



CENTER FOR MENTAL HEALTH IN SCHOOLS
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To date, all school improvement policy discussions have marginalized the essential need to focus on transforming how schools address barriers to learning and teaching and re-engaging disconnected students. As discussion of ESEA proceeds, it is imperative to focus on the need to fundamentally move school improvement policy from a two- to a three-component framework. (The current emphasis is mainly on instructional and management concerns; the third component that needs to be developed is a unified, comprehensive, and equitable system to enable schools to address the full range of factors interfering with student performance and achievement.)

The enclosed information about the *2015 National Initiative for Transforming Student and Learning Supports* clarifies the need. The initiative also points to trailblazing work underway across the country (e.g., the state education agency in Alabama has adopted a three component approach to school improvement and is well underway in guiding 40 of its districts in developing a unified and comprehensive system of learning supports).

We would be pleased to elaborate on this. Feel free to contact us at adelman@psych.ucla.edu or Ltaylor@ucla.edu.

Sincerely,

Handwritten signature of Howard S. Adelman in cursive.

Howard S. Adelman, Ph.D.
Professor of Psychology &
Center Co-director

Handwritten signature of Linda Taylor in cursive.

Linda Taylor, Ph.D.
Center Co-director