V. The Systemic Change Problem: Moving Schools Forward in Addressing Barriers to Learning

A. The Role of Standards and Accountability Indicators

B. Frameworks for Understanding Key Facets of Systemic Change

C. Change Agent and Catalytic Facets of Leadership Roles

>>Group Activity – Moving Schools Forward: What will it take to make it happen?

>>Brief Follow-up Reading – New Initiatives: Considerations related to planning, implementing, sustaining, and going-to-scale

Orienting Questions:

Why should the framework for school accountability be expanded?

What are some key facets of systemic change that must be addressed in establishing a comprehensive component to address barriers to student learning?

What are leadership roles related to systemic change?
V. The System Change Problem:

As Andy Hargreaves and Dean Fink (2000) stress:

_Ultimately, only three things matter about educational reform. Does it have depth: does it improve important rather than superficial aspects of students’ learning and development? Does it have length: can it be sustained over long periods of time instead of fizzling out after the first flush of innovation? Does it have breadth: can the reform be extended beyond a few schools, networks or showcase initiatives to transform education across entire systems or nations?_

Successful reform depends on how the problem of system change is handled. Many school professionals find themselves enmeshed in efforts to facilitate systemic change, and rue the fact that their professional preparation programs didn’t do more to teach them how to do it. In this section, the focus is on several key issues and frameworks to stimulate thinking about the system change problem.
A. The Role of Standards and Accountability Indicators

School-reform across the country is "standards-based" and accountability driven (with the dominant emphasis on improving academic performance as measured by achievement test scores). Given these realities, efforts to reform student support in ways that move it from its current marginalized status must delineate a set of standards and integrate them with instructional standards. And, to whatever degree is feasible, efforts must be made to expand the accountability framework so that it supports the ongoing development of comprehensive, multifaceted approaches to addressing barriers and promoting healthy development.

Establishing standards is another facet of ensuring high levels of attention and support for development of comprehensive, multifaceted approaches to address barriers to learning. While the move toward establishing standards for a learning support component is new, examples of relevant standards are available. For instance, the department of education in the state of Hawai`i has incorporated a set of standards for “Quality Student Support.” They have made this an integral part of their total Standards Implementation Design (SID) System. The initial effort to delineate criteria and rubrics is available online at: http://doe.k12.hi.us/standards/sid.pdf.

Another attempt is seen in work done a few years ago by the Memphis City Schools in their effort to provide standards, guidelines, and related quality indicators for their reforms related to student supports. (This is available in documents from the Center for Mental Health in Schools at UCLA.)

Also, the Guidelines for a Student Support Component included in this module provide a basis upon which any district or school can develop standards and related quality indicators.

Once standards are formulated, they must be thoroughly incorporated into every school's improvement plan. This is a necessary step toward making the policy commitment visible at every school, and it establishes the framework for ensuring relevant accountability.

Of course, for all this to happen, it will be essential to expand the current framework for school accountability. Such an expanded framework is outlined in the next section.
Systems are driven by what is measured for purposes of accountability. This is particularly so when systems are the focus of major reform. Under reform conditions, policy makers often want a quick and easy recipe to use. Thus, most of the discussion around accountability stresses making certain that program administrators and staff are held accountable to specific, short-term results. Little discussion wrestles with how to maximize the benefits (and minimize the negative effects) of accountability in improving complex, long-term outcomes. As a result, in too many instances, the tail wags the dog, the dog is gets dizzy, and the citizenry doesn’t get what it needs and wants.

School accountability is a good example of the problem. Accountability has extraordinary power to reshape schools – for good and for bad. The influence can be seen in classrooms everyday. With the increasing demands for accountability, teachers quickly learn what is to be tested and what will not be evaluated, and slowly but surely greater emphasis is placed on teaching what will be on the tests. Over time what is on the tests comes to be viewed as what is most important. Because only so much time is available to the teacher, other things not only are deemphasized, they also are dropped from the curriculum. If allowed to do so, accountability procedures have the power to reshape the entire curriculum.

What's wrong with that? Nothing – if what is being evaluated reflects all the important things we want students to learn in school. Unfortunately, this is not the case.

Current accountability pressures reflect values and biases that have led to evaluating a small range of basic skills and doing so in a narrow way. For students with learning, behavior, or emotional problems, this is of even greater concern when their school programs are restricted to improving skills they lack. When this occurs, they are cut off from participating in learning activities that might increase their interest in overcoming their problems and that might open up opportunities and enrich their future lives.

Policy makers want schools, teachers, and administrators (and students and their families) held accountable for higher academic achievement. And, as everyone involved in school reform knows, the only measure that really counts is achievement test scores. These tests drive school accountability, and what such tests measure has become the be-all and end-all of what school reformers attend to. This produces a growing disconnect between the realities of what it takesto improve academic performance and where many policy makers and school reformers are leading the public.

This disconnect is especially evident in schools serving what are now being referred to as “low wealth” families. Such families and those
who work in schools serving them have a clear appreciation of many barriers to learning that must be addressed so that the students can benefit from the teacher’s efforts to teach. They stress that, in many schools, major academic improvements are unlikely until comprehensive and multifaceted approaches to address these barriers are developed and pursued effectively.

At the same time, it is evident to anyone who looks that there is no direct accountability for whether these barriers are addressed. To the contrary, when achievement test scores do not reflect an immediate impact for the investment, efforts essential for addressing barriers to development and learning often are devalued and cut.

Thus, rather than building the type of comprehensive, multifaceted, and integrated approach that can produce improved academic performance, prevailing accountability measures are pressuring schools to maintain a narrow focus on strategies whose face validity suggests a direct route to improving instruction. The implicit underlying assumption of most of these teaching strategies is that students are motivationally ready and able each day to benefit from the teacher’s instruction. The reality, of course, is that in too many schools the majority of youngsters are not motivationally ready and able and thus are not benefiting from the instructional improvements. For many students, the fact remains that there are a host of external interfering factors.

Logically, well designed, systematic efforts should be directed at addressing interfering factors. However, current accountability pressures override the logic and result in the marginalization of almost every initiative that is not seen as directly (and quickly) leading to academic gains. Ironically, not only does the restricted emphasis on achievement measures work against the logic of what needs to be done, it works against gathering evidence on how essential and effective it is to address barriers to learning in a direct manner.

All this leads to an appreciation of the need for an expanded framework for school accountability. A framework that includes direct measures of achievement and much more. Figure 12 highlights such an expanded framework.

As illustrated, there is no intent to deflect from the laser-like focus on accountability for meeting high standards related to academics. The debate will continue as to how best to measure outcomes in this arena, but clearly schools must demonstrate they are effective institutions for teaching academics.

Figure 12. Expanding the Framework for School Accountability
### Indicators of Positive Learning and Development

<table>
<thead>
<tr>
<th>High Standards for Academics*</th>
<th>High Standards for Learning/Development Related to Social &amp; Personal Functioning*</th>
</tr>
</thead>
<tbody>
<tr>
<td>(measures of cognitive achievements, e.g., standardized tests of achievement, portfolio and other forms of authentic assessment)</td>
<td>(measures of social learning and behavior, character/values, civility, healthy and safe behavior)</td>
</tr>
</tbody>
</table>

**Community Report Cards**

- Increases in positive indicators
- Decreases in negative indicators

### Benchmark Indicators of Progress for "Getting from Here to There"

<table>
<thead>
<tr>
<th>High Standards for Enabling Learning and Development by Addressing Barriers**</th>
</tr>
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<tbody>
<tr>
<td>(measures of effectiveness in addressing barriers, e.g., increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer referrals for specialized assistance, fewer referrals for special education, fewer pregnancies, fewer suspensions and dropouts)</td>
</tr>
</tbody>
</table>

*Results of interventions for directly facilitating development and learning.

**Results of interventions for addressing barriers to learning and development.
At the same time, it is time to acknowledge that schools also are expected to pursue high standards for promoting social and personal functioning, including enhancing civility, teaching safe and healthy behavior, and some form of “character education.” Every school we visit has specific goals related to this arena of student development and learning. At the same time, it is evident that schools currently are not held accountable for this facet of their work. That is, there is no systematic evaluation or reporting of the work. Thus, as would be expected, schools direct their resources and attention mainly to what is measured. Given that society wants schools to attend to these matters and most professionals understand that personal and social functioning is integrally tied to academic performance, it is self-defeating not to hold schools accountable in this arena.

For schools where a large proportion of students are not doing well, it is also self-defeating not to attend to benchmark indicators of progress related to addressing barriers to learning. Teachers cannot teach children who are not in class. Therefore, increasing attendance, reducing tardiness, reducing problem behaviors, lessening suspension and dropout rates, and abating the large number of inappropriate referrals for special education all are essential indicators of school improvement and precursors of enhanced academic performance. Thus, the progress of school staff related to such matters should be measured and treated as a significant aspect of school accountability.

School outcomes, of course, are influenced by the well-being of the families and the neighborhoods in which they operate. Thus, the performance of any school must be judged within the context of the current status of indicators of community well-being, such as economic, social, and health measures. If those indicators are not improving or are declining, it is patently unfair to ignore these contextual conditions in judging school performance.

More broadly, it is unlikely the students in many economically depressed areas will perform up to high standards if the schools do not pursue a holistic, systemic, and collaborative approach to strengthening their students, families, the feeder pattern of schools, and the surrounding neighborhood. In this context, we are reminded of Ulric Neisser’s (1976) dictum: Changing the individual while leaving the world alone is a dubious proposition.
V. The System Change Problem:

B. Frameworks for Understanding Key Facets of Systemic Change

If our society truly means to provide the opportunity for all students to succeed at school, fundamental changes are needed so that teachers can teach effectively and teachers along with other school staff can address barriers to learning. Policy makers can call for higher standards and greater accountability, improved curricula and instruction, increased discipline, reduced school violence, and on and on. None of it means much if the reforms enacted do not ultimately result in substantive changes in the classroom and throughout a school site. Moreover, such reforms have to be sustained over time. And, if the intent is to leave no child behind, then such reforms have to be replicated in school after school.

Figure 13 outlines in linear fashion a set of logical considerations that can guide development of a school-based component to address barriers to learning. It begins with a vision for the component, focuses on the resources needed to carry out the intended general functions and major tasks, calls for structure and strategies that ensure the functions can be accomplished in ways that accomplish the desired outcomes.

As indicated in the figure, all of this has implications for systemic change. That is, a parallel set of concerns arises related to systemic changes that must be made if the component is to be successfully implemented. Specifically, systemic change requires:

- C a vision for how changes are to be made
- C resources for change activity
- C delineation of change functions and tasks
- C a structure and strategies for accomplishing change functions and tasks
- C change benchmarks keyed to desired outcomes

The next framework (Figure14) outlines major matters that must be considered related to planning, implementing, sustaining, and going-to-scale. As illustrated in the figure, the focus related to an initiative to improve schools begins with the prototype for an improved approach. Such a prototype usually is developed and initially implemented as a pilot demonstration at one or more sites. Efforts to reform schooling, however, require much more than implementing demonstrations at a few sites. Improved approaches are only as good as a school district’s ability to develop and institutionalize them on a large scale. This process often is called diffusion, replication, roll out, or scale-up.

For the most part, education researchers and reformers have paid little attention to the complexities of large-scale diffusion. This is evident from the fact that the nation’s research agenda does not include major initiatives to delineate and test
models for widespread replication of education reforms. Furthermore, leadership training has given short shrift to the topic of scale-up processes and problems. Thus, it is not surprising that the pendulum swings that characterize shifts in the debate over how best to improve schools are not accompanied with the resources necessary to accomplish prescribed changes throughout a school-district in an effective manner.

Common deficiencies are failure to address the four phases of the change process as outlined in Figure 14.

Examples include failure to pursue adequate strategies for creating motivational readiness among a critical mass of stakeholders, especially principals and teachers, assignment of change agents with relatively little specific training in facilitating large-scale systemic change, and scheduling unrealistically short time frames for building capacity to accomplish desired institutional changes.

As Tom Vander Ark (2002), executive director of education for the Bill and Melinda Gates Foundation, notes:

*Effective practices typically evolve over a long period in high-functioning, fully engaged systems.*
Figure 13. Developing a Logic Model for Interventions to Strengthen Young People, Schools, Families, & Neighborhoods

Clarify answers to the following questions:

1. What is the vision and long-term aims?
2. What are the existing resources that might be woven together to make better progress toward the vision?
3. What general intervention functions and major tasks need to be implemented?
4. What structure/strategies are needed to carry out the functions and tasks (including governance and resource management)?
5. What are the implications for (re)deploying existing resources and requesting additional resources?
6. What systemic changes are needed and what is the plan for accomplishing these (e.g., policy rethinking current reforms; leadership for change and other change agent mechanisms)
Figure 14. New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale

**NATURE & SCOPE OF FOCUS**

<table>
<thead>
<tr>
<th>Intervention/ Program Prototype</th>
<th>Adoption/Adaptation of the Prototype</th>
<th>System-Wide Scale-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Replication/ Development at a Particular Site</td>
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**SOCIAL MARKETING**

- Vision & Policy Commitment
- Partnership Negotiation & Leadership Designation
- Infrastructure Enhancement/Develop. (e.g., mechanisms for governance, steering, operation, coordination)
- Resources -- Redeployed & New (e.g., time, space, funds)
- Capacity Building (especially development of personnel & addressing personnel mobility)
- Standards, Evaluation, & Accountability

**PHASES OF THE CHANGE PROCESS**

- Creating Readiness
- Initial Implementation
- Institutionalization
- Ongoing Evolution/ Creative Renewal
For many years, professionals have toiled to develop demonstration programs. Over the last
decade, many have moved into the world of replicating new approaches to schooling on a large-
scale. Confronted with the problems and processes of scale-up, they have drawn on a broad range
of psychological and organizational literature. One working framework for scale-up that has
emerged is outlined in Figure 15.

Think about the best model around for how schools can improve the way they address barriers to
student learning. Assuming the model has demonstrated cost-effectiveness and that a school-district
wants to adopt/adapt it, the first problem becomes that of how to replicate it, and the next problem
becomes that of how to do so at every school. Or, in common parlance, the question is: How do
we get from here to there?

Whether the focus is on establishing a prototype at one site or replicating it at many, the systemic
changes can be conceived in terms of four overlapping phases: (1) creating readiness – by
enhancing a climate/culture for change, (2) initial implementation – whereby change is carried
out in stages using a well-designed guidance and support infrastructure, (3) institutionalization
– accomplished by ensuring there is an infrastructure to maintain and enhance productive changes,
and (4) ongoing evolution – through use of mechanisms to improve quality and provide
continuing support.

As indicated in Figure 15, a change mechanism is needed. One way to conceive such a
mechanism is in terms of a system implementation staff. Such staff provides a necessary
organizational base and skilled personnel for disseminating a prototype, negotiating decisions about
replication, and dispensing the expertise to facilitate implementation of a prototype and eventual
scale-up. They can dispense expertise by sending out a team consisting of personnel who, for
designated periods of time, travel to the location in which the prototype is to be implemented/replicated. A core team of perhaps two-to-four staff works closely with a site throughout the process. The team is augmented whenever a specialist is needed to assist in
replicating a specific element of the prototype design. Implementation and scaling-up of a
comprehensive prototype almost always requires phased-in change and the addition of temporary
infrastructure mechanisms to facilitate changes.

The frameworks in Part V highlight key facets and specific tasks related to the four phases of
prototype implementation and eventual scale-up. Note in particular the importance of

- ongoing social marketing
- articulation of a clear, shared vision for the work
- ensuring there is a major policy commitment from all participating partners
- negotiating partnership agreements
- designating leadership
- enhancing/developing an infrastructure based on a clear articulation of essential
  functions (e.g., mechanisms for governance and priority setting, steering, operations,
  resource mapping and coordination; strong facilitation related to all mechanisms)
- redeploying resources and establishing new ones
- building capacity (especially personnel development and strategies for addressing
  personnel and other stakeholder mobility)
- establishing standards, evaluation processes, and accountability procedures.
Figure 15. Prototype Implementation and Scale-up: Phases and Major Tasks

Phase I
Creating Readiness:
Enhancing the Climate/Culture for Change

Phase II
Initial Implementation:
Adapting and Phasing-in the Prototype with Well-Designed Guidance and Support

Phase III
Institutionalization:
Ensuring the Infrastructure Maintains and Enhances Productive Changes

Phase IV
Ongoing Evolution

System Change Staff
1. Disseminates the prototype to create interest (promotion and marketing)
2. Evaluates indications of interest
3. Makes in-depth presentations to build stakeholder consensus
4. Negotiates a policy framework and conditions of engagement with sanctioned bodies
5. Elicits ratification and sponsorship by stakeholders

Implementation Team
works at site with Organization Leadership

10. Establish temporary mechanisms to facilitate the implementation process
11. Design appropriate prototype adaptations
12. Develop site-specific plan to phase-in prototype

Team works at site with appropriate Stakeholders

13. Plans and implements ongoing stakeholder development/empowerment programs
14. Facilitates day-by-day prototype implementation
15. Establishes formative evaluation procedures

System Change Staff
continues contact with Organization Leadership

16. Institutionalize ownership, guidance, and support
17. Plan and ensure commitment to ongoing leadership
18. Plan and ensure commitment to maintain mechanisms for planning, implementation, and coordination
19. Plan for continuing education and technical assistance to maintain and enhance productive changes and generate renewal (including programs for new arrivals)

Organization Leadership
works with Stakeholders in evolving the prototype

20. Facilitates expansion of the formative evaluation system (in keeping with summative evaluation needs)
21. Clarifies ways to improve the prototype
22. Compiles information on outcome efficacy

V. The System Change Problem:

C. Change Agent and Catalytic Facets of Leadership Roles

Clearly, the many steps and tasks involved in system change call for a high degree of commitment and relentlessness of effort. Major systemic changes are not easily accomplished. The rationale for presenting frameworks here is to increase interest in learning more. At the same time, awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with limited financial resources, leads to the caution that the frameworks may appear linear but systemic change rarely happens in a straightforward sequential manner. Rather, the work proceeds and changes emerge in overlapping and spiraling ways. Nevertheless, the work cannot be pursued haphazardly. Each facet and task requires careful planning based on sound intervention fundamentals.

And all this takes leadership focused on establishing a comprehensive, multifaceted component for addressing barriers to learning. Such leadership plays a catalytic and change agent roles by:

C Promoting commitment to vision, policy, and outcomes – (including “social marketing”)

C Developing a cohesive set of standards for such a component

C Facilitating initial agreements -- on program content, strategies, and system changes and their ongoing refinement

C Promoting the braiding of all resources used for addressing barriers to learning

C Facilitating initial implementation of program and systemic change

C Playing a key role in building capacity -- coaching, mentoring, teaching (creating a good fit by matching motivation and capability)

C Working to expand the accountability framework to account for such a component

C Ensuring a focus on sustainability and scale-up

There is no need to belabor all this. The point simply is to make certain that there is a greater appreciation for and more attention paid to the problems of systemic change. Those who set out to change schools and schooling are confronted with two enormous tasks. The first is to develop prototypes; the second involves large-scale replication. One without the other is insufficient. Yet considerably more attention is paid to developing and validating prototypes than to delineating and testing scale-up processes. Clearly, it is time to correct this deficiency.
Group Reflection and Discussion

Moving Schools Forward: What will it take to make it happen?

(1) In general, what do you think must be done in order to “get from here to there?” (e.g., What actions must be taken? By who? What must be done to ensure new directions are considered seriously?).

(2) What do you see as the next steps that must be taken to move schools forward in developing a comprehensive component to address barriers to learning?

(3) What barriers to systemic change do you see and how might they be overcome?

Group Process Guidelines:

C Start by identifying someone who will facilitate the group interchange

C Take a few minutes to make a few individual notes on a worksheet

C Be sure all major points are compiled for sharing with other groups.

C Ask someone else to watch the time so that the group doesn’t bog down.
New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale

*If we want to bring . . . quality, equity, and new life to our system – we must trust in a vision and a process of change.*

Dwight Allen

The difficult work of implementing and sustaining any major innovation involves a host of complementary activity. This is particularly so with respect to developing and maintaining school-community collaboration.

Increasingly, it is becoming evident that schools and communities (including institutions of higher education) should work closely together in order to generate the systemic changes necessary for meeting their mutual goals. While informal linkages are relatively simple to acquire, establishing major systemic reforms involves complicated long-term connections, especially when the goal is to strengthen youth, their families, and the community. Achieving such goals requires vision, cohesive policy, leadership, and an appreciation of the processes involved in planning, implementing, sustaining, and going-to-scale.

This reading offers a brief discussion about these matters to increase awareness of what is involved.

**Systemic Change**

In discussing how the integrity of initiatives gets lost, Denise Gottfredson (2001) states:

“...a greater degree of implementation integrity can be expected with explicit, user-friendly innovations for which a great deal of training is offered and when (staff) perceive that the innovation meets a need and have participated in the planning for the innovation. If the program is complex, more effort must be expended to increase clarity and perceived need. Greater integrity can be expected in schools that have highly skilled (staff) who communicate well and have high sense of self-efficacy, cultural norms that do not reject the innovation, strong district- and school-level leadership, staff stability, central office support, and a climate supporting change (e.g., problem-solving focus, high staff morale and commitment to change, no history of failed implementation, and a relatively low level of turbulence). Finally, local adaptation is likely to occur, especially with more complex programs. This adaptation process, although necessary has the potential to alter the program drastically.”

Gottfredson goes on to stress that school innovations are implemented in “the contexts of local school districts, state education agencies, and federal government policies, practices, and funding streams, and are influenced by local politics and community pressures.” And, because of various inequities, she sees urban, inner-city settings as special cases with additional concerns to be addressed.
Figure 10 in Part V outlines major matters that must be considered related to planning, implementing, sustaining, and going-to-scale. These encompass:

(1) **Nature and scope of focus**
For example:
- What specific functions are to be implemented and sustained (e.g., specific interventions or program packages)
- Will one or more sites/organizations be involved?
- Is the intent to make system-wide changes?

(2) **Key facets related to undertaking any area of focus**
- Ongoing social marketing
- Articulation of a clear, shared vision for the work
- Ensuring there is a major policy commitment from all participating partners
- Negotiating partnership agreements
- Designating leadership
- Enhancing/developing an infrastructure based on a clear articulation of essential functions (e.g., mechanisms for governance and priority setting, steering, operations, resource mapping and coordination; strong facilitation related to all mechanisms)
- Redeploying resources and establishing new ones
- Building capacity (especially personnel development and strategies for addressing personnel and other stakeholder mobility)
- Establishing standards, evaluation processes, and accountability procedures

(3) **Phases related to making systemic changes**
- Creating readiness (motivation and capability – enhancing the climate/culture for change)
- Initial implementation (phasing-in the new with well-designed guidance and support)
- Institutionalization (maintaining and sustaining the new)
- Ongoing evolution and creative renewal

To guide specific action planning related to sustaining specific functions and systemic changes, the process can be conceived as involving four stages:

- Preparing the argument for sustaining functions
- Mobilizing interest, consensus, and support among key stakeholders
- Clarifying feasibility
- Proceeding with specific system changes
Sustainability

A dictionary definition indicates that *to sustain* is

- to keep in existence;  to maintain;
- to nurture;  to keep from failing;  to endure

Another way to view sustainability is in terms of institutionalizing system changes. As Robert Kramer states:

_Institutionalization is the active process of establishing your initiative – not merely continuing your program, but developing relationships, practices, and procedures that become a lasting part of the community._

Few will argue with the notion that something of value should be sustained if it is feasible to do so. Thus, the keys to sustainability are clarifying value and demonstrating feasibility. Both these matters are touched upon on the following pages.

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**Note:**

*While skills and tools are a key aspect of sustaining school-community partnerships, underlying the application of any set of procedures is motivation.*

Motivation for sustaining school-community partnerships comes from the desire to achieve better outcomes for all children & youth.

It come from hope and optimism about a vision for what is possible for all children and youth.

It comes from the realization that working together is essential in accomplishing the vision.

It comes from the realization that system changes are essential to working together effectively.

**Maintaining motivation for working together comes from valuing each partner’s assets and contributions.**

When a broad range of stakeholders are motivated to work together to sustain progress, they come up with more innovative and effective strategies than any guidebook or toolkit can contain.

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**Sustainability of what?** Presenting a *strong* argument that there is something of value to sustain begins with understanding what is likely to be a *weak* argument.

One of the most pressing concerns to the staff of a specially funded project is sustaining their jobs when the project ends. The desire for maintaining one’s job is more than understandable. The problem is that this is the weakest case that can be made for sustaining a program. Also weak is any argument that advocates for sustaining *all* facets of a complex and expensive program. Decision makers want to know which facets are really necessary to achieve outcomes and which are nice but unessential accessories.
**Strong arguments** focus on *specific functions* that are essential to achieving highly valued outcomes and that will be lost when a project ends.

**Strong arguments** connect the functions to be sustained with the overall vision and mission of the institutions that are being asked to sustain them and clarify cost-impact strategies for doing so.

**Strong arguments** are framed within a “big picture” context of school and community efforts to (a) address barriers to development and learning and b) promote healthy development.

In discussing approaches for sustaining community schools, the Coalition for Community Schools (2000) offers a range of “principles.” Among these are highlighted the importance of policies and practices that

- use school-community teams at the site level to integrate resources and strategies
- honor and encourage existing school-community governance arrangements
- support local decision making
- improve coordination of funding streams
- build infrastructure
- negotiate joint-use agreements
- strengthen pre-service and in-service development
- support inter-professional initiatives
- create and sustain capacity-building organizations

**Sustainability conceived as a set of logical stages and steps.** Although the phases of systemic change are rather self-evident, the intervention steps are less so. As a guide for those working on sustainability and system change, we have drawn on a range of models to delineate key steps related to the first two phases.

Below, we highlight 16 steps (organized into four “stages”). Remember, this formulation of stages and steps is designed to *guide* thinking about sustainability and systemic change. It is not meant as a rigid format for the work. More important than any set of steps is building a cadre of stakeholders who are motivationally ready and able to proceed. Thus, an overriding concern in pursuing each of these steps is to do so in ways that enhance stakeholders’ readiness to make necessary systemic changes. A particularly persistent problem in this respect is the fact that stakeholders come and go. There are administrative and staff changes; some families and students leave; newcomers arrive; outreach brings in new participants. The constant challenge is to maintain the vision and commitment and to
develop strategies to bring new stakeholders on board and up to speed. Addressing this problem requires recycling through capacity building activity in ways that promote the motivation and capability of new participants.

**Stage 1: Preparing the Argument for Sustaining Valued Functions**

The process begins by ensuring that advocates for sustaining the valued functions introduced through a project, pilot, or demonstration understand the “big picture” context in which such functions play a role. Of particular importance is awareness of prevailing and pending policies, institutional priorities, and their current status. All major sustainability efforts must be framed within the big picture context. Thus, the first four steps involve:

1. Developing an understanding of the local “Big Picture” for addressing problems and promoting development (e.g., become clear about the school and community vision, mission statements, current policy, major agenda priorities, etc.)

2. Developing an understanding of the *current status* of the local big picture agenda (e.g., priorities, progress toward goals)

3. Clarifying how specific functions have contributed to the big picture agenda (e.g., providing data on results) and where the functions fit in terms of current policy and program priorities

4. Clarifying what functions will be lost if the school(s) and community do not determine ways to sustain them

**Stage 2: Mobilizing Interest, Consensus, and Support among Key Stakeholders**

1. Identifying champions for the functions and clarifying the mechanism(s) for bringing a broad base of supporters together to work on sustainability

2. Clarifying cost-effective strategies for sustaining functions (e.g., focusing on how functions can be integrated with existing activity and supported with existing resources, how some existing resources can be redeployed and braided to sustain the functions, how economies of scale can be achieved, how current efforts can be used to leverage new funds)

3. Planning and implementing a “social marketing” strategy to mobilize a critical mass of stakeholder support

4. Planning and implementing strategies to obtain the support of key policy makers, such as administrators, school boards, etc.

**Stage 3: Clarifying Feasibility**

The preceding steps all contribute to creating initial readiness for making decisions to sustain valued functions. Next steps encompass formulating plans that clarify specific ways the functions can become part of the ongoing big picture context. Such plans reflect an agreed upon “theory of change” (e.g., a logic model). Stage 3 steps include:
(9) Clarifying how the functions can be institutionalized through existing, modified, or new *infrastructure* of organizational and operational mechanisms (e.g., for leadership, administration, capacity building, resource deployment, integration of efforts, etc.)

(10) Clarifying how necessary changes can be accomplished (e.g., change mechanisms – steering change, external and internal change agents, underwriting for the change process)

(11) Formulating a longer-range strategic plan for maintaining momentum, progress, quality improvement, and creative renewal

By this point in the process, the following matters should have been clarified: (a) what valued functions could be lost, (b) why they should be saved, and (c) who can help champion a campaign for saving them. In addition, strong motivational readiness for the necessary systemic changes should have been established.

**Stage 4: Proceeding with Specific Systemic Changes**

At this juncture, the next steps to save threatened functions involve:

(12) Assessing readiness to proceed with specific systemic changes

(13) Establishing an infrastructure and action plan for carrying out the changes

(14) Anticipating barriers and how to handle them

(15) Negotiating and renegotiating initial agreements (e.g., memoranda of understanding)

(16) Flexible and adaptive implementation with a focus on maintaining high levels of commitment to accomplishing desirable and necessary systemic changes (e.g., ensuring each task/objective is attainable; ensuring effective task facilitation and follow-through; negotiating long-term agreements and policy; celebrating each success; renewal)

**Going to Scale**

Efforts to create systemic changes require much more than implementing demonstrations at a few sites. Improved approaches are only as good as the ability of a school district and community to develop and institutionalize them on a large scale. This process often is called diffusion, replication, roll out, or scale-up.

For the most part, education and community researchers and reformers have paid little attention to the complexities of large-scale diffusion. This is evident from the fact that the nation’s research agenda does not include major initiatives to delineate and test models for widespread replication of education reforms (see Replication and Program Services, 1993; Taylor, Nelson, & Adelman, 1999; Vander Ark, 2002). Furthermore, leadership training has
given short shrift to the topic of scale-up. Thus, it is not surprising that the pendulum swings that characterize shifts in the debate over how best to teach reading are not accompanied with the resources necessary to accomplish prescribed changes throughout a school-district in an effective manner. Common deficiencies include inadequate strategies for creating motivational readiness among a critical mass of stakeholders, especially principals and teachers, assignment of change agents with relatively little specific training in facilitating large-scale systemic change, and scheduling unrealistically short time frames for building capacity to accomplish desired institutional changes. As Tom Vander Ark, executive director of education for the Bill and Melinda Gates Foundation notes: “Effective practices typically evolve over a long period of high-functioning, fully engaged systems.”

For many years, our work revolved mainly around developing demonstration programs. Major examples include the Early Assistance for Students and Families project (funded by the U.S. Department of Education), the restructuring of education support services in a large school district, and the development of the Urban Learning Centers’ model for comprehensive school reform (supported by the New American Schools Development Corporation, NASDC). More recently, we have moved into the world of replicating new approaches on a large-scale. Confronted with the problems and processes of scale-up, we analyzed a broad range of psychological and organizational literature and delineated the following working framework for scale-up (Adelman & Taylor, 1997).

Figure 11 in Part V lists specific scale-up oriented tasks related to the four phases of systemic change. (For more on each phase and a discussion of some major lessons learned from our recent efforts, see Adelman and Taylor, 1997 and Taylor, Nelson, & Adelman, 1999.) Each task requires careful planning based on sound intervention fundamentals. At the onset, we should stress that initiating and guiding prototype replication requires a scale-up mechanism. One way to conceive such a mechanism is in terms of a scale-up project. Such a project provides a necessary organizational base and skilled personnel for disseminating a prototype, negotiating decisions about replication, and dispensing the expertise to facilitate scale-up.

Think about the best model around for how schools can improve the way they address barriers to student learning. Assuming the model has demonstrated cost-effectiveness and that a school-district wants to adopt/adapt it, the first problem becomes that of how to replicate it, and the next problem becomes that of how to do so at every school. Or, in common parlance, the question is: How do we get from here to there?

Whether the focus is on establishing a prototype at one site or replicating it at many, the systemic changes can be conceived in terms of four overlapping phases: (1) creating readiness – by enhancing a climate/culture for change, (2) initial implementation – whereby change is carried out in stages using a well-designed guidance and support infrastructure, (3) institutionalization – accomplished by ensuring there is an infrastructure to maintain and enhance productive changes, and (4) ongoing evolution – through use of mechanisms to improve quality and provide continuing support.

As indicated in Figure 11, a change mechanism is needed. One way to conceive such a mechanism is in terms of a system implementation staff. Such staff provides a necessary organizational base and skilled personnel for disseminating a prototype, negotiating decisions about replication, and dispensing the expertise to facilitate implementation of a prototype and eventual scale-up. They can dispense expertise by sending out a team...
consisting of personnel who, for designated periods of time, travel to the location in which the prototype is to be implemented/replicated. A core team of perhaps two-to-four staff works closely with a site throughout the process. The team is augmented whenever a specialist is needed to assist in replicating a specific element of the prototype design. Implementation and scaling-up of a comprehensive prototype almost always requires \textit{phased-in} change and the addition of \textit{temporary infrastructure mechanisms} to facilitate changes.

The frameworks presented highlight key facets and specific tasks related to the four phases of prototype implementation and eventual scale-up. Note in particular the importance of

\begin{itemize}
\item ongoing social marketing
\item articulation of a clear, shared vision for the work
\item ensuring there is a major policy commitment from all participating partners
\item negotiating partnership agreements
\item designating leadership
\item enhancing/developing an infrastructure based on a clear articulation of essential functions (e.g., mechanisms for governance and priority setting, steering, operations, resource mapping and coordination; strong facilitation related to all mechanisms)
\item redeploying resources and establishing new ones
\item building capacity (especially personnel development and strategies for addressing personnel and other stakeholder mobility)
\item establishing standards, evaluation processes, and accountability procedures.
\end{itemize}

Systematic efforts to scale-up can dispense expertise by sending out a scale-up \textit{team} consisting of project staff who, for designated periods of time, travel to replication sites. A core team of perhaps two-to-four staff works closely with a site throughout the replication process. The team is augmented whenever a specialist is needed to assist with a specific element, such as new curricula, use of advanced technology, or restructuring of education support programs. Scaling-up a comprehensive prototype almost always requires \textit{phased-in} change and the addition of \textit{temporary infrastructure mechanisms} to facilitate changes.

\textbf{Awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with limited financial resources, leads to the caution that the type of approach described above is not a straight-forward sequential process.} Rather, the process proceeds and changes emerge in overlapping and spiraling ways. Nevertheless, it helps to have the type of step-by-step overview that has been just outlined.
Below are a few points about underwriting the change process.

A basic funding principle is that no single source of or approach to financing is sufficient to underwrite major systemic changes.

**Opportunities to Enhance Funding**

- Geforms that enable redeployment of existing funds away from redundant and/or ineffective programs
- Geforms that allow flexible use of categorical funds (e.g., waivers, pooling of funds)
- Health and human service reforms (e.g., related to Medicaid, TANF, S-CHIP) that open the door to leveraging new sources of MH funding
- Accessing tobacco settlement revenue initiatives
- Collaborating to combine resources in ways that enhance efficiency without a loss (and possibly with an increase) in effectiveness (e.g., interagency collaboration, public-private partnerships, blended funding)
- Policies that allow for capturing and reinvesting funds saved through programs that appropriately reduce costs (e.g., as the result of fewer referrals for costly services)
- Targeting gaps and leveraging collaboration (perhaps using a broker) to increase extramural support while avoiding pernicious funding
- Developing mechanisms to enhance resources through use of trainees, work-study programs, and volunteers (including professionals offering pro bono assistance).

**For More Information**

The Internet provides ready access to info on funding and financing.

Regarding funding, see:

- School Health Program Finance Project Database – http://www2.cdc.gov/nccdphp/shfp/index.asp
- School Health Finance Project of the National Conference of State Legislators – http://ncsl.org/programs/health/pp/schlfund.htm
- Snapshot from SAMHSA – http://www.samhsa.gov
- The Catalog of Federal Domestic Assistance – http://www.gsa.gov/
- The Federal Register – www.access.gpo.gov/GPOAccess
- The Foundation Center – http://fdncenter.org
- Surfin' for Funds – guide to internet financing info http://smhp.psych.ucla.edu/ (search Quick Find)

Regarding financing issues and strategies, see:

- The Finance Project – http://www.financeproject.org
- Center on Budget and Policy Priorities – http://www.cbpp.org

To foster service coordination, there are several ways to use existing dollars provided to a district by the federal government. For example, some districts use funds from Title I of the No Child Left Behind Act based on a provision that encourages steps to foster service coordination for students and families. A similar provision exists in the 1997 reauthorization of the Individuals with Disabilities Education Act. Other possible sources are Community MH Services block grant, funds related to after school programs, state-funded initiatives for school-linked services, etc.

**References and Resources**


Alliance for Children and Families (no date). *Building circles of support for stronger families: Sustaining the program, families, and schools together*. See http://www.alliance1.org


Kramer, R. (no date). *Strategies for the long-term institutionalized of an initiative: An Overview*. From the Community Tool Box – see http://ctb.lsi.ukans.edu


Nagy, J. (no date). *Developing a plan for financial sustainability*. From the Community Tool Box – see http://ctb.lsi.ukans.edu

Nagy, J. (no date). *Understanding Social Marketing*. From the Community Tool Box – see http://ctb.lsi.ukans.edu


**From the Center for Mental Health in Schools:**
(The following can be downloaded from [http://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu))

- Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base
- Developing Resource-Oriented Mechanisms to Enhance Learning Supports
- Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling
- Evaluation and Accountability: Getting Credit for All You Do
- Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships
- Financial Strategies to Aid in Addressing Barriers to Learning
- Financing Mental Health for Children & Adolescents (Brief and Fact Sheet)
- Framing New Directions for School Counselors, Psychologists, & Social Workers
- Guidelines for a Student Support Component
- Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together
- New Directions for Student Support: Some Fundamentals
- New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning
- Organization Facilitators: A Change Agent for Systemic School and Community Changes
- Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports
- Restructuring Boards of Education to Enhance Schools’ Effectiveness in Addressing Barriers to Student Learning
- Rethinking Student Support to Enable Students to Learn and Schools to Teach
- Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning
- School-Community Partnerships: A Guide
- Summits on New Directions for Student Support
- Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit
- Where's It’s Happening? New Directions for Student Support
- Working Together: From School-Based Collaborative Teams to School-Community-Higher Education Connections

**Some Helpful Websites to search related to this topic:**

- The Community Toolbox – [http://ctb.lsi.ukans.edu](http://ctb.lsi.ukans.edu)
- Northwest Regional Educational Laboratory – [http://www.nwrel.org](http://www.nwrel.org)
- Annie E Casey Foundation – [http://www.aecf.org](http://www.aecf.org) (e.g., see documents such as “Rebuilding Communities” for discussions of sustainability)
Appendices for the Reading:

*New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale*

A. Readiness for Systemic Change

B. Social Marketing, Data, and Systemic Change

C. Formative and Summative Evaluation of Efforts to Sustain Functions
Appendix A

Readiness for Systemic Change

Substantive change is most likely when high levels of positive energy among stakeholders can be mobilized and appropriately directed over extended periods of time. That is, one of the first concerns related to systemic change is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for proceeding in ways that establish and maintain an effective match with the motivation and capabilities of involved parties.

The initial focus is on communicating essential information to key stakeholders using strategies that help them understand that the benefits of change will outweigh the costs and are more worthwhile than competing directions for change.

The strategies used must be personalized and accessible to the subgroups of stakeholders (e.g., must be “enticing,” emphasize that costs are reasonable, and engage them in processes that build consensus and commitment).
Benchmarks related to Creating Readiness for Systemic Change
Related to School/Community Approaches to Addressing Barriers to Learning,
Promoting Healthy Development, & Closing the Achievement Gap

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I. Orienting Stakeholders

A. Basic ideas and relevant research base are introduced to key stakeholders using “social marketing” strategies
   > school administrators
   > school staff
   > families in the community
   > business stakeholders

B. Opportunities for interchange are provided & additional in-depth presentations are made to build a critical mass of consensus for systemic changes

C. Ongoing evaluation of interest is conducted until a critical mass of stakeholders indicate readiness to pursue a policy commitment

D. Ratification and sponsorship are elicited from a critical mass of stakeholders

II. Establishing Policy Commitment & Framework

A. Establishment of a high level policy and assurance of leadership commitment

B. Policy is translated into an inspiring vision, a framework, and a strategic plan that phases in changes using a realistic time line

C. Policy is translated into appropriate resource allocations (leadership, staff, space, budget, time)

D. Establishment of incentives for change (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)

E. Establishment of procedural options that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable

F. Establishment of an infrastructure and processes that facilitate change efforts

G. Establishment of a change agent position

H. Establishment of temporary infrastructure mechanisms for making systemic changes

I. Initial capacity-building – developing essential skills among stakeholders to begin implementation

J. Benchmarks are used to provide feedback on progress and to make necessary improvements in the process for creating readiness
Appendix B

Social Marketing, Data, and Systemic Change

Social marketing is an important tool for fostering a critical mass of stakeholder support for efforts to change programs and systems. Particularly important to effective marketing of change is the inclusion of the evidence base for moving in new directions.

The handout included here can be used to provide a quick introduction as a basis for discussion by school-community partners about the importance of social marketing to sustainability.

For an example of a research base that can be used to support comprehensive, multifaceted approaches to addressing barriers to student learning, see the UCLA Center Brief entitled: *Addressing barriers to student learning and promoting healthy development: A usable research base*. This summary of data can be extrapolated and combined with local data and anecdotes to support a variety of school-community endeavors. The brief can be downloaded from the Center’s website: http://smhp.psych.ucla.edu – hard copies can be ordered at cost.
Appendix B: Social Marketing as a Spiraling Facet of Program and Systemic Change

Social marketing is a tool for accomplishing social change.

As such, it can be used in good or bad ways.

Social marketing draws on concepts developed for commercial marketing, but in the context of school and community change, we are not talking about selling products. We are trying to build a consensus for ideas and new approaches that can strengthen youngsters, families, and neighborhoods. Thus, we need to reframe the concept to fit our purposes.

Some Basic Marketing Concepts as Applied to Changing Schools and Communities

- The aim is to influence action by key stakeholders
- To achieve this aim, essential information must be communicated to key stakeholders and strategies must be used to help them understand that the benefits of change will outweigh the costs and are more worthwhile than competing directions for change
- The strategies used must be personalized and accessible to the subgroups of stakeholders (e.g., must be “enticing,” emphasize that costs are reasonable, and engage them in processes that build consensus and commitment)

Because stakeholders and systems are continuously changing, social marketing is an ongoing process.

Social Marketing as an Aid in Creating Readiness for Change

From a teaching and learning perspective, the initial phases of social marketing are concerned with creating readiness for change. Substantive change is most likely when high levels of positive energy among stakeholders can be mobilized and appropriately directed over extended periods of time. That is, one of the first concerns related to systemic change is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for proceeding in ways that establish and maintain an effective match with the motivation and capabilities of involved parties.

With respect to systemic change, the initial aims are to

- Introduce basic ideas and the relevant research base to key stakeholders using “social marketing” strategies
- Provide opportunities for interchange & additional in-depth presentations to build a critical mass of consensus for systemic changes
- Conduct ongoing evaluation of interest until a critical mass of stakeholders indicate readiness to pursue a policy commitment
- Obtain ratification and sponsorship by critical mass of stakeholders
- Establish a high level policy and ensure leadership commitment
- Translate policy into an inspiring vision, a framework, and a strategic plan that phases in changes using a realistic time line
- Translate policy into appropriate resource allocations (leadership, staff, space, budget, time)
- Establish incentives for change (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)
- Establish procedural options that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable
- Establish an infrastructure and processes that facilitate change efforts
- Establish a change agent position
- Establish temporary infrastructure mechanisms for making systemic changes
- Build initial implementation capacity – develop essential skills among stakeholders
- Use benchmarks to provide feedback on progress and to make necessary improvements in the process for creating readiness
Appendix C
Formative and Summative Evaluation of Efforts to Sustain Functions

As highlighted earlier, findings supporting the value of sustaining functions are invaluable in making the case for doing so. Such data come from intervention/program evaluation.

In this section, the emphasis is on a different evaluation focus – monitoring and determining the efficacy of the sustainability activity.

Essentially what is involved is:

- C formulating an evaluation action plan
- C adopting specific *benchmarks* for monitoring progress
- C specifying and measuring *immediate indicators* that functions are sustained
- C specifying and measuring *longer-term indicators* that functions are sustained

The format for *action planning* presented in the Center’s document entitled: *Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth* can be adapted for planning what needs to be done here, by whom, and by when.

On the following pages is a *benchmark* tool that can be adapted.

*Immediate indicators* that functions are sustained include data from several sources that show functions that were in danger of being lost (1) are being continued and (2) are being carried out in ways that maintain their potency.

*Longer-term indicators* that functions are sustained include data from several sources that show functions in danger of being lost are *institutionalized*. The focus here is on matters such as including the functions in policy statements, as regular items in the budget, as part of regular job descriptions for administrative and line staff, as part of the systems’ accountability reviews, and so forth.
# Benchmarks for Monitoring and Reviewing Progress of Sustainability Activity

## I. Preparing the Argument for Sustaining Valued Functions

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Developing an understanding of the *current status* of the local big picture agenda

Clarifying how specific functions have contributed to the big picture agenda (e.g., data on results) and where the functions fit in terms of current policy and program priorities

Clarifying what valued functions will be lost if the school(s) and community do not determine ways to sustain them

## II. Mobilizing Interest, Consensus, and Support among Key Stakeholders

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Identifying champions for the functions and clarifying the mechanism(s) for bringing a broad base of supporters together to work on sustainability

Clarifying cost-effective strategies for sustaining functions

Planning and implementing a “social marketing” strategy specifically to garner a critical mass of stakeholder support

Planning and implementing strategies to obtain the support of key policy makers

## III. Clarifying Feasibility

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Clarifying how the functions can be institutionalized into existing, modified, or new infrastructure of organizational and operational mechanisms

Clarifying how necessary changes can be accomplished

Formulating a longer-range strategic plan for maintaining momentum, progress, quality improvement, and creative renewal
IV. Proceeding with Specific Systemic Changes

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<th>Activity</th>
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<tr>
<td>Assessing readiness to proceed with specific systemic changes</td>
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<td>Establishing an infrastructure and action plan for carrying out the changes</td>
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<td>Anticipating barriers and how to handle them</td>
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<td>Negotiating and renegotiating initial agreements (e.g., MOUs)</td>
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<tr>
<td>Maintaining high levels of commitment to accomplishing desirable and necessary systemic changes</td>
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An overarching benchmark involves the monitoring of the implementation of the evaluation action plan.

Planners must understand the environment in which they work and acknowledge the chaos that is present.

W. Sybouts
Materials for use as
Handouts/Overheads/Slides
in Presenting
Part V
V. The Systemic Change Problem: Moving Schools Forward in Addressing Barriers to Learning

A. The Role of Standards and Accountability Indicators

B. Frameworks for Understanding Key Facets of Systemic Change

C. Change Agent and Catalytic Facets of Leadership Roles

>>Group Activity – *Moving Schools Forward:*
*What will it take to make it happen?*

>>Brief Follow-up Reading –
*New Initiatives: Considerations related to planning, implementing, sustaining, and going-to-scale*
How do we get from here to there?

System Change!

Is this your change process?

We can't wait for Miracles!!!!
Addressing Barriers to Student Learning: New Directions

Needed:

Expanded Frameworks for

C Standards

C School Accountability
# Expanding the Framework for School Accountability

## Indicators of Positive Learning and Development

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<th>Indicators of Positive Learning and Development</th>
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<tbody>
<tr>
<td>High Standards for Academics* (measures of cognitive achievements, e.g., standardized tests of achievement, portfolio and other forms of authentic assessment)</td>
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<tr>
<td>High Standards for Learning/Development Related to Social &amp; Personal Functioning* (measures of social learning and behavior, character/values, civility, healthy and safe behavior)</td>
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<tr>
<td>Benchmark Indicators of Progress for &quot;Getting from Here to There&quot;</td>
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<tr>
<td>High Standards for Enabling Learning and Development by Addressing Barriers** (measures of effectiveness in addressing barriers, e.g., increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer referrals for specialized assistance, fewer referrals for special education, fewer pregnancies, fewer suspensions and dropouts)</td>
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**Community Report Cards**

C increases in positive indicators

C decreases in negative indicators

---

*Results of interventions for directly facilitating development and learning.

**Results of interventions for addressing barriers to learning and development.
Developing a Logic Model for Interventions to Strengthen Young People, Schools, Families, & Neighborhoods

Clarify answers to the following questions:
1. What is the vision and long-term aims?
2. What are the existing resources that might be woven together to make better progress toward the vision?
3. What general intervention functions and major tasks need to be implemented?
4. What structure/strategies are needed to carry out the functions and tasks (including governance and resource management)?
5. What are the implications for (re)deploying existing resources and requesting additional resources?
6. What systemic changes are needed and what is the plan for accomplishing these (e.g., policy rethinking current reforms; leadership for change and other change agent mechanisms)
New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale

**NATURE & SCOPE OF FOCUS**

<table>
<thead>
<tr>
<th>Intervention/ Program Prototype Development</th>
<th>Adoption/Adaptation of the Prototype at a Particular Site</th>
<th>System-Wide Replication/ Scale-Up</th>
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<tbody>
<tr>
<td>Social Marketing</td>
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<tr>
<td>Vision &amp; Policy Commitment</td>
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<td>Partnership Negotiation &amp; Leadership Designation</td>
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<td>Infrastructure Enhancement/Develop. (e.g., mechanisms for governance, steering, operation, coordination)</td>
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<td>Resources – Redeployed &amp; New (e.g., time, space, funds)</td>
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<td>Capacity Building (especially development of personnel &amp; addressing personnel mobility)</td>
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<td>Standards, Evaluation, &amp; Accountability</td>
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**SOME KEY FACETS**

**PHASES OF THE CHANGE PROCESS**

- Creating Readiness
- Initial Implementation
- Institutionalization
- Ongoing Evolution/ Creative Renewal
Some Key Elements in Making System Changes

(1) SOCIAL MARKETING 101
(Simple messages – the rhetoric of the new – necessary, but insufficient)

(2) VISION & COMMITMENT
A Comprehensive, Multifaceted, and Integrated Approach for
Addressing Barriers to Student Learning & Promoting Healthy Development

(3) LEADERSHIP & INFRASTRUCTURE

- administrative leads
  - district (e.g., assistant superintendent)
  - school site administrative lead (principal, AP)
- Board of Education (e.g., subcommittee)
- Resource Teams/Councils (school, cluster/complex, district mechanisms)
- Organization Facilitators/Change Agents

(4) RESOURCES

- redeployment of current expenditures
  - Title I of NCLBA (5% of ESEA dollars for coordinated services)
  - IDEA (5% of special education dollars for coordinated services)
  - other “compensatory” education dollars
  - other special education dollars
  - safe and drug free school dollars
  - general funds for student support services

- better integration of
  - community resources (including post secondary institutions)
  - grants

(5) CAPACITY BUILDING (especially time, space, and inservice education)

- including all stakeholders

- intensive efforts during first phases of change require extra support and use
  of temporary mechanisms to facilitate the changes

- need to address the problem of turnover and newcomers

Major system change is not easy, but the alternative is
promoting a very unsatisfactory status quo.
CHANGE AGENT & CATALYTIC FACETS OF LEADERSHIP ROLES

C Promoting commitment to vision, policy, and outcomes – (including “social marketing”)

C Developing a cohesive set of standards for such a component

C Facilitating initial agreements -- on program content, strategies, and system changes and their ongoing refinement

C Promoting the braiding of all resources used for addressing barriers to learning

C Facilitating initial implementation of program and systemic change

C Playing a key role in building capacity -- coaching, mentoring, teaching (creating a good fit by matching motivation and capability)

C Working to expand the accountability framework to account for such a component

C Ensuring a focus on sustainability and scale-up

Adapted from Rust and Freidus (2001)
Guiding School Change: The Role and Work of Change Agents, Teachers College Press.
Group Reflection and Discussion

Moving Schools Forward: 
What will it take to make it happen?

(1) In general, what do you think must be done in order to “get from here to there?” (e.g., What actions must be taken? By who? What must be done to ensure new directions are considered seriously?).

(2) What do you see as the next steps that must be taken to move schools forward in developing a comprehensive component to address barriers to learning?

(3) What barriers to systemic change do you see and how might they be overcome?

Group Process Guidelines:

C Start by identifying someone who will facilitate the group interchange
C Take a few minutes to make a few individual notes on a worksheet
C Be sure all major points are compiled for sharing with other groups.
C Ask someone else to watch the time so that the group doesn’t bog down.
Concluding Comments

Emerging reforms are reshaping the work of all school professionals. Student/learning supports in schools are expanding and changing rapidly. We all have the opportunity and the responsibility to play a bigger role in moving schools toward a comprehensive approach for dealing with barriers to learning, and in the process, we can ensure that schools enhance their efforts to promote healthy development.

It has become increasingly evident that the relatively small number of student support staff available to schools can provide only a small proportion of the direct services needed by students. Every call for new directions stresses that student support functions must go beyond direct service and traditional consultation. All who work in the schools must be prepared not only to provide direct help but to act as advocates, catalysts, brokers, and facilitators of systemic reform. Particularly needed are efforts to improve intervention efficacy through integrating physical and mental health and social services. More extensively, the need is for systemic restructuring of all support programs and services into a comprehensive and cohesive set of programs.

The more such staff are used at the level of program organization, development, and maintenance, the greater the number students who potentially will benefit. In this respect, it is encouraging to note the growing trend for student support staff to expand their roles to include:

- Direct service activity (e.g., crisis intervention in emergency situations; short-term assessment and treatment, including facilitating referral and case management; prevention through promotion of physical and mental health and enhancing resources through supervising professionals-in-training and volunteers),

- Resource coordination and development (e.g., organizing existing programs; integrating with instruction through inservice mentoring and consultation; interfacing with community agencies to create formal linkages; preparing proposals and developing new programs; acting as an agent of change to create readiness for systemic reform and facilitating development of mechanisms for collaboration and integration; providing support for maintenance of reforms; participation on school governance and planning bodies),

- Enhancing access to community resources (e.g., identifying community resources; assisting families to connect with services; working with community resources to be more responsive to the needs of a district's students; community coalition building).
Discussion now needs to focus on how these three areas of function should be prioritized so school-based professionals can use their time to produce the broadest impact. Used properly, school support staff can play a potent role in creating a comprehensive component to address barriers to learning at every school to meet the needs of students, families, and school staff.

Overcoming today's limitations and meeting tomorrow's challenges requires a clear picture of where we want to go and how we can get there. Over the next few years, there will be fundamental changes in the ways in which the needs of young people are addressed. We all have the opportunity to play key roles in redesigning schools internally and in terms of how they work with others in the surrounding community to better address barriers to learning and enhance healthy development. Our hope is that the material presented in this continuing education module has not only provided some new information, but a picture of emerging trends and their implications.

In particular, we have tried to emphasize that there is ample direction for improving how schools address barriers to learning and teaching. The time to do so is now. Unfortunately, too many school professionals and researchers are caught up in the day-by-day pressures of their current roles and functions. Everyone is so busy "doing" that there is no time to introduce better ways. One is reminded of Winnie-the-Pooh who was always going down the stairs, bump, bump, bump, on his head behind Christopher Robin. He thinks it is the only way to go down stairs. Still, he reasons, there might be a better way if only he could stop bumping long enough to figure it out.
School improvement policies and plans designed to leave no child behind will fail if they leave student support staff behind.

New Directions: Where’s it Happening?

Note: The Summits Initiative: New Directions for Student Support was introduced in October, 2002 with a National Summit. Regional Summits were held for eastern states in March and for midwestern states in May, 2003. Other Regionals will be held in the fall, 2003. Plans call for convening a summit for each state. For more info, see the various Summit documents and reports at http://smhp.psych.ucla.edu

Moving student support in new directions requires rethinking how best to address barriers to learning and teaching. It means revamping the way learning supports are used. A major purpose of the Summits Initiative is to stimulate such rethinking and to support widespread systemic changes leading to comprehensive, multifaceted approaches.

As part of the work, we are compiling information about pioneering and trailblazing examples that help clarify new directions. Relevant work is being carried out at schools, districts, and state levels. Such groundbreaking endeavors provide intriguing glimpses into the future of student support and offer invaluable lessons learned. Some already are well along the way; some are in the planning stage or are taking first steps. A few have begun comprehensive innovations but have yet to generate the type of momentum necessary to produce full blown systemic change. We have compiled and put online descriptions of 12 locales; we look forward to adding many more examples in coming years.(See Center document – Where’s It Happening? New Directions for Student Support.)

What we most want to document is ambitious and comprehensive “out-of-the-box” thinking. As noted on page 2, we group innovations into (1) places where broad-based systemic changes are underway, (2) places where an interesting innovation is or has been implemented, and (3) places developing strategic plans for broad-based systemic changes. Other examples will be added as they are identified and relevant descriptive materials are gathered.

Full scale efforts address four key problems that must be the focus of new directions thinking. First and foremost, these approaches revisit school improvement policies to expand them in ways that end marginalization of student supports. Second, they adopt intervention frameworks that encompass a comprehensive and multifaceted intervention continuum that guides development of a cohesive enabling/learning support component. Third, they reframe the infrastructure at school, complex, and district levels to ensure effective leadership, redefined roles and functions, and resource-oriented mechanisms. Fourth, they use strategic approaches to enable systemic change and scale up so that every school in a district has an effective component for addressing barriers to learning and teaching.

Hawai`i

Unlike other states, Hawai`i’s education, health, and social service agencies are state controlled. This means that the State Department of Education has direct responsibility for all schools. In 1997, the Department decided to move in major new directions with respect
Categorizing Pioneering & Trailblazing New Directions for Student Support

Group I: Places Where Broad-based Systemic Changes Are Underway
- Hawai‘i (at state, district, school levels)
- Madison, WI (at district and school levels)
- St. Paul, MN (at district and school levels)
- Urban Learning Center Design (a comprehensive school reform model)

Group II: Places Where Some Form of Innovation is or has been Implemented
- Los Angeles, CA (at district and complex levels)
- Buffalo, NY (at district and school levels)
- Detroit, MI (at district and school levels)
- Somerset County, MD (at the school level)
- Denver, CO (at the district level)
- California (at the state level)
- Washington (at the state level)

Group III: Places Developing Strategic Plans for Broad-based Systemic Changes
- Albuquerque, NM (at the district level)
- Columbus, OH (at the district level)
- Columbia, SC (at the district level)
- Dallas, TX (at the district level)

We highlight facets of Group I locales in this newsletter. More details on these and on the Group II and III locales are available on the Center website and in a hardcopy document.

to student support. They called the new approach a Comprehensive Student Support System (CSSS).

CSSS is the Department’s umbrella for ensuring a continuum of supports and services ensuring that students, families, teachers, principals, and staff have the support they need to enable student success. This is translated into the continuum necessary for all students to have an equal opportunity to attain the state’s Content and Performance Standards. CSSS particularly stresses prevention and early intervention to meet the changing needs of students in ways that promote their success. The idea is to provide school-based supports in a timely and effective manner and thus to have fewer students in need of complex, intensive services. Differentiated classroom practices are conceived as the base for supporting each student. Beyond the classroom, the focus is on school wide and community programs and resources.

The stated goals for CSSS are to:

1. provide comprehensive, coordinated, integrated, and customized student supports that are accessible, timely, and strength-based

2. involve families, fellow students, educators, and community members as integral partners in the provision of a supportive, respectful learning environment

3. integrate the human and financial resources of appropriate public and private agencies to create caring communities at each school.

Interventions and delivery processes are designed to fit the severity, complexity, and frequency of each student's needs.

With respect to the four key problems that focus new directions thinking, Hawai‘i has done the following:

I. Policy – The concept of a Comprehensive Student Support System (CSSS) has been adopted with the legislature’s support. Establishment of such a component is the policy for all schools.

II. Intervention Framework – Interventions are conceived as a seamless continuum for addressing barriers that impede learning and teaching. The critical elements of student support are conceived as six broad arenas of activity:

C Personalized Classroom Climate and Differentiated Classroom Practices
C Prevention/Early Intervention
C Family Participation
C Support for Transition
C Community Outreach and Support
C Specialized Assistance and Crisis/Emergency Support

These elements are used in developing the Standards Implementation Design (SID) at each school. (The SID process emphasizes standards based, data-driven results focused on learning.) The extent to which the elements are included in the school's delivery of student supports is assessed on an ongoing basis.

Five levels of student support also are conceived. Each increases in intervention intensity or specialization. The five levels are:

Level 1: Basic Support for All Students
Level 2: Informal Additional Support through Collaboration
Level 3: Services through School-Level and Community Programs
Level 4: Specialized Services from DOE and/or Other Agencies
Level 5: Intensive and Multiple Agency Services

III. Infrastructure – The state Department’s Division of Learner, Teacher and School Support, Student Support Branch provides leadership and guides capacity building for CSSS. Each district is asked to clarify who will provide district leadership and be accountable for the component’s development. Each school is asked to identify an administrative lead for CSSS. And, schools are expected to have a resource-oriented mechanism (e.g., a Resource Coordinating Team).

IV. Systemic Change – To facilitate the necessary systemic changes, the state created the position of Student Services Coordinator as a pivotal person to help build school capacity for CSSS. The position of a Complex School Renewal Specialist also was created to help coordinate resources among feeder patterns of schools. Finally, the functions of Complex Resource Teachers have been enhanced to connect with the Student Services Coordinator and Complex School Renewal Specialist.

Want more info? Contact Glenn Tatsuno, Admin., Student Support Branch, 637 18th Ave., Bldg. C, Rm 102, Honolulu, HI 96816 (808/733-4400)

Madison Metropolitan School District, Madison, WI

Madison’s school district is developing an approach that supports the beliefs, values, and practices inherent in a system of comprehensive student support. This is described as “a major change because it requires the construction of system wide supports and staff working in professional learning communities.”

Central to the work are research and best practices that can produce positive student outcomes related to the following core elements:

C practices that focus equally on improvement of learning, increased student engagement with schooling, and development of positive relationships between youngsters and adults

C collaborative problem-solving strategies to determine why youngsters are not engaged, learning, or developing positive relationships

C systematic, progressive supports and interventions for youngsters who are not having success, which in turn is intended to reduce dependence on special education

C a culture that embraces collaboration among staff, parents/guardians, and the community and that links with community supports and services.

With respect to the four key problems that focus new directions thinking, Madison has done the following:

I. Policy – The district’s 1999-2000 updated strategic plan established policy priorities and goals to address the immediate and emerging challenges facing the district. In addition to instructional excellence, high level priority was assigned to student support (assuring a safe, respectful and welcoming learning environment) and home and community partnerships. These priorities are to be accomplished in ways that enhance staff effectiveness and fiscal responsibility.

II. Intervention Framework – The new framework fully integrates student support with its concern for improving instruction. The framework’s primary organizing concepts are (1) engagement (connection to schooling), (2) learning (acquiring knowledge and skills), and (3) relationships (connections to people). Thus, practices are to “focus equally on improvement of learning, increased student engagement with schooling, and development of positive relationships between children and adults.”

For students not succeeding at school, the framework provides for a progressive assessment and problem solving sequence. The sequence starts with classroom specific supports, moves to school/district wide supports if necessary, on to time limited specialized support when needed, and finally offers long term intensive specialized support.
District staff are using the following continuum as an organizing framework for mapping and analyzing resource use, identifying intervention gaps, and identifying priorities for program development:

- **Systems for Positive Development & Systems of Prevention**: primary prevention (low end need/low cost per student programs)
- **Systems of Early Intervention**: early-after-onset (moderate need, moderate cost per student programs)
- **Systems of Care**: treatment of severe and chronic problems (high end need/high cost per student programs)

**III. Infrastructure & IV. Systemic Change** – The infrastructure at each school is conceived in terms of (1) a building leadership team, (2) an intervention team, and (3) a building consultation team. At the district level, student support leadership are part of the instructional cabinet to ensure full integration of the framework components. There also is a Framework Advisory Team.

The current focus is on developing the comprehensive student support system and professional learning community. Strategic priority action teams have been given responsibility to:

- provide oversight for existing initiatives
- identify implementation strategies resulting from the strategic planning process
- identify indicators, targets and measure
- recommend benchmarks and standards for assessing school district performance
- use these benchmarks and standards to identify and/or validate areas of improvement
- recommend improvement projects

The District staff development program is establishing “Framework Resource Teachers” to work with support staff and schools to develop “Framework School Teams.” These teams will include: a building leadership team, an intervention team, and a building consultation team.

Want more info? Contact Mary Gulbrandsen, Chief of Staff, 545 W. Dayton St., Madison, WI 53703 (608/663-1670)

**Saint Paul Public Schools, St. Paul, MN**

In recent years, the Saint Paul schools have explored new directions for providing learning supports through special projects. With support from the Wilder Foundation, they focused on three schools designated as Achievement Plus schools. Then, with a federal Safe Schools/Healthy Students grant (in collaboration with Wilder), they expanded from a narrow MH focus to an emphasis on addressing barriers to learning. This was done by adopting a comprehensive learning support approach. As part of this work, a plan was developed to scale up to 13 schools using specially trained consultants.

At each site, interventions are conceived in terms of the following six areas:

- coordinating and providing services to students and families
- responding to and preventing crises
- classroom teacher support and consultation
- supporting transitions
- increasing home involvement in schooling
- developing greater community involvement and support for the school

The work of the specially trained consultants involves building infrastructure, facilitating systemic changes, and helping establish procedures to coordinate and develop interventions. Initial efforts have focused on integrating school interventions and developing a broad-based preventive emphasis to address the needs of urban learners. To these ends, resource-oriented mechanisms have been used to map resources and ensure interventions match the assessed needs of the school staff, parents, and students.

Based on this work and related initiatives (including the MN State Summit for New Directions for Student Support), an administrator from the District reports the following as of July 2, 2003:

“Some very exciting developments are presently underway in Saint Paul. We are on the cusp of serious change! [Here’s] a bit of a progress update:

1. Recently, the Office of Accountability has set a new direction for the office to reconstitute . . . from [being] the “accountability cops” to a functional unit which not only bears the responsibility for school improvement but also adheres to the belief that student support services are vital components to ensure student success.... Saint Paul Schools are firmly taking a stand recognizing that student support and learner support are as important as instruction.... We are even looking at a new name for the Office of Accountability! The vision and mission are in draft form....

2. ... last month, we brought the leaders of the school counselors, school social workers, school psychologists, nurses and chemical health together and formally began the discussion of how we can begin to work together as a team and resource to the schools and to the district.”
3. We have created a Middle School Initiative district wide to address school reform in reading and math... This reform will be supported by training from student services and... the Office of Instructional Services, through Title I funding. We will train support staff in the learner support framework, which will match the training elements... taking place with the teaching staff. Wilder Foundation will be working with us in this area.

4. While this is occurring, at a steady pace, we have also sent a message to the rank and file of the school counselors, chemical health specialists, and school social workers that we can no longer do our jobs just the way we have always done them. We are asking these groups to come together, with their professional associations – local and state – and review the learner support framework and devise professional development needs/criteria to support this move... We are asking them to look at their respective professional standards and national organizations and see how this approach fits....

... So, we are steadily moving along with some exciting changes occurring. More to share as the summer progresses. The biggest step, I feel, was fully integrating student support... into the fabric of the "new" to be named - Office of Accountability. I believe our time has come to be recognized, along with instruction, as a fundamental (priority) component to student achievement.”

Urban Learning Center Design

The Urban Learning Center Design was developed with initial support from the New American Schools Development Corporation (now called simply New American Schools). The aim was to develop "break-the-mold" comprehensive school reform designs. Described here is the prototype created through a partnership among the Los Angeles Unified School District's administration, the teachers' union, and a variety of community partners brought together by a private nonprofit then called the Los Angeles Educational Partnership (now the Urban Educational Partnership). Demonstrations were initiated at two sites in Los Angeles. The design was one of those included in the federal legislation supporting school efforts to develop Comprehensive School Reform Initiatives, and as a result, it is under adoption by schools in California, Georgia, Oregon, and Utah.

The design encompasses a three component approach to school improvement. That is, the focus is not just on improved instruction and governance/management. An equal emphasis is given to a third essential component focused on addressing barriers to learning by establishing a comprehensive continuum of learning supports. This Learning Support (or "enabling") Component offers a unifying framework and concrete practices for enabling students to learn and teachers to teach. Key to achieving these educational imperatives is an ongoing process by which school and community resources for addressing barriers to learning and development are restructured and woven together. In defining the component as one that both addresses barriers to learning and promotes healthy development, the design encompasses the type of models described as full-service schools—and goes beyond them to create an approach that is much more comprehensive.

With respect to the four key problems that focus new directions thinking, the Urban Learning Center Model has done the following:

I. Policy – By fully integrating an emphasis on addressing barriers, the third Component provides a unifying framework for developing policy that responds to a wide range of psychosocial factors interfering with learning and performance. It also encompasses a commitment to facilitating healthy development, positive behavior, and asset-building as the best way to prevent problems and as an essential adjunct to corrective interventions.

More specifically, a comprehensive and cohesive component to enable learning by addressing barriers calls for policy that

> weaves together what is available at a school,
> expands what is available by integrating school, community, and home resources,
> enhances access to community resources by linking them to school programs.

The design team prepared the following statement to capture the essence of the type of general policy commitment needed at district and school levels.

We recognize that for some of our students, improvements in instruction and how school is governed and managed are
necessary but not sufficient. We are committed to comprehensively and cohesively addressing barriers to learning and teaching. Thus, we will ensure that a Learning Support (enabling) Component is given the same priority in everyday practices as are the Instructional and Management Components. All three are essential if all students are to have an equal opportunity to succeed at school.

II. Intervention Framework – All this involves a rethinking of school-owned enabling activity, such as pupil services and special and compensatory education programs. Operationalizing a unified component of learning supports requires a framework delineating basic areas of enabling activity. The design specifies six areas of integrated activity. This grouping of activity emerged from research on existing and desired programs and services in schools. The six areas are:

- Classroom-focused Learning Supports
- Crisis assistance and prevention
- Support for transitions
- Home involvement in schooling
- Community outreach for involvement and support (including volunteers)
- Student and family assistance through direct services and referral

III. Infrastructure – Mechanisms are developed to coordinate and eventually integrate school-owned learning support resources and blend them with community resources. Restructuring also must ensure the component is well integrated with the instructional and management components. This minimizes marginalization and fragmentation, and ensures that programs addressing problems play out in classrooms, schoolwide, and throughout the neighborhood. Specifically, leadership, planning, and decision making mechanisms at district and school levels are essential for the successful implementation and sustainability of a Learning Support component.

At the district level, this calls for an assistant or associate superintendent who develops a team that brings together all centralized staff responsible for aspects of learning supports. Such a team is to ensure every school is properly supported as it evolves a comprehensive, multifaceted, and cohesive Learning Support component.

A school-site leader for the component ideally should be a site administrator who participates in the school’s decision-making processes. Such a leader helps develop a resource-oriented mechanism (e.g., a Resource Coordinating Team) that brings together all staff at the school who have responsibility for aspects of learning support. This school-based team is key to ensuring, over time, that a school’s Learning Support component is well developed.

IV. Systemic Change – An Urban Learning Center guidebook outlines a series of 13 steps for “getting from here to there” in establishing a Learning Support component. The steps are organized into three stages:

- Orientation to Learning Supports: Creating Readiness for Change
- Starting Up and Phasing In: Building an Infrastructure
- Maintenance and Evolution: Refining Infrastructure, Increasing Efficacy, and Fostering Creative Renewal

Want more info: Contact Susan Way-Smith, Pres., Urban Education Partnership, 315 W. Ninth St., Suite 1110, Los Angeles 90015 (213/622-5237). Also see the website at: http://www.urbanlearning.org

Do you know some place where a district or state is moving toward major systemic changes in providing student learning supports?

If so, let us know (see newsletter insert). We will be adding to the list and don’t want to miss anyone.
Reference List


Center for Mental Health in Schools. (2000). *A Sampling of outcome findings from interventions relevant to addressing barriers to learning*. Los Angeles: Author at UCLA.


Internet Sites for a Sampling of Major Agencies and Organizations

There are many agencies and organizations that help and advocate for those with learning, behavior, and emotional problems. The following is a list of major links on the World Wide Web that offer information and resources related to such matters. This list is not an exhaustive listing; it is meant to highlight some premier resources and serve as a beginning for your search. Many of the websites will have “links” to others which cover similar topics. In general, the Internet is an invaluable tool when trying to find information on learning, behavior, and emotional problems.

Access KEN (Knowledge Exchange Network)
www.mentalhealth.org/
The federal Center for Mental Health Services provides a national, one-stop source of info and resources on prevention, treatment, and rehabilitation services for mental illness via toll-free telephone services, an electronic bulletin board, and publications. KEN was developed for users of mental health services and their families, the general public, policy makers, providers, and the media.
Contact: P.O. Box 42490, Washington, DC 20015
Phone: 1-800-789-CMHS (2647) Monday to Friday (8:30 A.M. to 5:00 P.M., EST)
Electronic Bulletin Board System (BBS): 1-800-790-CMHS (2647)
Telecommunications Device for the Deaf (TDD): 301-443-9006; Fax: 301-984-8796
E-mail: kengmentalhealth.org

American Academy of Child & Adol. Psychiatry
www.aacap.org/
Site serve both AACAP Members, and Parents and Families. Provides info to aid in the understanding and treatment of the developmental, behavioral, and mental disorders, including fact sheets for parents and caregivers, current research, practice guidelines, managed care information, and more.
Provides fact sheets and other info.

American Psychiatric Association
www.psych.org
Has a variety of reports, publications, and links.

American Psychological Association
www.apa.org
Has a variety of reports, publications, and links.

American School Counselor Association
http://www.schoolcounselor.org/content.cfm?L1=1
Partners with Learning Network to provide school counseling-related content for parents, including age- and grade-specific info to help enhance learning and overall development – both in and outside of school. FamilyEducation.com offers 20 free e-mail newsletters, expert advice on education and child rearing, and home learning ideas. Includes materials for kids with special needs, gifted children, and homeschooling families.

Center for Effective Collaboration and Practice
www.air.org/cecp/
This Center (at the American Institute for Research) identifies promising programs and practices, promotes info exchanges, and facilitates collaboration among stakeholders and across service system disciplines with a focus on the development and adjustment of children with or at risk of developing serious emotional disturbances.

Center for Mental Health in Schools
http://smhp.psych.ucla.edu
Approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Its mission is to improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools. Website has extensive online resources accessible at no cost.

Center for School Mental Health Assistance
http://csmha.umaryland.edu
Provides leadership and TA to advance effective interdisciplinary school-based MH programs.

Center for the Study & Prevention of Violence
www.colorado.edu/cspv
This Center, at the Institute of Behavioral Sciences, University of Colorado at Boulder, provides informed assistance to groups committed to understanding and preventing violence, particularly adolescent violence.

Collaborative for the Advancement of Social and Emotional Learning (CASEL)
www.casel.org/
This is an international collaborative of educators, scientists, policy makers, foundations, and concerned citizens promoting social and emotional educational and development in schools.

Connect for Kids
www.connectforkids.org
A virtual encyclopedia of info for those who want to make their communities better places for kids. Through radio, print, and TV ads, a weekly E-mail newsletter and a discussion forum, provides tools to help people become more active citizens—from volunteering to voting—on behalf of kids.
Council for Exceptional Children
www.cec.sped.org/
Largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. Has divisions focused on LD and Behavioral Disorders.

Education World
www.educationworld.com
Education-based resource and internet search site designed especially for teachers, students, administrators and parents.

ERIC Clearinghouses
Provides extensive info on all topics relevant to education. For example: The Clearinghouse for Counseling and Student Services provides for computer searches of ERIC and info relating to continuing education focused on training, supervision, and continuing professional development in counseling, student services, student development, human services, and mental health professionals; the roles of counselors, social workers, and psychologists in all educational settings and at all educational levels.

“AskEric” searches all ERIC Clearinghouses, including:

>>ERIC Clearinghouse for Counseling and Student Services (ERIC/CASS)
   http://ericcass.uncg.edu/

>>ERIC Clearinghouse on Disabilities and Gifted Children (ERIC EC)
   http://ericec.org/

Family Resource Coalition of America
www.familysupportamerica.org/content/home
For community-based providers, school personnel, those who work in human services, trainers, scholars, and policymakers. Provides resources, publications, technical assistance and consulting, as well as public education and advocacy.

Federal Consumer Information Center
www.pueblo.gsa.gov
Publishes a catalog listing booklets from several federal agencies, including works related to learning, behavior, and emotional problems.

Federal Resource Center for Special Education
www.dssc.org/frc/
Supports a national technical assistance network that responds quickly to the needs of students with disabilities, especially students from under-represented populations.

Higher Education and the Handicapped
www.heath.gwu.edu
National clearinghouse offering statistics and info on post-high school for individuals with disabilities.

Learning Disabilities Association of America
www.ldanatl.org
National non-profit advocacy organization. Site includes info on the association, upcoming conferences, legislative updates, and links to other related resources.

LD Online
www.ldonline.org
Focused on the education and welfare of individuals with learning disabilities. It is geared toward parents, teachers, and other professionals.

Mental Health Net (MHN)
http://mentalhelp.net
Guide to mental health topics, with over 3,000 individual resources listed. Topics covered range from disorders such as depression, anxiety, and substance abuse, to professional journals and self-help magazines that are available online.

National Association of School Psychologist
www.nasponline.org/index2.html
Largest organization for school psychology. Promotes the rights, welfare, education and mental health of children and youth; and advancing the profession of school psychology.

National Association of State Directors of Special Education
www.nasdse.org/
Promotes and supports education programs for students with disabilities.

National Clearinghouse for Alcohol and Drug Information
www.health.org/
The info service of the Substance Abuse and Mental Health Services Administration’s (SAMHSA) Center for Substance Abuse Prevention (CSAP.) This is the world’s largest resource for current information and materials concerning substance abuse. Has both English- and Spanish-speaking info specialists.

National Clearinghouse on Child Abuse and Neglect
www.calib.com
U.S. Dept. of Health and Human Services’ resource for professionals, with info on the prevention, identification, and treatment of child abuse.

National Dropout Prevention Center
www.dropoutprevention.org
Offers clearinghouse and professional development on issues related to dropout prevention and strategies designed to increase the graduation rates.

National Information Center for Children and Youth with Disabilities
www nichcy.org
National info and referral center for families, educators, and other professionals. Has a Spanish version accessible from the main web page.
National Institute of Mental Health (NIMH)  
www.nimh.nih.gov  
Conducts and supports research nationwide on mental illness and mental health, including studies of the brain, behavior, and mental health services.

National Technical Assistance Center for Children's Mental Health  
www.georgetown.edu/research/gucdc/cassp  
Provides TA to improve service delivery and outcomes for children and adolescents with, or at-risk of, serious emotional disturbance and their families. Assists states and communities in building systems of care that are child and family centered, culturally competent, coordinated, and community-based

National Youth Gang Center  
www.iir.com/nygc  
Purpose is to expand and maintain the body of critical knowledge about youth gangs and effective responses to them. Assists state and local jurisdictions in the collection, analysis, and exchange of information on gang-related demographics, legislation, literature, research, and promising program strategies.

Office of Special Education and Rehabilitative Services  
www.ed.gov/offices/OSERS/  
Supports programs that assist in educating children with special needs, provides for the rehabilitation of youth and adults with disabilities, and supports research to improve the lives of individuals with disabilities.

Partnerships Against Violence Network  
www.pavent.org  
"Virtual library" of info about violence and youth-at-risk, representing data from seven different Federal agencies. It is a "one-stop," searchable, information resource to help reduce redundancy in information management and provide clear and comprehensive access to information for States and local communities.

Public Citizen  
www.citizen.org  
Consumer organization (founded by Ralph Nader) fights for the consumer in Washington. Looking up the group’s “Health Research Group” may be useful when researching learning, behavior, and emotional problems.

Teaching Learning Disabilities  
www.teachingld.org  
Provides up-to-date resources about teaching students with learning disabilities (a service of the Division for Learning Disabilities of the Council for Exceptional Children).

Regional Education Laboratories  
http://www.ed.gov/prog_info/Labs/  
With support from the U.S. Department of Education, Office of Educational Research and Improvement (OERI), this network of 10 Regional Educational Laboratories serves geographic regions that span the nation. They work to ensure that those involved in educational improvement at the local, state, and regional levels have access to the best available information from research and practice. This site is one of many ways that the network reaches out to make that information accessible. While each Laboratory has distinctive features tailored to meet the special needs of the geographic region it serves, they also have common characteristics – one of which is promoting widespread access to information regarding research and best practice.

Northeast and Islands Regional Educational Laboratory at Brown University  
(LAB at Brown University)  
www.lab.brown.edu/  
Serves Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands

Laboratory for Student Success (LSS)  
www.temple.edu/lss/  
Serves Delaware, Maryland, New Jersey, Pennsylvania, and Washington, DC

Appalachia Educational Laboratory (AEL)  
www.ael.org/  
Serves Kentucky, Tennessee, Virginia, and West Virginia

SERVE – www.serve.org/  
Serves Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina

North Central Regional Educational Laboratory (NCREL) – www.ncrel.org/  
Serves Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin
Special Education Regional Resource Centers

The following six regional centers offer tools and strategies for achieving effective education and human services delivery systems: coordinating information, providing technical assistance, linking research with practice, facilitating interagency collaboration.

>>Northeast Regional Resource Center
www.wested.org/nerrc/

>>Mid-South Regional Resource Center
www.ihdi.uky.edu/msrrc/
Serves Virginia, West Virginia, North Carolina, South Carolina, Maryland, Delaware, Kentucky, and Tennessee D.C.

>>SouthEast Regional Resource Center
edla.aum.edu/serrc/serrc.html
Serves Florida, Georgia, Alabama, Mississippi, Arkansas, Louisiana, Texas, Oklahoma, and New Mexico Puerto Rico.

>>Great Lake Area Regional Resource Center
www.glarrc.org/
Serves the Great Lakes states of Illinois Indiana Iowa Michigan Minnesota Missouri Ohio Pennsylvania Wisconsin

>>Mountain Plains Regional Resource Center
www.usu.edu/~mprrc/
Serves Arizona, Bureau of Indian Affairs, Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, South Dakota, Utah, Wyoming

>>Western Regional Resource Center
http://interact.uoregon.edu/wrrc/wrrc.html
School Mental Health Project/Center for Mental Health in Schools at UCLA

In an effort to advance the field, the School Mental Health Project was established in 1986 in the Department of Psychology at UCLA to pursue theory, research, practice, and training related to addressing mental health and psychosocial concerns through school-based interventions. Under the auspices of the Project, the national Center for Mental Health in Schools was funded in 1995 and, in October, 2000, began a second five year cycle of operation. The Center is one of two national centers focusing directly on mental health in schools. Its goals are to enhance in strategic ways (1) availability of and access to resources to improve and advance MH in schools, (2) the capacity of systems/personnel, and (3) the role of schools in addressing MH, psychosocial, and related health concerns.

From the perspective of the guiding frameworks described in various works generated by the project/center staff, addressing MH of youngsters involves ensuring

- mental illness is understood within the broader perspective of psychosocial and related health problems and in terms of strengths as well as deficits
- the roles of schools/communities/homes are enhanced and pursued jointly
- equity considerations are confronted
- the marginalization and fragmentation of policy, organizations, and daily practice are countered
- the challenges of evidence-based strategies and achieving results are addressed.

Thus, the Center’s work aims not only at improving practitioners’ competence, but at fostering changes in the systems with which they work. Such activity also addresses the varying needs of locales and the problems of accommodating diversity among those trained and among populations served.

Given the number of schools across the country, resource centers such as ours must work in well-conceived strategic ways. Thus, our emphasis is on expanding programmatic efforts that enable all student to have an equal opportunity to succeed at school and on accomplishing essential systemic changes for sustainability and scale-up through (a) enhancing resource availability and the systems for delivering resources, (b) building state and local capacity, (c) improving policy, and (d) developing leadership.

The strategies for accomplishing all this include

- connecting with major initiatives of foundations, federal government & policy bodies, and national associations;
- connecting with major initiatives of state departments and policy bodies, counties, and school districts;
- collaborating and network building for program expansion and systemic change;
- providing catalytic training to stimulate interest in program expansion and systemic change;
- catalytic use of technical assistance, internet, publications, resource materials, and regional meetings to stimulate interest in program expansion and systemic change.

Because we know that schools are not in the mental health business, all our work strives to approach mental health and psychosocial concerns in ways that integrally connect with school reform. We do this by integrating health and related concerns into the broad perspective of addressing barriers to learning and promoting healthy development. We stress the need to restructure current policy and practice to enable development of a comprehensive and cohesive approach that is an essential and primary component of school reform, without which many students cannot benefit from instructional reforms and thus achievement scores will not rise in the way current accountability pressures demand.

1. The other national center, called the Center for School Mental Health Assistance, is located at the University of Maryland at Baltimore and is directed by Mark Weist. Both Centers are partially supported by the U.S. Dept. of Health and Human Services through the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. The UCLA Center website is: http://smhp.psych.ucla.edu
**Addressing Barriers to Learning:**
Some Published Works and Resources
from the Center for Mental Health in Schools at UCLA

**Publications since 1990**

Motivational readiness and minors’ participation in psychoeducational decision making.

School avoidance behavior: Motivational bases and implications for intervention.

Intrinsic motivation and school misbehavior: Some intervention implications.

Issues and problems related to the assessment of learning disabilities.

Perceived control, causality, expectations, and help seeking behavior.

Mental health facets of the School-Based Health Center movement: Need and opportunity for research and development.

Early school adjustment problems: Some perspectives and a project report.

The classification problem.

LD: The next 25 years.

Two studies of low income parents' involvement in schooling.

**Learning problems and learning disabilities: Moving forward**.


School-based mental health: Toward a comprehensive approach.

A study of a school-based clinic: Who uses it and who doesn’t?


School-based mutual support groups for low-income parents.

Learning disabilities: On interpreting research translations.

Transition support for immigrant students.

School-linked mental health interventions: Toward mechanisms for service coordination and integration.

Mental health status and help-seeking among ethnic minority adolescents.

On intervening to enhance home involvement in schooling.

On understanding intervention in psychology and education.

Clinical psychology: Beyond psychopathology and clinical interventions.

Welcoming: Facilitating a new start at a new school.

Education reform: Broadening the focus.

Appreciating the classification dilemma.

Mobility and school functioning in the early grades.

Mental health in the schools: Promising directions for practice.

Restructuring education support services: Toward the concept of an enabling component.

Restructuring education support services and integrating community resources: Beyond the full service school model.

Toward a scale-up model for replicating new approaches to schooling.

Addressing barriers to learning: Beyond school-linked services and full service schools.

Establishing school-based collaborative teams to coordinate resources: A case study.

Involving teachers in collaborative efforts to better address barriers to student learning.

School counseling, psychological, and social services.

Psychosocial screening.

A policy and practice framework to guide school-community connections.

Mental health in schools: Moving forward.

Confidentiality: Competing principles, inevitable dilemmas.

Reframing mental health in schools and expanding school reform.

Mental health in schools: A federal initiative.

Mental health in schools and system restructuring.

Addressing barriers to student learning: Systemic changes at all levels.

Personalizing classroom instruction to account for motivational and developmental differences.

A school-wide component to address barriers to learning.

Scaling-up reforms across a school district.

Fundamental concerns about policy for addressing barriers to student learning.

Keeping reading and writing problems in broad perspective.

Moving prevention from the fringes into the fabric of school improvement.

Shaping the future of mental health in schools.
Looking at school health and school reform policy through the lens of addressing barriers to learning.

Promoting mental health in schools in the midst of school reform.

Toward ending the marginalization of mental health in schools.

Connecting schools, families, and communities.

School learning.

Enlisting appropriate parental cooperation & involvement in children’s mental health treatment.

Impediments to enhancing availability of mental health services in schools: fragmentation, overspecialization, counterproductive competition, and marginalization.

Building comprehensive, multifaceted, and integrated approaches to address barriers to student learning.

Lessons learned from working with a district’s mental health unit.

Lenses used determine lessons learned.

School-community relations: Policy and practice.


Toward a comprehensive policy vision for mental health in schools.

Aligning school accountability, outcomes, and evidence-base practices.

So you want higher achievement test scores? It’s time to rethink learning supports.

School counselors and school reform: New directions.

Advancing mental health in schools: Guiding frameworks and strategic approaches.

**Materials Produced at the Center**

All the following resources can be downloaded at no cost from the Website of the School Mental Health Project and its Center for Mental Health in Schools (see http://smhp.psych.ucla.edu)

The following documents represent a variety of resources, including

1. *Introductory Packets* – these provide overview discussions, descriptions or model programs, references to publications, access information to other relevant centers, agencies, organizations, advocacy groups, and internet links, and a list of consultation cadre members ready to share expertise;

2. *Resource Aid Packets* (designed to complement the Introductory Packets) – these are a form of tool kit for fairly circumscribed areas of practice. They contain overviews, outlines, checklists, instruments, and other resources that can be reproduced and used as information handouts and aids for training and practice;
Technical Aid Packets – these are designed to provide basic understanding of specific practices and tools;

Technical Assistance Samplers – these provide basic information for accessing a variety of resources on a specific topic such as agencies, organizations, websites, individuals with expertise, relevant programs, and library resources;

Guides to Practice – translates ideas into practice;

Continuing Education Modules, Training Tutorials & Quick Training Aids – these provide learning opportunities and resources for use in inservice training;

Special Reports & Center Briefs

Some Resources Focused on Psychosocial Problems

- C Affect and Mood Problems Related to School Aged Youth (Introductory Packet)
- C Anxiety, Fears, Phobias, and Related Problems: Intervention and Resources for School Aged Youth (Introductory Packet)
- C Attention Problems: Intervention and Resources (Introductory Packet)
- C Behavioral Problems at School (Quick Training Aid)
- C Bullying Prevention (Quick Training Aid)
- C Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders and Perspectives for Prevention and Treatment (Guide to Practice)
- C Conduct and Behavior Problems in School Aged Youth (Introductory Packet)
- C Dropout Prevention (Introductory Packet)
- C Learning Problems and Learning Disabilities (Introductory Packet)
- C Sexual Minority Students (Technical Aid Packet)
- C School Interventions to Prevent Youth Suicide (Technical Aid Packet)
- C Social and Interpersonal Problems Related to School Aged Youth (Introductory Packet)
- C Substance Abuse (Resource Aid Packet)
- C Suicide Prevention (Quick Training Aid)
- C Teen Pregnancy Prevention and Support (Introductory Packet)
- C Violence Prevention (Quick Training Aid)

Some Resources Focused on Program/Process Concerns

- C Addressing Barriers to Learning: New Directions for Mental Health in Schools (Continuing education modules)
- C Addressing Barriers to Learning: Overview of the Curriculum for an Enabling (or Learning Supports) Component (Quick Training Aid)
- C After-School Programs and Addressing Barriers to Learning (Technical Aid Packet)
- C Assessing to Address Barriers to Learning (Introductory Packet)
- C Assessing & Screening (Quick Training Aid)
- C Behavioral Initiatives in Broad Perspective (Technical Assistance Sampler)
- C Classroom Changes to Enhance and Re-engage Students in Learning (Training Tutorial)
- C Case Management in the School Context (Quick Training Aid)
- C Community Outreach: School-Community Resources to Address Barriers to Learning (Training Tutorial)
- C Confidentiality (Quick Training Aid)
- C Confidentiality and Informed Consent (Introductory Packet)
- C Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning (Training Tutorial)
- C Crisis Assistance and Prevention: Reducing Barriers to Learning (Training Tutorial)
- C Cultural Concerns in Addressing Barriers to Learning (Introductory Packet)
- C Early Development and Learning from the Perspective of Addressing Barriers (Intro Packet)
- C Early Development and School Readiness from the Perspective of Addressing Barriers to Learning (Center Brief)
C Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom Focused Enabling
(Continuing Education Modules with accompanying readings and tool kit)
C Financing Strategies to Address Barriers to Learning (Quick Training Aid)
C Financial Strategies to Aid in Addressing Barriers to Learning (Introductory Packet)
C Financing Mental Health for Children & Adolescents (Center Brief and Fact Sheet)
C Guiding Parents in Helping Children Learn (Technical Aid)
C Home Involvement in Schooling (Training Tutorial)
C Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs (Introductory Packet)
C Mental Health and School-Based Health Centers (Guide to Practice)
C Mental Health in Schools: New Roles for School Nurses (Continuing Education Modules)
C Parent and Home Involvement in Schools (Introductory Packet)
C Protective Factors (Resiliency) (Technical Assistance Sampler)
C Re-engaging Students in Learning (Quick Training Aid)
C Responding to Crisis at a School (Resource Aid Packet)
C School-Based Client Consultation, Referral, and Management of Care (Tech. Aid Packet)
C School-Based Crisis Intervention (Quick Training Aid)
C School-Based Health Centers (Technical Assistance Sampler)
C School-Based Mutual Support Groups (For Parents, Staff, and Older Student) (TA Packet)
C Screening/Assessing Students: Indicators and Tools (Resource Aid)
C Students & Family Assistance Programs and Services to Address Barriers to Learning (Training Tutorial)
C Students and Psychotropic Medication: The School’s Role (Resource Aide Packet)
C Support for Transitions to Address Barriers to Learning (Training Tutorial)
C Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth (A Guidebook and Tool Kit)
C Understanding and Minimizing Staff Burnout (Introductory Packet)
C Using Technology to Address Barriers to Learning (Technical Assistance Sampler)
C Violence Prevention and Safe Schools (Introductory Packet)
C Volunteers to Help Teachers and School Address Barriers to Learning (Tech. Aid Packet)
C Welcoming and Involving New Students and Families (Technical Aid Packet)
C What Schools Can Do to Welcome and Meet the Needs of All Students and Families (Guide to practice)
C Where to Get Resource Materials to Address Barriers to Learning (Resource Aid Packet)
C Where to Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List (Resource Aid Packet)

Some Resources Focused on Systemic Concerns

C About Mental Health in Schools (Introductory Packet)
C Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs (Resource Aid Packet)
C Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice (Center Report)
C Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research Base (Center Brief)
C Developing Resource-Oriented Mechanisms to Enhance Learning Supports (Cont. Educ. Modules)
C Evaluation and Accountability: Getting Credit for All You Do! (Introductory Packet)
C Evaluation and Accountability Related to Mental Health in Schools (TA Sampler)
C Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services and Enhancing School-Community Partnerships (Center Report)
C Framing New Directions for School Counselors, Psychologists, & Social Workers (Ctr. Rep.)
C Guides for the Enabling Component -- Addressing Barriers to Learning and Enhancing Healthy Development (Guides to practice)
C Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together (Center Brief)
C Introduction to a component for Addressing Barriers to Student Learning (Center Brief)
C Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations (Ctr Rep)
C New Directions in Enhancing Educational Results: Policymakers’ Guide to Restructuring Student Support Resources to Address Barriers to Learning (Guide to practice)
C New Directions for School & Community Initiatives to Address Barriers to Learning: Two Examples of Concept Papers to Inform and Guide Policy Makers (Center Report)
C New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale (Center Brief)
C Organization Facilitators: A Change Agent for Systemic School and Community Changes (Center Report)
C Pioneer Initiatives to Reform Education Support Programs (Center Report)
C Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions (Center Report)
C Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change (Technical Assistance Packet)
C Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports (Center Report)
C Restructuring Boards of Education to Enhance Schools’ Effectiveness in Addressing Barriers to Student Learning (Center Report)
C Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning (Technical Assistance Sampler)
C School-Community Partnerships: A Guide
C Thinking About and Accessing Policy Related to Addressing Barriers to Learning (TA Sampler)
C Working Together: From School-Based Collaborative Teams to School -Community-Higher Education Connections (Introductory Packet)
Answers to the Pretest/ Posttest

1. True

2. Any of the factors listed under these categories in Table 4.

3. False

4. >Systems for Positive Development  
>Systems of Prevention  
>Systems of Early Intervention  
>Systems of Care

5. True

6. >Classroom focused Enabling  
>Crisis/Emergency Response and Prevention  
>Support for Transitions  
>Home Involvement in Schooling  
>Community Outreach/Volunteers  
>Student and Family Assistance

7. Principle of Least Intervention Needed

8. False

9. Examples of Case-oriented Team Functions:  
>triage  
>referral  
>case monitoring/management  
>case progress review  
>case reassessment

Examples of a Resource-oriented Team Functions:  
>mapping resources  
>analyzing resources  
>enhancing resources  
>program and system planning/development – including emphasis on establishing a full continuum of intervention  
>redploying resources  
>coordinating-integrating resources  
>social "marketing"

10. (e) all of the above

(11) True