborated on the expansion of the Center's existing work to provide schools with the tools needed to support the social and emotional well-being of students and staff, at a time when the need for such support has been exacerbated by the COVID-19 pandemic. REACH supports school districts and schools throughout Illinois to better understand and address the needs of the whole child through the creation of healthy learning environments that protect, support and heal. These learning environments ensure optimal levels of academic success for students and staff.

REACH provides virtual learning experiences to educators, school mental health professionals and community members on a number of topics related to trauma-responsive schools, including the signs and symptoms of trauma and the intersection of trauma, racism and equity.

REACH Community of Practice – A Brief History

In January 2022, Center for Childhood Resilience (CCR), in conjunction with Illinois State Board of Education (ISBE), launched the REACH Communities of Practice (CoP) project as part of the REACH Pilot project. During this time, more than 50 REACH schools had the option of joining a virtual CoP. Each REACH CoP was facilitated by a subject matter expert. CoP facilitators guided members to move forward their CoP action plan goals, based on the Trauma Responsive Schools Implementation Assessment (TRS-IA), to a final product that can be implemented in their respective schools.

REACH Communities of Practice topics offered included:

Empowering Responsive Wellness in School Communities

Tier II Readiness (Cognitive Behavioral Intervention for Trauma in Schools; CBITS)

Trauma, Racism and Equity

What is a Community of Practice?

A Community of Practice (CoP) is a group of peers who share a common concern, a set of problems, or an interest in a topic, who come together regularly to fulfill both individual and group goals. A CoP provides an environment conducive to learning and exchange, emphasizing interactions in a climate of mutual trust.

"It is through the sharing of information and experiences that members learn from each other and have an opportunity to develop themselves personally and professionally."

[1] Unlike professional learning communities, the leadership of CoPs is also shared and emerges out of the ongoing interactions and relationship building within the community.

A REACH Community of Practice is a group of school community members from across the state who share a common concern or interest in a topic related to trauma-responsive practices in schools, and who come together regularly to fulfill individual and group goals related to trauma-responsive practices. In these small-group, cross-district/school communities, participants share ideas, challenges and successes and engage in meaningful collaboration. CoP facilitators support members to translate knowledge and insights gained through their participation into concrete trauma-responsive and healing centered policies and practices (e.g., trauma, racism and equity, wellness, or CBITs). REACH CoPs integrate anti-racism & equity throughout its processes and practices. Appendix A lists the REACH core values.



Etienne Wenger

"Communities of Practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly."

DOMAIN

COMMUNITY

PRACTICE

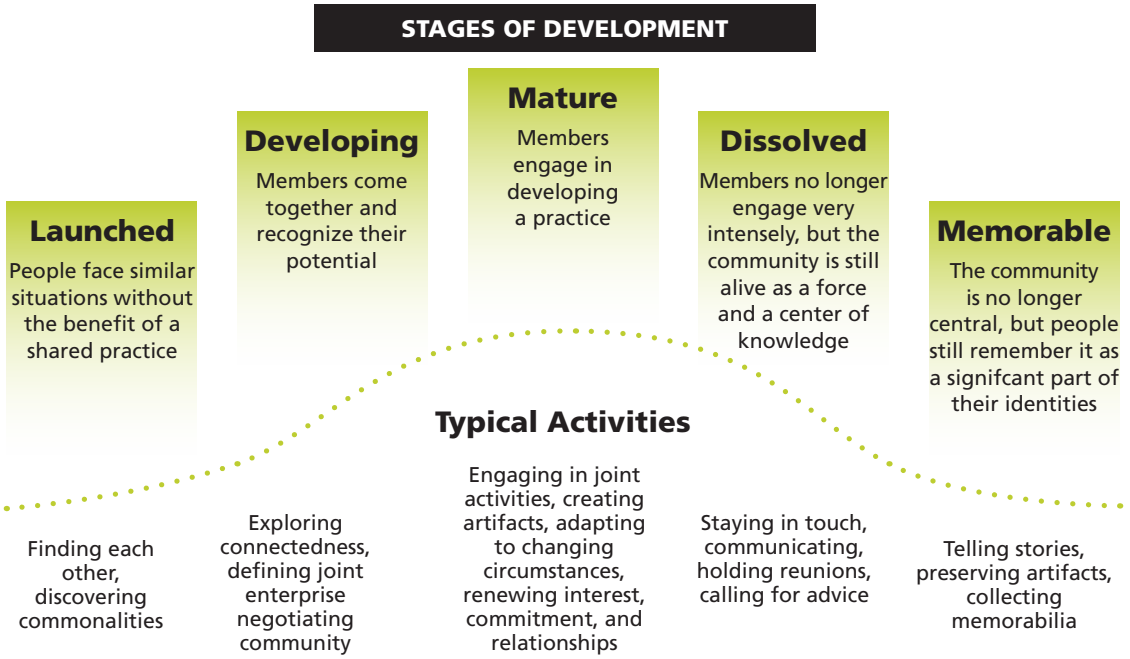
[1] (citation: Wenger, Etienne (2002). Cultivating communities of practice: a guide to managing knowledge. Boston, Mass. Harvard Business School Press)

What a Community of Practice is NOT?

A CoP is not a class, training or series of trainings, professional learning community, nor is it an opportunity for a passive learning experience. Learning happens through shared exchanges of knowledge, information and activities. Facilitators encourage and make space for the shared learning process among members.

A CoP for educators typically has a finite life span, a cycle that has a beginning, middle and end, and moves through a series of predictable and overlapping phases. Within each phase, different activities help participants build knowledge, achieve goals, and move into the next phase. The following list illustrates a variety of activities that communities may use to develop their practice.

1. **Identify questions and issues via TRS-IA action plans**
2. **REACH team members opt in to CoP of interest**
3. **Learn and share on CoP topic based on action plans goals**
4. **Receive ongoing support to implement components of action plan**
5. **Reflect on CoP process, share out on the initial outcomes and learning experience**



What Will Members of A REACH CoP Gain?

Members of a REACH CoP will learn from each other, have an opportunity to develop themselves personally and professionally, hone their professional practice, and intentionally develop knowledge and/or skills to apply to their schools' development of trauma-responsive policies, practices, and procedures.

Members will also gain new colleagues and a sense of belonging in a community that fosters relational trust, collaboration and mutuality. Such an environment is conducive to personal and professional growth, and ongoing collegiality with others who share similar interests.

What are the Core Components of a REACH Community of Practice?

BASIC TENETS	
REACH CoPs actively Engage	REACH CoPs thrive when there is active engagement. Through regular live, virtual gatherings and by leveraging REACH and Learning and Resource Hub resources, participants create a community in which they learn and share with one another.
"Learn-Share-Grow"	The expectation is that members in these CoPswill share their own experiences and challenges around the topic with the guidance of the CoP facilitators; learn from one another; and come away with something they can take back to their schools and/or districts that moves their TRS work forward. Participants will be encouraged to share "artifacts," video shares, post, and comment on the REACH Learning and Resource Hub.
The REACH Learning and Resource Hub	The learning and resource hub helps to build relationships, community and collaboration within the CoPs.

TOPICS

REACH CoP topics must align with one or more domains of the Trauma Responsive Schools Implementation Assessment (TRS-IA)

- Whole School Safety Planning
- Whole School Prevention Planning
- Whole School Trauma Programming
- Classroom-Based Strategies
- Early Intervention Trauma Programming
- Targeted Trauma Programming
- Staff Self Care
- Family & Community Engagement

Participation Requirements and Time Commitment

Participation in REACH CoPs is voluntary and facilitated through an application process. REACH CoP members can include REACH Team members and/or staff of schools, districts, Regional Offices of Education (ROEs), community partners, family members, and others. Below is an outline of participation requirements and time commitment expectations for a REACH CoP.

I. Participants' schools must have completed the TRS-IA; completion of action plans is strongly recommended.

II. Participants are expected to participate in at least 60 percent of sessions offered.

III. Participants are expected to complete a product or artifact by the end of CoP that can be used to inform their school's trauma-responsive policies, practices or procedures.

   a. Products can include, but are not limited to:

      - *Something tangible, for example, a written plan for staff self-care activities for the school year or a plan to implement practices or policies that address trauma, racism, and equity.*
      - *An increase in knowledge or skills that will be applied to school's trauma-responsive work, for example, knowledge about what it takes to successfully implement a Tier II intervention that will be shared with colleagues.*

   b. Products/artifacts are expected to be shared in the REACH Learning and Resource Hub.

IV. Schedule

   a. *CoPs meet at least once a month*

   b. *CoPs meet for a minimum of one semester*

   c. *CoPs meet from 90-120 minutes per CoP convening*

Requirements of Community of Practice Facilitators

Regularly scheduled live online meetings are at the core of a virtual Community of Practice. They create the rhythm and focus for the community. Live, virtual meetings take place at **least once per month.**

Creating a predictable 'rhythm' sets an expectation around how and when to participate in the community. A 'sense of place' in the minds of community members is created through an integrated, thoughtful combination of face-to-face meetings, live online events, and collaboration over time within the REACH Learning and Resource Hub.

Ideally, CoPs have a lead facilitator and a co-facilitator(s). It is up to these teams of facilitators to determine who is responsible for what tasks and activities in all aspects of the life of CoP: planning, facilitating, and quality improvement of each CoP. The facilitator's primary role is to consult, connect, facilitate, help and guide. In general, the lead facilitator is responsible for ensuring that a regular cadence of meetings for the specific CoP are set and deliverables are being met. The lead facilitator and co-facilitator(s) are thought partners and collaborators in this endeavor.

[2] Adapted from Wenger, E., McDermott, R. A., & Snyder, W. (2010). Cultivating communities of practice: A guide to managing knowledge. Harvard Business School Press.

Refer to the ***Facilitator Checklist*** for more details. You can tweak this form to add additional tasks to help in the planning process.

Of note, CoP facilitators must meet the technology needs of the community (e.g. Jamboards, online polls, online RSVPs) and coordinate with Center for Childhood Resilience (CCR) to design an online collaboration space on the REACH Learning and Resource Hub. CCR will provide training and ongoing guidance to facilitators on using the Learning and Resource Hub to create online content and an engaging virtual community space. There is an expectation that facilitators have some existing knowledge and comfort in using online meeting tools and technology.

Basic requirements of a CoP facilitator involve planning, facilitating, and informally evaluating CoP sessions and online engagement within the Learning Resource Hub:

PLANNING

CoP facilitators work together to determine the content, resources, and session design for their monthly live sessions. Facilitators also plan and design content to share on the Learning Resource Hub. Additional activities associated with planning are outlined below and can also be found on the facilitator planning checklist.

- Participate in Learning and Resource Hub onboarding. At the time of publication, all CoP convenings will be held virtually (Zoom, Google Meets, etc.). The REACH Learning and Resource Hub (learning platform) will allow communication, sharing, discussion and questions to "live" in-between live (virtual) sessions. It is imperative that facilitators are comfortable and willing to learn new skills around virtual learning and community building. Facilitators will participate in training on the REACH Learning and Resource Hub prior to the start of each CoP.
- Participate in monthly convenings for CoP facilitators. Once or twice per month convenings with other CoP facilitators offer a chance to meet and collaborate, share knowledge and resources learning with one another, plan for individual CoPs, and problem-solve common CoP challenges, including technology and navigating the LMS.
- Participate in planning and debriefing sessions with co-facilitators. Planning meeting cadence and communication is determined by the co-facilitators of each CoP.
- Prepare and design the monthly sessions for CoP participants. The CoP facilitator designs and prepares both the live, virtual activities and the online presence of the community of practice. In preparation for sessions, facilitators may review and identify relevant research and compile key articles and resources for CoP.
- CoP facilitators coordinate the development of a brief introductory overview (one paragraph or less) to introduce school team members to the content of each community of practice.

FACILITATING

Facilitators lead the community-building process by helping CoP participants develop and work toward shared learning objectives while also supporting one another to make progress towards their school's action plan goal related to the CoP topic. Additional activities associated with facilitating are outlined below and can also be found on the facilitator planning checklist.

- Manage community of practice CoP convenings; oversee activities including the use of breakout rooms and other virtual engagement strategies.
- Coordinate delivery of the didactic part of CoP based on needs identified by the community.
- Coordinate communication with members throughout the lifespan of the community, including for scheduled live, virtual convenings and engagement in the discussion threads on the Learning and Resource Hub.
- Curate, collect, organize and share relevant data and collective knowledge via the Learning and Resource Hub throughout the lifespan of the community.
- Emphasize the importance of progress monitoring and integrate support for these tasks into the facilitation of the CoP.

QUALITY IMPROVEMENT

Quality improvement within the REACH CoPs is provided in several ways. The external evaluator for REACH, American Institutes for Research, will conduct focus groups with a randomly selected subset of CoP participants and administer a survey to each participant at the conclusion of the CoP. These results and participant feedback will be shared with facilitators. This component is a part of the larger programmatic evaluation for REACH, therefore you do not have to come up with a formal evaluation for your CoP.

As a REACH CoP facilitator, you do not have to create your own formal evaluation. Informal data is gathered by each CoP facilitator and is used to guide sessions as well as to provide feedback on attendance, engagement and the overall structure and response to each CoP.

- CoP facilitators track and report CoP activity and engagement. Use of exit slips at the end of each CoP convening to receive user feedback is not required, but facilitators should come up with a way to gather and respond to user feedback to use for your own planning purposes. You are not responsible for any development or dissemination of any formal evaluation; American Institutes for Research is responsible for this evaluation.
  - Informal progress monitoring may look like gathering feedback on an exit discussion question on a jamboard, using a brief survey through a Google form or Mentimeter poll as well as a final discussion question at the end of each session.
  - Prior to your initial meeting, the informal feedback tools listed above will give you an idea of where members are at with their TRS-IA action planning process and/or topic at hand, understanding of topic, what challenges and strengths of their school, etc.
- CoP facilitators are responsible for identifying one or more progress monitoring tools for participants to track their progress. Also, facilitators will be responsible for collecting and sharing data throughout the duration of the project, including the submission of a final "report" that outlines activities, results, knowledge gains, progression of one's own practice, or a plan that outlines action.
- As part of this CoP work, facilitators need to complete a short online ***fidelity form*** at the end of each CoP convening and submit.
- REACH provides a standard evaluation survey that all CoP members will be asked to complete. We ask that 5-10 minutes be allocated at the end of the final CoP session to members time to complete. Again, you are not responsible for any development or dissemination of any formal evaluation; American Institutes for Research is responsible for this evaluation.
- Finally, facilitators work with the Center for Childhood Resilience to provide feedback and assessment of CoP based on specific area(s) of practice.

Using the image of a "passing of the microphone" can help as you plan for the growth and transition of your community of practice from guided by the facilitators to a more community-led facilitation of the group.

Setting up the Mic

- Establishing norms and expectations
- Introductions
- Buidling a frame
- Creating safety



Pass the Mic

- Sharing the space
- Participant and leader led
- Leaders maintaining safety of space



Mic Drop

- Owning the space
- Participant led; leaders follow
- Completing CoP but moving into your network afterwards



Examples of Ways to Structure a Community of Practice

It is through the sharing of information and experiences that members learn from each other, and have an opportunity to develop themselves personally and professionally.

SUGGESTED CoP STRUCTURE

Lifespan of pilot CoPs:
At this time, the lifespan of a CoP is one full semester. As offerings increase, there is potential to have CoPs that last a full school year.

Frequency:
At least once per month for 90-120 minutes

Delivery Method:
Virtual (numerous video meeting apps acceptable)

Hybrid model:
Both live and asynchronous content; *will give examples of "asynchronous content." Can draw on existing training content on Learning and Resource Hub)

CoP size:
10 to 50 people (depending on topic). For larger CoPs, could do two separate groups or make more manageable in break-out groups.

Learning and Resource Hub:
Facilitate relationship building and resource sharing with prompts and posts on the Hub, at least weekly.

Additional learning for CoP participants:
Assign some "homework" or "self-guided education" between CoP convenings.



SUGGESTED SIZES FOR CoPS

Below is what you can expect REACH CoPs to look like,
followed by some example CoP topics for the REACH statewide initiative.

Mini CoPs of 5-10 people:
These are characterized by a conversational tone, feelings of sitting around a table with everyone having airtime. There is the opportunity to get to know each other and build social capital that can lead to the sharing of personal stories and experience in a trustworthy environment. Many live, virtual activities are adaptable to this size group, and there should be ample time for each participant to speak.

Small CoPs of 10-25 people:
These are characterized by limited airtime for all participants and individual microphones are less effective. With this size group it is usually more effective to use web collaboration tools that allow everyone to get ideas down quickly on a shared online flip chart (e.g. Jamboard) or short-answer poll (e.g. Zoom poll). This stimulates and focuses the discussion. Voting tools can help collect opinions and identify priorities.

Medium CoPs of 25-50 people:
Here, the connection with and between participants is more distant and less personal. Web collaboration tools are critical for a high level of interaction and to keep participants engaged. CoPs of this size require tightly facilitated activities.

Designing for Online Participation

The majority of interaction in the CoP will take place online. Consider the following principles when designing both the collaborative work space and the online learning opportunities.

- **Design the community to evolve naturally.** Because the nature of a community of practice is dynamic, in that the interests and goals are subject to change, activities and the collaborative work space should be designed to support shifts in focus.
- **Create opportunities for open dialogue.** While the members and their knowledge are the communities' most valuable resource, they need opportunity, and space to dialogue with one another so they can more fully understand the different possibilities for achieving specific learning goals.
- **Welcome and allow different levels of participation.** There will be a core group of individuals who participate intensely in the community through discussion and projects. This group typically takes on a leadership role in guiding the group. There will also be an active group who attend and participate regularly, but not to the level of the leaders. There also may be a group of members who take a more passive role but still benefit from their level of involvement.
- **Combine familiarity and excitement.** CoP should offer the expected learning opportunities as part of their structure, but also create opportunities for members to reflect on and share their learning experience by brainstorming and examining the conventional and radical wisdom related to their topic. Consider how the collaboration tools that are part of conferencing software can be used to do this—voting, short answer polls and white boards are all strategies for participants to share and document their ideas.
- **Find and nurture a regular rhythm for the community.** CoP should coordinate a thriving cycle of activities and events that allow for members to regularly meet, reflect, and evolve. The rhythm and pace should maintain an anticipated level of engagement to sustain the vibrancy of the community, yet not be so fast-paced that it becomes unwieldy and overwhelming in its intensity.

Again, we want to encourage discussion among members in between live convenings on articles, videos or a simple discussion question you can post to increase engagement. It's an easy way to get people to contribute and see everyone's comments in one place.

> *"While technology—the technical architecture—can assist greatly in providing a platform for communication and collaboration, even more important is the social architecture of the community. The technical architecture supports the community of practice, while the social architecture enlivens it."*
>
> – ETIENNE WENGER, AUTHOR OF CULTIVATING COMMUNITIES OF PRACTICE

[3] Adapted from Julia Young's white paper Designing Interactive Webinars on facilitate.com. Harvard Business School Press.

[4] Adapted from: Wenger, McDermottt & Synder 2002.

Some Questions to Get You Started

- **Learning:** What are the learning goals of the community, and how can collaborative learning be supported?
- **Activities:** What kind of activities will generate energy and support the emergence of community presence?
- **Rhythm:** What will the community's rhythm be?
- **Communication:** How will members communicate on an ongoing basis to accomplish the community's primary purpose?
- **Interactions:** What kinds of interactions (with each other and with the content of the community) will generate energy and engagement?
- **Collaboration:** How will community members collaborate with each other to achieve shared goals?
- **Knowledge sharing:** What are the external resources (people, publications, reports, etc.) that will support the community during its initial development? How will members share these resources and gain access to them?

FAQ FOR FACILITATORS



Click *here* to review frequently asked questions for planning and facilitating CoPs.

REFERENCES



Click *here* for a list of materials used to develop the CoP model and facilitator guide.

Important Links to Bookmark

REGISTRATION



Click *here* to access the community of practice portal on the Learning and Resource Hub.

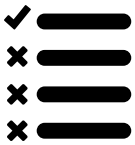
You must be registered on the Learning and Resource Hub first, which you can do via this *link*.

FIDELITY TO REACH COMMUNITY OF PRACTICE



The CoP *fidelity checklist* aligns with the core components of REACH CoPs. It will be available online so that one facilitator from each CoP completes it after each CoP session. This helps us continue to evaluate the best practices of CoPs, and helps us with the work of continuous quality improvement.

PLANNING CHECKLIST



The CoP facilitator *planning checklists* are meant to help facilitators of a community of practice strategize, plan and organize for CoP sessions. There are different checklists for various CoP sessions. You can tweak them as needed to add tasks specific to your CoP. The tasks included in these checklists align with the CoP fidelity checklist and the core components of REACH CoP.

Engaging Members Via Learning & Resource Hub

The REACH Learning and Resource Hub provides free, virtual on-demand learning and education resources to help educators, clinicians, parents, and caregivers better support the mental health and resilience of the children and youth in their communities.

The Hub focuses on trauma-responsive practices and policies, and fosters personal and professional resilience, social-emotional awareness and self-care. The Hub utilizes free, on-demand learning experiences for all school community members. In addition, individual "portals" for each Community of Practice reside on the Learning and Resource Hub.

WHAT IS A REACH COMMUNITY OF PRACTICE PORTAL?

We refer to each Community of Practice digital space as a "portal." Each CoP has its own portal. This is the digital space where CoP facilitators organize and curate the resources and information for their CoP members. It is also the space where members and facilitators can connect in between live CoP sessions, comments on readings or topics, start discussion, and get to know each other! This is a private space only accessible by CoP facilitators and members. After members are confirmed, CCR will enroll them on the correct portal.

Facilitators can set up their portals in a way that makes sense to them, but in general, the portals have a space for welcome and introductions, for resources and relevant readings, and for each live session with Zoom info, agenda, slides, etc.

A big part of Communities of Practice is creating a sense of community through your live, virtual sessions, as well as keeping people engaged between sessions. Here are a few tips for using the Learning and Resource Hub to do this.

Getting to know you

Generate engagement by starting a discussion within your CoP. Crowd source a question, like "What's your favorite resource for free incentives for students?" Start a discussion at the beginning of your CoP and ask members to share a short "All About Me" introduction by using either the video feature or text input to help members get to know each other (and you!).

Discussion prompts

It is also great to increase engagement by putting a question out there for members to discuss. These are "discussion prompts." They're the little questions that you'll see at the top of all our comment sections. Writing a good discussion prompt can reinforce learning and create an environment where learners can gain valuable insights from one another.

Promoting reflection

As you know, reflection reinforces learning. Use your discussion prompt to get learners to reflect on what they learned. Ask them how they're going to apply this to their work or if they agree with certain aspects of the content.

Encourage contribution

Your CoP members are great learning resources. You can use discussion prompts to encourage them to share their experiences and insights with questions like "what did you do when faced with this situation in your work?" Your members are also curators. They will have used many other tools and resources in their work and a comments section allows them to share them. There is an option to use a "User Generated Content" section in your portal to ask members to upload files, record videos, or share their thoughts in response to a specific brief.

Closed vs. open questions

You're also well aware that a closed question is one that invites specific and short answers. For example, the question "was this learning useful to you?" will encourage learners to say yes or no. You might hope that CoP members decide to elaborate when faced with a closed question and explain that "yes it was useful because I had no idea that wasps are just thin angry bees." Experience has taught us that this isn't the case. Learners tend to take the path of least resistance. It's very easy to convert that closed question into an open question: "Was this learning useful to you? Why?" Just make sure your question can't be answered with a simple yes or no.

Follow up

The great thing about social learning is that you can respond to your learners and members. Make sure to praise those who share something interesting, ask members to share their work if you think it will benefit others, and answer any questions that are posed to you. Learning works better as a conversation than as a monologue.

Don't do it half-way

Finally, don't just phone it in. Never put a discussion prompt in just because you feel like you should. A bad discussion prompt will result in unhelpful comments and confusion among members. If you really can't think of anything, you're better off leaving it out.

SUPPORT FOR FACILITATORS ON THE LRH AND CoP PORTAL

There is also a Community of Practice Facilitator portal on the Learning and Resource Hub. This is the space where facilitators can go for things needed to facilitate a Community of Practice, such as the fidelity checklist, CoP planning checklists, and articles that provide a foundation for our work in REACH CoPs. It's also a place where facilitators can practice the digital tools that the Learning and Resource Hub provides to promote community-building online.

On the CoP Facilitator portal is a "Getting Started" video to help learn about the LRH and navigate setting up a CoP portal to work best for you and your members. It's also a place where facilitators can practice the digital tools that the Learning and Resource Hub provides to promote community-building online. CoP facilitator planning checklists are other tools facilitators can access easily on the portal, which are meant to help facilitators strategize, plan and organize for CoP sessions. Facilitators can also access the CoP fidelity checklist in this portal so that one facilitator from each CoP completes it after each CoP session. This helps us continue to evaluate the best practices of CoPs, and helps us with the work of continuous quality improvement.

Live orientation sessions for facilitators will be provided before each new semester to orient you the LRH o and the portals. Ongoing technical support is provided by CCR, and office hours are held regularly to provide additional support to facilitators.

Thank you for being part of our REACH Communities of Practice work!

POINTS OF CONTACT

General & Facilitator Questions: Crissy Mombela: cmombela@partnership4resilience.org
Learning Resource Hub/Technical Support: Meg O'Rourke: morourke@luriechildrens.org

The Resilience Education to Advance Community Healing (REACH) Statewide Initiative is supported by Elementary and Secondary School Emergency Relief Funds (ESSER II) from the Office of Elementary and Secondary Education at the U.S. Department of Education. For more information, please visit oese.ed.gov. Additional support has been provided by Grand Victoria Foundation and other philanthropic partners.

REACH Values

Equity-centered: We value and learn from all voices and experiences. We actively center the voices and lived experiences of youth and families whose identities and communities have been historically and/or currently marginalized. Centering equity involves disrupting educational systems that reproduce inequitable outcomes for children and actively works to reimagine school systems to reduce predictability of who succeeds and who doesn't based on individual demographics. Through the accessibility of REACH learning resources all individuals, communities and multiple learning styles allows each community member to receive what they need.

Collectivity & Collaboration: We value the wisdom and experiences of the educators, students, families, neighborhood organizations and businesses that are served within school communities. The collective wisdom gained from deep listening for understanding, mutuality, and collaboration lays the foundation for all the work we do across communities

Healing-Centered: We value and aspire to a healing centered approach to trauma-responsive care. This approach acknowledges our role and responsibility to communities to fully respond to trauma and promote resilience and healing through genuine, trusting, and creative relationships. We promote holistic and collaborative approaches to healing that are grounded in culture, spirituality, civic engagement, and equity. We recognize and value the inherent strengths and agency within individuals, families and communities while engaging people in collective action that moves beyond transactional to transformational.

Quality: We recognize the field of trauma-responsive care is dynamic and ever-growing. Through an emphasis on evidence-informed practice and continuous quality improvement, we strive to provide the highest quality of service to our REACH students, families, educators and communities.