

*Resource Aids for:
New Directions for Student Support**

Rethinking Student Support
to Enable Students to Learn
and Schools to Teach



*This set of resource aids was developed by the national Center for Mental Health in Schools as part of its work related to the *National Initiative: New Directions for Student Support*. The Center is co-directed by Howard Adelman and Linda Taylor in the, Dept. of Psychology, UCLA. Contact: (310) 825-3634 | Ltaylor@ucla.edu | Website: <http://smhp.psych.ucla.edu>

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Copies may be downloaded from: <http://smhp.psych.ucla.edu>

If needed, copies may be ordered from:

Center for Mental Health in Schools

UCLA Dept. of Psychology

P.O. Box 951563

Los Angeles, CA 90095-1563

The Center encourages widespread sharing of all resources.

Assuring No Child is Left Behind:

Strengthening the Approach of School and Community for Addressing Barriers to Student Learning

School systems are not responsible for meeting every need of their students.
But when the need directly affects learning, the school must meet the challenge.

Carnegie Council on Education Task Force

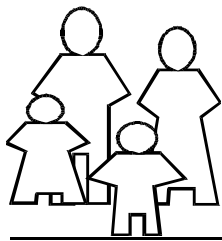
As schools pursue their mission to educate and as communities pursue the aim of improving the quality of life of their residents, major initiatives have been introduced and progress is being made. At the same time, it is evident that there remains considerable fragmentation and significant gaps in some of our efforts to assure no child is left behind. Fortunately, schools have the opportunity and are at a place where they can take the next steps in strengthening systems for addressing barriers to development and learning and promoting healthy development. Thus, the *National Initiative: New Directions for Student Support* highlights the type of comprehensive, multifaceted, and cohesive approach that needs to be developed and outlines how schools can get there from here.

About the National Initiative

On the following pages are three flyers that are used in outreach activity to introduce the *National Initiative: New Directions for Student Support*.

- One is designed to provide general information;
- the second is intended to convey that there is a role all stakeholders can play in moving the initiative forward;
- the third is an outreach tool to school board members.

Feel free to distribute any of these and adapt them for your uses.



New Directions for Student Support ... a national initiative

As everyone who cares about leaving no child behind knows:

*School systems are not responsible for meeting every need of their students.
But, when the need directly affects learning, the school must meet the challenge.*

Carnegie Task Force on Education

Despite decades of discussion about ensuring all students have an equal opportunity to succeed at school, too little attention has been paid to rethinking the way schools provide student supports.

It is time to bring student support into the 21st century by revolutionizing what schools do to address barriers to learning and teaching. New directions for student support is an *imperative* for

- >>>any school designated as low performing
- >>>closing the achievement gap
- >>>making schools safe

Meeting the Challenges Requires Rethinking How Schools Can More Effectively Use ALL Support Programs, Resources, and Personnel

Most people hear the term *student support* and think mainly about pupil service personnel (e.g., school psychologists, counselors, social workers, nurses) and the special services such staff provide. But, schools need and have many more resources they use to meet the challenge of ensuring all students have an equal opportunity to succeed at school.

Besides traditional support staff, learning supports are provided by compensatory and special education personnel (e.g., Title I staff, resource teachers who focus on prereferral interventions), and personnel who provide a variety of school-wide programs (e.g., after school, safe and drug free school programs). New directions stem from rethinking how *all* these resources are used.

To move in new directions, schools need to

- enhance their understanding of why programs and services designed to address barriers to learning and teaching are so fragmented, marginalized, and counterproductively competitive with each other
- rethink how to redeploy existing resources to move toward developing a comprehensive, multifaceted, and cohesive “enabling” or learning supports component at every school.

To accelerate systemic changes, a national initiative for *New Directions for Student Support* is underway. After a national and three regional summits, state initiatives have been organized. California, Connecticut, Iowa, Indiana, Minnesota, New York, Texas, and Wisconsin already have held statewide summits. Over 30 organizations already have signed on as co-sponsors.

The *National Initiative: New Directions for Student Support* is sponsored by the national *Center for Mental Health in Schools at UCLA*.*

So far, the growing number of co-sponsors includes:

- American School Counselors Association
- American School Health Association
- Association for Supervision and Curriculum Development
- California Association of School Psychologists
- California Center for Community School Partnerships
- California Department of Education
- Center for Cooperative Research and Extension Services for Schools
- Center for Prevention of Youth Violence, Johns Hopkins University
- Center for School Mental Health Assistance at the University of Maryland at Baltimore
- Center for Social and Emotional Education
- Coalition for Cohesive Policy in Addressing Barriers to Development and Learning
- Coalition for Community Schools
- Collaborative for Academic, Social, and Emotional Learning
- Education Development Center
- Indiana Department of Education
- Institute for the Study of Students at Risk, University of Maine
- Johns Hopkins University Graduate Division of Education
- Minnesota Department of Education
- National Alliance of Pupil Service Organizations
- National Association of Pupil Services Administrators
- National Association of School Nurses
- National Association of School Psychologists
- National Association of Secondary School Principals
- National Association of Social Workers
- National Association of State Boards of Education
- National Center for Community Education
- National Middle School Association
- Policy Leadership Coalition of Mental Health in Schools
- Region VII Comprehensive Center
- School Social Work Association of America
- Texas Association of Student Assistance Professionals
- Urban Special Education Leadership Collaborative
- Wisconsin Department of Public Instruction



Interested in learning more about the initiative?

Go to the homepage of the Center for Mental Health in Schools at UCLA (<http://smhp.psych.ucla.edu>) and click on the green button labeled “New Directions Student Support Initiative.”



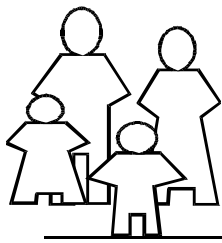
Or contact:

Howard Adelman or Linda Taylor, Co-Directors, Center for Mental Health in Schools,
Box 951563, UCLA, Los Angeles, CA 90095- 1563
(866) 846-4843 – toll free; Fax: (310) 206-8716; email: smhp@ucla.edu

*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA (contact: smhp@ucla.edu).

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175), with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.





Involving all interested parties
to assure no child is left behind

Everyday a wide range of learning, behavior, physical, and emotional problems interfere with the ability of students to participate effectively and fully benefit from the instruction teachers provide. Even the best schools find that too many students are growing up in situations where significant barriers interfere with youngsters reaching full potential.

Schools have a long history of addressing problems that interfere with learning, but efforts are often fragmented and on the margins. As a result, they are less effective than they can be. It is time to establish as a priority the development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development. To this end, all stakeholders must play a role

by supporting creation of a comprehensive
Enabling or Learning Supports Component.

New Directions for Student Support is a national movement designed to facilitate organization of statewide initiatives. It encourages advocacy for and establishment of comprehensive, integrated systems of supports that enable schools to accomplish their instructional mission. Information and resources are online at <http://smhp.psych.ucla.edu/summit2002/currentstatus.htm>.

In developing an *Enabling or Learning Supports Component*, the emphasis is on classroom, school, home, and neighborhood improvements to prevent problems and enhance youngsters' strengths. The goal is to provide students with comprehensive, multifaceted, and integrated learning supports that are accessible, timely, and strength-based so students can achieve in school, be confident and caring, and become contributing citizens in their communities.

What role can you play?

It will take all of us to make this happen – families, students, teachers, administrators, boards of education, support staff, community stakeholders.

Family members:

Use your role as an advocate for a student, as a member of the parent association, as a representative on a advisory, leadership, or school improvement team to enhance the focus on ways resources can be used more effectively to address barriers to student learning and promote healthy development. (See *Parent and Home Involvement in Schools* online at <http://smhp.psych.ucla.edu/pdfdocs/parenthome/parent1.pdf>)

Teachers:

You want support resources and programs to be more effective in enabling students to perform and learn in your classroom. So, it is in your interest to advocate for new directions for student support. The process requires working with support staff colleagues in advocating at the school, at the district level, and through your various organizations, including unions. (See *Rethinking Student Support to Enable Students to Learning and Schools to Teach* at <http://smhp.psych.ucla.edu/pdfdocs/studentssupport/studentssupport.pdf>)

School administrators:

Meaningful change at schools requires administrative leadership. Creation and long term development of a comprehensive *Enabling or Learning Supports Component* requires an administrative leader who is accountable for making it work. (See *Developing Resource-oriented Mechanisms to Enhance Learning Supports* at http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource-Oriented-mechanisms.pdf.)

District administrators:

New directions for student support require rethinking organizational and operational structures to enhance effectiveness and cost efficiency. This includes reducing fragmentation, marginalization, counterproductive competition, and over-specialization of learning support resources. (See *New Directions for School and Community Initiatives to Address Barriers to Learning: Two Examples of White Papers to Inform and Guide Policy Makers* at <http://smhp.psych.ucla.edu/pdfdocs/Report/newdirectionsforschoolandcommunity.pdf>)

Staff for support services, special education, federal programs (e.g., Title I, IV):

Begin the process by forming a team of Learning Supports staff to ensure that all relevant resources are woven together to install, maintain, and evolve a comprehensive, multifaceted, and cohesive continuum of interventions over a period of years. (See *What is a Learning Supports Resource Team?* at <http://smhp.psych.ucla.edu/pdfdocs/resourcecoordteam.pdf>.)

School board members:

Create a board committee focused on Learning Supports resources. Hold administrators and staff accountable for creating a comprehensive and cohesive range of programs to prevent and correct problems. (See *Restructuring Boards of Education to Enhance Schools Effectiveness in Addressing Barriers to Student Learning* See the Executive Summary online at <http://smhp.psych.ucla.edu/pdfdocs/boardexsumm.pdf> and/or download the full report at no cost online at: <http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf>

Students:

Advocate for the integration of all the separate programs and people at the school who help students deal with problems. Use your experiences to push for programs that would prevent problems and address them before they become serious. (See *What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School?* at <http://smhp.psych.ucla.edu/summit2002/whatmightafully.pdf>)

Community stakeholders:

Advocate for linking community resources to a district level Learning Supports Component and for a Learning Supports Resource Team at each school. Guide stakeholders to information about enhancing school-community connections. (See *School-Community Partnerships: A Guide* at <http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf>)

Interested in learning more about the initiative?

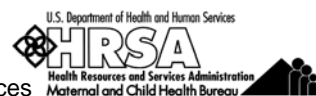
Go to the homepage of the Center for Mental Health in Schools at UCLA (<http://smhp.psych.ucla.edu>) and click on the green button labeled "New Directions Student Support Initiative."

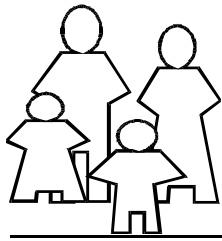
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**Meeting the Challenges Requires that School Boards Rethink
Policy for How Schools Can More Effectively Use
ALL Support Programs, Resources, and Personnel**

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To move in new directions, school boards need to

- enhance their understanding of why programs and services designed to address barriers to learning and teaching are so fragmented, marginalized, and counterproductively competitive with each other
- rethink how to redeploy existing resources to move toward developing a comprehensive, multifaceted, and cohesive “enabling” or learning supports component at every school.

Meeting these needs is best accomplished through establishment of a standing board committee for enhancing the district’s learning supports system.

A special report on these matters has been developed for school board members and their constituencies. It is entitled: *Restructuring Boards of Education to Enhance Schools Effectiveness in Addressing Barriers to Student Learning*. See the Executive Summary online at <http://smhp.psych.ucla.edu/pdfdocs/boardexsumm.pdf> and/or download the full report at no cost online at:
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After a national and three regional summits, state initiatives are now being organized. California, Indiana, Wisconsin, Texas, Connecticut, and Minnesota already have held statewide summits and are in the process of establishing state initiatives for *New Directions for Student Support*. New York and Iowa are scheduled for early 2005. And, as indicated above, over 30 organizations already have signed on as co-sponsors.

Interested in learning more about the initiative?

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Preface

This document includes an evolving set of resource aids packaged as a growing “tool kit” for the *National Initiative: New Directions for Student Support*. The resources are intended to support the work of all who are trying to move forward in new directions.

Part I emphasizes the importance of preparing a brief concept paper clarifying the necessity and nature of new directions. It provides links to several such papers that can be adapted readily.

Part II outlines answers for five frequently asked questions about proposals for moving in new directions for addressing barriers to learning and teaching.

Part III provides a brief paper outlining the science base for addressing barriers to student learning and promoting healthy development.

Part IV contains a list of resources for building capacity that can be accessed online at no cost from the Center.

Part V provides a sampling of some specific tools for meeting specific needs. The tools provided include examples of policy statements, steps in phasing-in the component, prototypes for expanding standards and accountability to encompass a component to address barriers and enable learning, job descriptions for leadership and key staff at a school site, framework for rethinking the roles and functions of student support staff, steps in establishing a Learning Supports Resource Team at a school site, steps in weaving school-community resources together, a guide to rethinking a school board’s committee structure, and an outline of levels of competence and professional development.

***All information about the *National Initiative: New Directions for Student Support* and many resources to advance the work are included on the Center’s website. To access all this at no cost, go to the homepage – <http://smhp.psych.ucla.edu> – and click on the green button labeled “New Directions Student Support Initiative.” That will take you the section that is reproduced on the next page, from which you can access the various facets of the work and link to specific resources.

CONTENTS

I. Why a Concept Paper?

II. Talking Points – Five Frequently Asked Questions About: *Why Address What’s Missing in School Improvement Planning?*

III. The Science Base: *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-base*

IV. Guide to Other Documents to Aid in Building Capacity

V. Some Tools for Specific Needs

Tools included are:

- A. Examples of Policy Statements
- B. Phasing-in an Enabling or Learning Supports Component – throughout a District or in One School
- C. Expanding Standards and Accountability to Encompass a Student Support Component to Address Barriers and Enable Learning
- D. Job Descriptions for Learning Support (Enabling) Component Leadership at a School Site
- E. Reframing the Roles and Functions of Student Support Staff
- F. Establishing a Resource-Oriented Team at a School Site
- G. Weaving School-Community Resources Together
- H. Rethinking a School Board’s Committee Structure
- I. Levels of Competence and Professional Development
- J. Example of a Formal Proposal for Moving in New Directions
- K. Infrastructure for Learning Supports at District, Regional, and State Offices

I. Why a Concept Paper?

School policy makers are beginning to understand that a considerable amount of resources are expended on student support services and various education support programs. These resources are allocated because of the widespread awareness that more is needed than the typical teacher can provide if some students are to succeed at school. At the same time, however, there is a growing concern that current efforts are not well-conceived and implemented. As a result, leaders for school improvement and those concerned with school-community collaboration are beginning to look for new directions.

The search for better ways to provide “learning supports” has led many school and community leaders to contact our Center. Over the past few years, we have provided them with information, frameworks, and guidelines outlining major new directions for systemic changes to better address barriers to learning and promote healthy development.

Then, we started receiving a new type of request. The call was for an example of a brief, new directions “white paper” that could be given to school board members, district superintendents, and other policy shapers. Such a concise presentation was needed to highlight (a) the need and vision for enhancing how schools address barriers to student learning (e.g., the need to develop a comprehensive, multifaceted, and integrated approach) and (b) the type of major systemic changes that are involved (e.g., how to get from here to there)..

Since then, we have seen many examples of the value of a concept paper as a major tool in moving initiatives forward. Thus, we recommend that leaders of any school and community efforts designed to enhance “learning supports” take time to prepare such a brief paper. To help with this, we have put online examples. As with all the Center’s work, everyone should feel free to use and/or adapt any of these.

The box on the next page delineates resources related to concept papers and talking points.

Available Concept Papers & Talking Points

The following can be downloaded at no cost and used in any way that is helpful.

- New Directions for Student Support (Concept Paper) was prepared as a focusing tool related to national, regional, and state Summits for Student Support Administrators as they explore ideas for Moving Forward in New Directions. To download a copy in pdf format - <http://smhp.psych.ucla.edu/pdfdocs/studentsupport/newdirections.pdf>
- Brief program and policy analyses setting forth the case for moving in new directions. Examples that can be adapted and drawn from in presenting the case to administrators, school boards, etc.
 - >Assuring No Child is Left Behind; Enhancing Our Learning Support System by Building a Comprehensive Approach that Closes the Achievement Gap and Ensures Every Student has an Equal Opportunity to Succeed at School
<http://smhp.psych.ucla.edu/summit2002/assuringnochild.pdf>
 - >Two related "**White Papers**" with a set of *talking points* that can be used for brief presentations to administrators, school boards, etc.
<http://smhp.psych.ucla.edu/pdfdocs/Report/newdirectionsforschoolandcommunity.pdf>
 - >Fulfilling a Promise, Investing in Iowa's Future: Enhancing Iowa's Systems of Supports for Learning and Development
<http://smhp.psych.ucla.edu/pdfdocs/iowabriefsummaryofdesign.pdf>
- So you Want Higher Achievement Scores? It's Time to Rethink Learning Supports. Article published in the *Journal of the National Association of State Boards of Education*.
<http://smhp.psych.ucla.edu/summit2002/schoolboard.pdf>
- Q & A Talking Points. <http://smhp.psych.ucla.edu/summit2002/q&a.pdf>
- What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School? <http://smhp.psych.ucla.edu/summit2002/whatmightafully.pdf>

Finally, while not online, there are two new books from the Center's Co-Directors designed specifically to aid the New Directions for Student Support Initiative published by Corwin Press –

<http://www.corwinpress.com/book.aspx?pid=11343>

- *The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* (2006)
- *The Implementation Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* (2006)

II. Talking Points – Five Frequently Asked Questions About:

Why Address What's Missing in School Improvement Planning?

School improvement plans increasingly are shaping strategic changes at schools and districts. In June 2005, the Center for Mental Health in Schools at UCLA issued a policy report entitled:

School Improvement Planning: What's Missing?

<http://smhp.psych.ucla.edu/pdfdocs/schoolimprovement/whatsmissing.pdf>.

The report stressed that school improvement planning guides tend to ignore or marginalize the ways in which schools address critical factors interfering with learning and teaching. The report called for schools to reframe school improvement policy to redress this deficiency.

The following addresses five frequently asked questions that arise in discussing efforts to ensure school improvement planning fully addresses barriers to learning and teaching.

- 1) *Why expand school improvement planning?*
 - 2) *What needs to be included?*
 - 3) *What are the standards and indicators for guiding planning to ensure barriers to learning and teaching are fully addressed?*
 - 4) *What's the research-base?*
 - 5) *What's the cost?*
-



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Write: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563
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» **Why expand school improvement planning?**

As the Carnegie Task Force on Education has stressed:
School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.

- ***Leaving No Child Left Behind.*** Schools need a better system of learning supports to increase the likelihood that ***ALL*** students have an equal opportunity to succeed.
- ***Enabling Schools to be Effective.*** All schools, and especially those high priority schools “in need of improvement,” must enhance how they use the considerable resources they expend in addressing barriers to student learning (see Exhibit 1).

Available Data Underscore the Nature and Necessity of Meeting the Challenge.

- >National findings related to high school graduation indicate that nearly one-third of all public high school students fail to graduate¹
- >Findings indicate that one-quarter to one-half of all beginning teachers leave teaching within four years and many do so because of the lack of an adequate system of learning supports²
- >In most states, a significant proportion of schools are designated as “High Priority” (previously Low Performing) Schools
- >Evidence is growing that when test score gains are achieved, they mainly occur for young students, are related to noncomplex skills, and tend to plateau after a district shows modest gains over a three year period –
(<http://www.nctimes.net/news/2002/20020830/90153.html>;
<http://www.wcboe.k12.md.us/newsreleases/050702anews.htm>; <http://edreform.com/press/naeptrends.htm>)

» **What needs to be included?**

- ***Policy for developing a Comprehensive, Multifaceted, and Cohesive Component for Addressing Barriers to Learning and Accountability for How Resources for “Learning Supports” are Expended.***

School improvement efforts must focus on better instruction *and also* on enhancing how a school addresses barriers to learning. For this to happen, policy should be established that encompasses greater accountability for using existing resources to develop an effective component of learning supports at every school (see Exhibit 2)

- ***A Concise and Coherent Approach.***

To guide development of a comprehensive learning support system, it is essential to provide a concise and coherent framework for learning support activity at a school (see Exhibit 3)

- ***Moving Forward.***

Developing a comprehensive learning support system calls for

- >reframing the support staff roles and functions
- >redeploying some existing resources by reducing fragmentation, redundancy, and the overemphasis on expensive services
- >redesigning infrastructure mechanisms from the school level on up through the state Department of Education
- >addressing capacity building and systemic change considerations
- >accountability reviews

» **What are the standards and indicators for guiding planning to ensure barriers to learning and teaching are fully addressed?**

See “Standards with Quality Indicators to Guide Development of an Enabling or Learning Supports Component” (Appended)

» **What's the research-base?**

An extensive and growing body of literature indicates the value of providing supportive programs and services. Enabling students to learn and teachers to teach improves school attendance, reduces behavior problems, improves interpersonal skills, enhances achievement, and increases bonding at school and at home.³ A recent statewide example comes from California where data indicate a significant relationship across secondary schools between the state’s *Academic Performance Index (API)* scores and three-quarters of the survey indicators on the *Healthy Kids Survey* – (<http://www.wested.org/chks/pdf/factsheet.pdf>)

» What will it cost?

- *No New Dollars.*

A comprehensive approach to ensuring barriers to learning and teaching are fully addressed can be established by reworking how current student support resources are used.⁴ The emphasis is on redeploying existing resources by

>reframing the roles and functions of existing student support staff

>reducing fragmentation and redundancy

>reducing the overemphasis on expensive services.⁵

*What the best and wisest parent wants for (her)/his own child
that must the community want for all of its children.
Any other idea . . . is narrow and unlovely.*
John Dewey

Endnotes

¹Who Graduates? Who Doesn't (2004). The Urban Institute, Education Policy Center. Online at – http://www.urban.org/UploadedPDF/410934_WhoGraduates.pdf

²Benner, A. D. (2000). "The Cost of Teacher Turnover." Austin, Texas: Texas Center for Educational Research. Online at <http://www.sbec.state.tx.us/SBECOnline/txbess/turnoverrrpt.pdf> >>Hanushek, E, Kain, J., & Rivkin, A. (in press). "Why Public Schools Lose Teachers." *Journal of Human Resources*. >>MacDonald, D. (1999) "Teacher Attrition: A Review of Literature." *Teaching and Teacher Education* 15:839-848. >>Tye, B. & O'Brien, L (2002). "Why Are Experienced Teachers Leaving the Profession?" *Phi Delta Kappan* 84, 24-32.

³See *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base* online at <http://smhp.psych.ucla.edu/pdfdocs/briefs/BarriersBrief.pdf>. Also see Lists of Empirically Supported/ evidence Based Interventions for School-aged Children and Adolescents annotated at <http://www.naspe.org/empirically-supported-interventions>

⁴The systemic changes needed can be underwritten in many districts through the provisions in the No Child Left Behind Act and in the Individuals with Disabilities Education Act that focus on using some of the allocated funds for integration of programs and services (e.g., to support an facilitator/coordinator to enhance their systems for student support in ways that lead to a comprehensive, integrated, and cohesive component at school, cluster, and district levels).

⁵As the in-classroom and school-wide approaches emerge, the need for out-of-classroom referrals will decline. This allows for rapid and early response when a student is having problems, and it enables student support staff to work more effectively in linking students up with community services.

Exhibit 1. Considerable resources currently are being expended to address barriers to learning, with too little effectiveness.

Range of Learners

(categorized in terms of their response to academic instruction)

Motivationally ready & able

Not very motivated; lacking prerequisite knowledge & skills; different learning rates & styles; minor vulnerabilities

Avoidant; very deficient in current capabilities; has a disability; major health problems

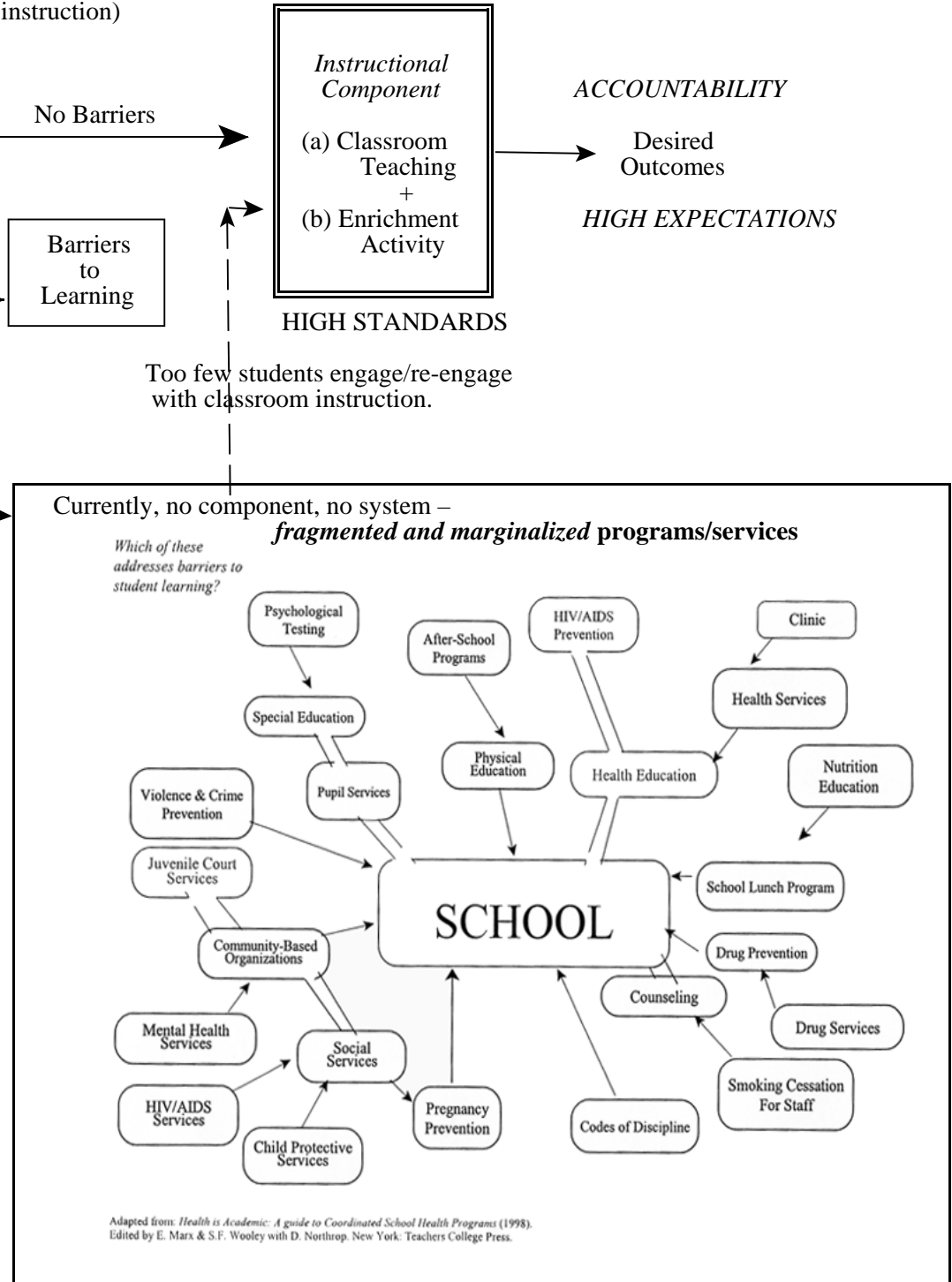
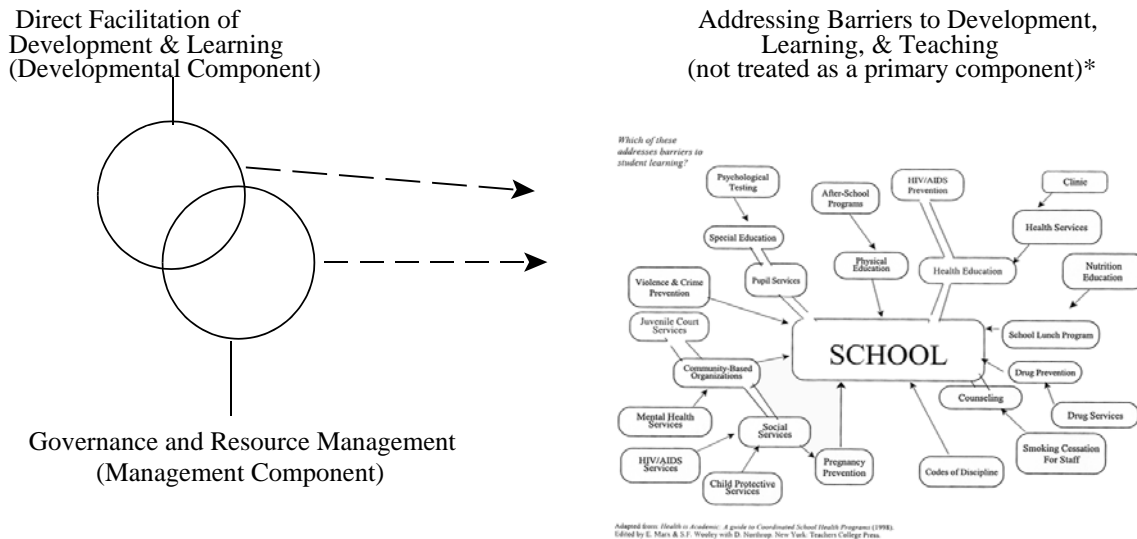


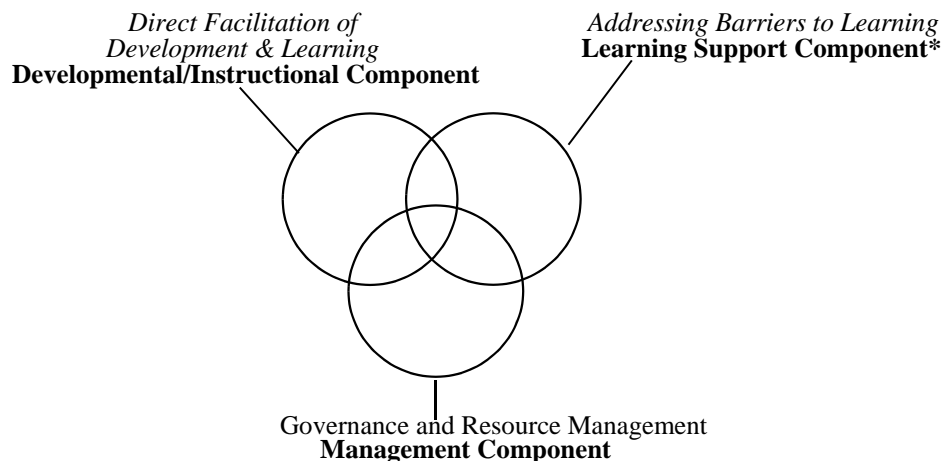
Exhibit 2. Moving from a two- to a three-component approach to school improvement.

(a) Two components and fragmented and marginalized support services.



*While not treated as a primary and essential component, every school offers some school-owned student "support" programs and services – some of which links with community-owned resources. All the activity, however, remains marginalized and fragmented in policy and practice.

(b) Turning support services into a Comprehensive Learning Support System.



*Learning support is established in policy and practice as primary and essential and is developed into a comprehensive system by weaving together school and community resources.

Exhibit 3. A learning support component to address barriers to learning and enhance healthy development at a school site.

Range of Learners
(categorized in terms of their response to academic instruction)

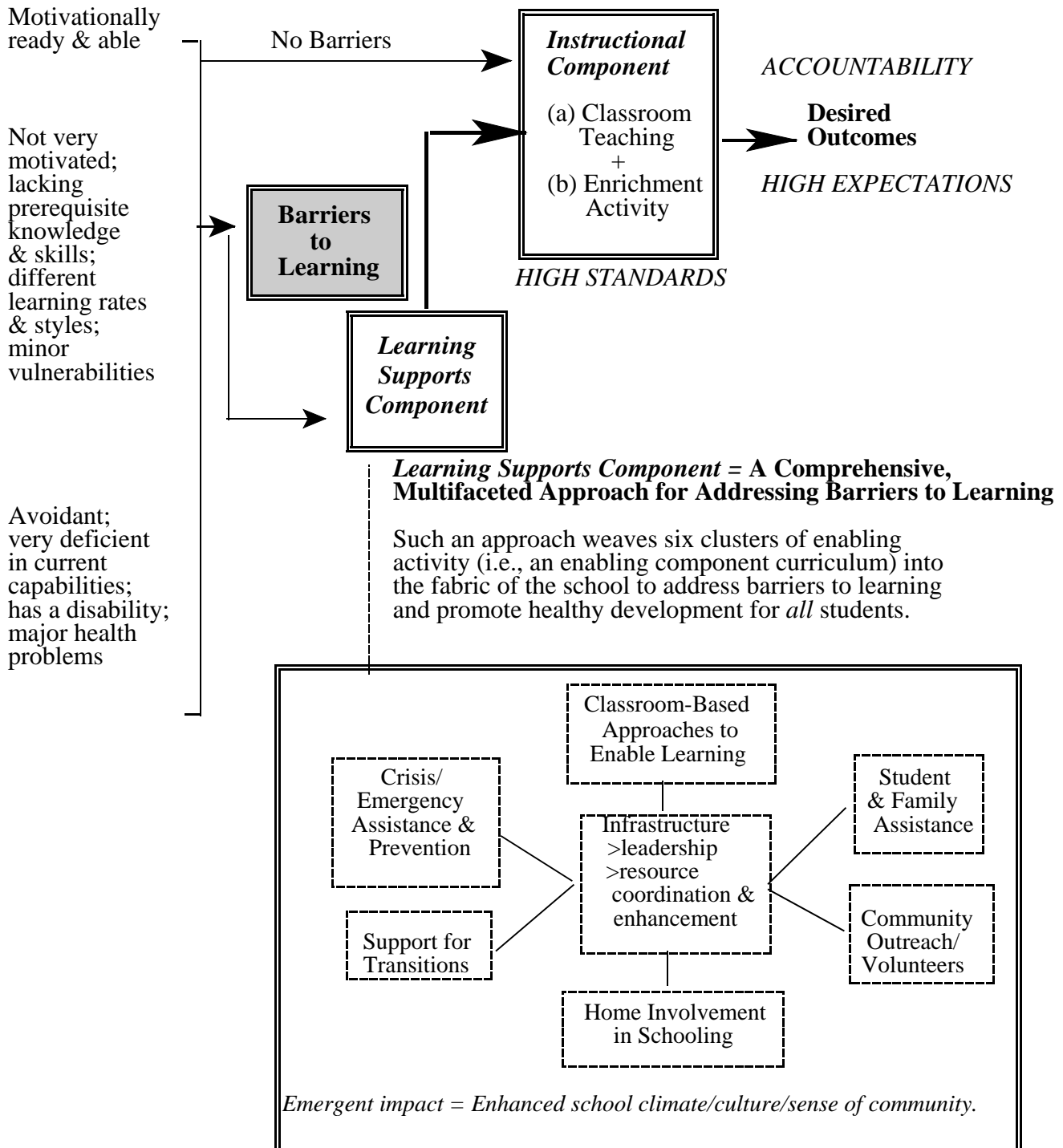


Exhibit 4

What does such a component need to look like at a school?

A Comprehensive Learning Support System is conceived as a primary and essential facet of school improvement. The aim is to ensure that every school develops a comprehensive, multifaceted, and cohesive component to address barriers to learning and promote healthy development. Given limited resources, such a component is established by deploying, redeploying, and weaving all existing learning support resources together.

A school with a learning support component redesigns its infrastructure to establish an administrative leader to guide the component's development and be accountable for daily implementation, monitoring, and problem solving. Another facet of the infrastructure is a resource-oriented team that helps establish and evolve the component over a period of years. The administrator and the team use the CPLSS framework in planning and implementing programs in all six content areas (see Exhibit 3), with the aim of establishing an effective continuum of systems to

- promote healthy development and prevent problems
- respond to problems as soon after onset as is feasible
- provide intensive care.

There also are mechanisms for responding when students are identified as having problems. In each instance, an analysis is made of the reasons for the problems. For most students, the problems are resolved through minor situational and program changes. Those for whom such strategies are insufficient are provided additional assistance first in the classroom. For those whose problems require more intensive help, referrals for specialized assistance are made, processed, and interventions are set in motion and carefully monitored and coordinated.

Because there is an emphasis on programs and activities that create a school-wide culture of caring and nurturing, students, families, staff, and the community feel the school is a welcoming and supportive place, accommodating of diversity, and committed to promoting equal opportunities for all students to succeed at school. When problems arise, they are responded to positively, quickly, and effectively. Morale is high.

A Typical Example of Focusing on Helping the Teacher with Student Re-engagement, Rather than Overemphasizing Discipline and Referral for Services

Matt, a third grader, has not been doing well at school. He often is in trouble on the school playground before school and during lunch. Before the component was established, his teacher constantly had to discipline him and send him to the principal's office. He had been referred to the Student Success Team but he was among a long list of students who were in line to be reviewed. Now, the focus is on how to enhance what goes on in the classroom and on school-wide changes that minimize negative encounters; this minimizes the need for classroom management, discipline, and referral out for expensive special services.

The focus on enhancing teacher capacity to reengage students in daily learning activities is helping Matt's teacher learn more about matching his individual interests

and skills and how to design the instructional day to provide additional supports from peers and community volunteers. Rather than seeing the solution in terms of discipline, she learns how to understand what is motivating Matt's problem and is able to provide more a personalized approach to instruction and extra in-classroom support that will reengage Matt in learning. Over time, all student support staff (all professional staff who are not involved in classroom instruction) will be trained to go into the classroom to help the teacher learn and implement new approaches designed not just for Matt, but for all students who are not well-engaged in classroom learning.

At the same time, the focus on enhancing support for transition times (such as before school and lunch) increases the recreational and enrichment opportunities available for all students so that they have positive options for interaction. Staff involved in playground supervision are specifically asked to work with Matt to help him engage in an activity that interests him (e.g., a sport's tournament, an extramural club activity). They will monitor his involvement to ensure he is truly engaged, and they, along with one of the student support staff (e.g., school psychologist, counselor, social worker, nurse) will use the opportunity to help him and other students learn any interpersonal skills needed to interact well with peers.

Newcomers: One Example of Support for Transitions and Home Involvement

To enhance family involvement in schooling, special attention is placed on enhancing welcoming and social support strategies for new students and families. Student support staff work with office staff to develop welcoming programs and establish social support networks (e.g., peer buddy systems for students; parent-parent connections). As a result, newcomers (and all others) are greeted promptly and with an inviting attitude when they come into the school. Those who do not have the correct enrollment records are helped to access what is needed. Parents are connected with another parent who helps them learn about school and neighborhood resources. Upon entering the new classroom, teachers connect the newcomer with a trained peer buddy who will stick with the newcomer for a few weeks while they learn the ropes. Support staff will work with each teacher to identify any student who has not made a good transition, and they will determine why and work together and with the family to turn the situation around.

Crisis prevention:

To reduce the number of crises, student support staff analyze what is preventable (usually related to human relations problems) and then design a range of school-wide prevention approaches. Among these are strategies for involving all school personnel (credentialed and classified) in activities that promote positive interactions and natural opportunities for learning prosocial behavior and mutual respect.

Fewer Referrals, Better Response:

As the in-classroom and school-wide approaches emerge, the need for out-of-classroom referrals declines. This allows for rapid and early response when a student is having problems, and it enables student support staff to work more effectively in linking students up with community services when necessary.

III. The Science Base

a Center Brief

*Addressing Barriers to Student Learning &
Promoting Healthy Development:
A Usable Research-Base
August, 2004*



ADDRESSING BARRIERS TO STUDENT LEARNING & PROMOTING HEALTHY DEVELOPMENT: A USABLE RESEARCH-BASE

School systems are not responsible for meeting every need of their students.

But when the need directly affects learning, the school must meet the challenge.

Carnegie Council
Task Force (1989)

As schools evolve their improvement plans in keeping with higher standards and expectations and increased accountability, most planners recognize they must include a comprehensive focus on addressing barriers to student learning and promoting healthy development.¹⁻¹⁵ This awareness finds support in an extensive body of literature. It is illustrated by a growing volume of research on the value of schools, families, and communities working together to provide supportive programs and services that enable students to learn and teachers to teach.¹⁶⁻²² Findings include improved school attendance, fewer behavior problems, improved inter-personal skills, enhanced achievement, and increased bonding at school and at home.²³

Given the promising findings, state and local education agencies all over the country are delineating ways to enhance social, emotional, and behavioral performance as an essential facet of improving academic performance. Among the many initiatives underway are those designed to enhance systems of learning supports to better address barriers to learning and promote healthy development. These initiatives are building on a body of research that clarifies the importance of and bases for comprehensive approaches. This brief highlights the research base for key elements of a comprehensive approach.

About the Research Base

At the outset, we note that research on comprehensive approaches for addressing barriers to learning is still in its infancy. There are, of course, many “natural” experiments underscoring the promise of ensuring all youngsters access to a comprehensive, multifaceted continuum of interventions. These natural experiments are playing out in every school and neighborhood where families are affluent enough to purchase the additional programs and services they feel will maximize their youngsters' well-being. It is obvious that those who can afford such interventions understand their value. And, not surprisingly, most indicators of well-being, including higher achievement test scores, are correlated with socio-economic status. Available data underscore societal inequities that can be remedied through public financing for comprehensive programs and services.

Most *formal* studies have focused on specific interventions. This literature reports positive outcomes (for school and society) associated with a wide range of interventions. Because of the fragmented nature of available research, the

findings are best appreciated in terms of the whole being greater than the sum of the parts, and implications are best derived from the total theoretical and empirical picture. When such a broad perspective is adopted, schools have a large research base to draw upon in addressing barriers to learning and enhancing healthy development.²⁴

The research-base is highlighted below by organizing examples into the six areas of concern: (1) enhancing classroom teachers' capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development, (2) enhancing school capacity to handle transition concerns confronting students and families, (3) responding to, minimizing impact of, and preventing crisis, (4) enhancing home involvement, (5) outreaching to the community to build linkages and collaborations, and (6) providing special assistance to students and families.

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches for promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

- Many forms of *prereferral intervention programs* have shown success in reducing learning and behavior problems and unnecessary referrals for special assistance and special education.²⁵⁻³¹
- Although only a few *tutoring programs* have been evaluated systematically, available

studies report positive effects on academic performance when tutors are trained and appropriately used.^{32-38, 126-27}

- And, of course, *programs that reduce class size* are finding increases in academic performance and decreases in discipline problems.³⁹⁻⁴³

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years, a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and in learning. Thus, schools must plan, develop, and maintain a focus on the variety of transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before and after school programs to enrich learning and provide recreation in a safe environment, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education), welcoming and social support programs, school-to-career programs, and programs to support moving to post school living and work. Interventions to enable successful transitions have made a significant difference in how motivationally ready and able students are to benefit from schooling. For instance:

- Available evidence supports the positive impact of *early childhood programs* in preparing young children for school. The programs are associated with increases in academic performance and contributes to decreases in discipline problems in later school years.^{44,49, 128-30}
- There is enough evidence that *before- and after-school programs* keep kids safe and steer them away from crime, and some evidence suggesting such programs can improve academic performance.^{50-53, 131}
- Evaluations show that well-conceived and implemented *articulation programs* can successfully ease students' transition between grades,⁵⁴⁻⁵⁶ and preliminary evidence suggests the promise of programs

that provide *welcoming and social support* for children and families transitioning into a new school.^{57, 58}

- Initial studies of programs for transition *in and out of special education* suggest the interventions can enhance students' attitudes about school and self and can improve their academic performance.⁵⁹⁻⁶¹
- Finally, programs providing *vocational training and career education* are having an impact in terms of increasing school retention and graduation and show promise for successfully placing students in jobs following graduation.⁶²⁻⁶⁶

(3) Responding to, minimizing impact, and preventing crisis. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided as necessary and appropriate so that students can resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address school safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, curriculum approaches to preventing crisis events (violence, suicide, and physical/sexual abuse prevention). Current trends are stressing school- and community-wide prevention programs. Most research in this area focuses on

- programs designed to ensure a *safe and disciplined school environment* as a key to deterring violence and reducing injury
- *violence prevention and resiliency curriculum* designed to teach children anger management, problem-solving skills, social skills, and conflict resolution.

In both instances, the evidence supports a variety of practices that help reduce injuries and violent incidents in schools.^{67-85, 132-35}

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (a) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (b) help those in the home meet basic obligations to the student, (c) improve systems to communicate about matters essential to student and family, (d) strengthen the home-school connection and sense of community, (e) enhance participation in making decisions essential to the student's well-being, (f) enhance home support related to the student's basic learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from the home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site). A few examples illustrate the growing research-base for expanded home involvement.

- *Adult education* is a proven commodity in general and is beginning to be studied in terms of its impact on home involvement in schooling and on the behavior and achievement of youngsters in the family. For example, evaluations of adult education in the form of *family literacy* are reporting highly positive outcomes with respect to preschool and kindergarten children, and findings on family literacy report positive trends into the elementary grades.^{86, 136}
- Similarly, evaluations of *parent education* classes indicate the promise of such programs with respect to improving parent attitudes, skills, and problem solving abilities; parent-child communication; and in some instances the child's school achievement.^{87-90, 137} Data also suggest an impact on reducing children's negative behavior.⁹¹⁻⁹⁹
- More broadly, programs to *mobilize the home in addressing students' basic needs* effect a range of behaviors and academic performance.^{100, 138}

(5) Outreaching to the community to build linkages and collaborations. One aim of outreach to the community is to develop greater

involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and individuals with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students—especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly – including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity.

(Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

The research-base for involving the community is growing.

- A popular example are the various *mentoring and volunteer programs*. Available data support their value for both students and those from the community who offer to provide such supports. Student outcomes include positive changes in attitudes, behavior, and academic performance (including improved school attendance, reduced substance abuse, less school failure, improved grades).¹⁰¹⁻¹⁰⁵
- Another example are the efforts to outreach to the community to develop *school-community collaborations*. A reasonable inference from available data is that school-community collaborations can be successful and cost-effective over the long-run.¹⁰⁶⁻¹¹⁰ They not

only improve access to services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and family involvement. A few have encompassed concerns for economic development and have demonstrated the ability to increase job opportunities for young people.

Another aim of outreach to the community is to collaborate to enhance the engagement of young people to directly strengthen youngsters, families, and neighborhoods. Across the country a dialogue has begun about how to both promote youth development and address barriers to development and learning. In this respect, increasing attention has been paid to interventions to promote healthy development, resiliency, and assets. There is widespread agreement that communities should coalesce resources and strengthen opportunities for healthy, holistic development and learning in responsive environments.

- Responsive and Caring Environments – Engagement is fostered if the environment (1) creates an atmosphere where youngsters feel welcome, respected, and comfortable, (2) structures opportunities to develop caring relationships with peers and adults, (3) provides information, counseling, and expectations that enable them to determine what it means to care for themselves and to care for a definable group, and (4) provides opportunities, training, and expectations that encourage contributing to the greater good through service, advocacy, and active problem solving with respect to important matters.¹⁴⁰
- Facilitating Holistic Development – Research has focused on interventions to provide for (1) basic needs – nutrition, shelter, health, and safety, (2) effective parenting and schooling using appropriate structure and expectations, and (3) more opportunities for recreation, enrichment, and creativity and for community, civic and religious involvement. Findings indicate that features of positive developmental settings include: physical and psychological safety; appropriate structure; supportive relationships; opportunities to belong; positive social norms; support for efficacy and mattering; opportunities for skill building; integration of family, school, and community efforts.¹⁴¹

After evaluating programs designed to promote youth development, Catalano and his colleagues report:

“Effective programs address a range of positive youth development objectives yet shared common themes. All sought to strengthen social, emotional, cognitive and/or behavioral competencies, self-efficacy, and family and community standards for healthy social and personal behavior.... The youth competency strategies varied among programs from targeting youth directly with skills training sessions, to peer tutoring conducted by at-risk youth, to teacher training that resulted in better classroom management and instruction. The evidence showed an associated list of important outcomes including better school attendance, higher academic performance, healthier peer and adult interactions, improved decision-making abilities, and less substance use and risky sexual behavior.”¹⁴²

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. School-owned, based, and linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full services schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the

current contribution and future promise of work in this area. For example:

- The more *comprehensive approaches* not only report results related to ameliorating health and psychosocial problems, they are beginning to report a range of academic improvements (e.g., increased attendance, improved grades, improved achievement, promotion to the next grade, reduced suspensions and expulsions, fewer dropouts, increased graduation rates).¹¹¹⁻¹²⁰
- A rapidly increasing number of *targeted interventions* are reporting positive results related to the specific problems addressed (e.g., reduced behavior, emotional, and learning problems, enhanced positive social-emotional functioning, reduced sexual activity, lower rates of unnecessary referral to special education, fewer visits to hospital emergency rooms, and fewer hospitalizations).^{121-125, 139}

Concluding Comments

Taken as a whole, the research-base for initiatives to pursue a comprehensive focus on addressing barriers to student learning and promoting healthy development indicates a range of activity that can enable students to learn and teachers to teach. The findings also underscore that addressing major psychosocial problems one at a time is unwise because the problems are interrelated and require multifaceted and cohesive solutions. In all, the literature both provides models for content of such activity and also stresses the importance of coalescing such activity into a comprehensive, multifaceted approach.

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IV. Guide to Other Documents to Aid in Building Capacity

New Directions for Student Supports: Some Resources* (<http://smhp.psych.ucla.edu/summit2002/NewDirectionsSomeResources.pdf>)

In an era of scarce resources, new directions for student support are essential, but the work often must be done on a shoestring and in stages. Therefore, our Center has put together a great amount of free resources to aid those trying to enhance learning supports, and we have developed them with a view to how to proceed in stages and without an allocation of additional funds. Many of these resources are designed to enhance readiness and momentum for new directions for student support; others are aids for building capacity. To review what is available go to the Center website <http://smhp.psych.ucla.edu> and click on the green button labeled: "New Directions Student Support Initiative." Scroll to the icon labeled: "Tool Kit and Other Resource Aids" and click.

With respect to resources, we suggest that those concerned with learning more proceed in stages.

Stage I: Understanding Some Basics and Tools for Enhancing Readiness and Momentum

At this stage, begin with the online material that has been developed specifically for the initiative. In the tool kit, see the section on "Why a Concept Paper?" or go directly to the icon labeled: "Concept Papers and Talking Points" and click.

- The first document listed is *New Directions for Student Support (Concept Paper)*; if you haven't seen it, it provides a good place to start in understanding basic frameworks.
- You might want to download, adapt, and share one of the brief concept papers. For example, see the brief concept paper *Assuring No Child is Left Behind: Enhancing Our Learning Support System by Building a Comprehensive Approach that Closes the Achievement Gap and Ensures Every Student has an Equal Opportunity to Succeed at School* – online at <http://smhp.psych.ucla.edu/summit2002/assuringnochild.pdf>
- Also see *New Directions for School & Community Initiative to Address Barriers to Learning: Two Examples of White Papers to Inform and Guide Policy Makers*. Each of these brief papers offers a short overview along with talking points. (One paper is designed for urban districts and one for suburban districts.) You can download the whole document at - <http://smhp.psych.ucla.edu/pdfdocs/report/newdirectionsofrschoolandcommunity.pdf>
- To respond to common questions that arise, we have several documents developed for an Outreach Campaign (<http://smhp.psych.ucla.edu/summit2002/outreachcampaign.htm>)
 - >*New Directions for Student Support: A Comprehensive Student Support System - Q & A*
<http://smhp.psych.ucla.edu/summit2002/q&a.pdf>
 - >*Where's it Happening? New Directions for Student Support*
online at <http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/overview.pdf>

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- > *What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School?* at <http://smhp.psych.ucla.edu/summit2002/whatmightafully.pdf>
- > *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base* at <http://smhp.psych.ucla.edu/pdfdocs/briefs/BarriersBrief.pdf>
- If you want documents designed for **school boards**, see
 - > "So you want higher achievement scores? Its time to rethink learning supports" (2002) by H.S. Adelman, & L. Taylor in *The State Education Standard*, (Autumn 2002) National Association of State Boards of Education, Alexandria, VA. on our website at <http://smhp.psych.ucla.edu/summit2002/schoolboard.pdf>
 - > the Executive Summary for *Restructuring Boards of Education to Enhance Schools Effectiveness in Addressing Barriers to Student Learning* at <http://smhp.psych.ucla.edu/pdfdocs/boardexsumm.pdf>
- Also for **school improvement** decision makers:
 - > *School Improvement Planning: What's Missing?* at <http://smhp.psych.ucla.edu/whatsmissing.htm>
- With respect to **infrastructure** frameworks, see
 - > *Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Develop.* at <http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf>
 - > *About Infrastructure Mechanisms for a Comprehensive Learning Support Component* at http://www.smhp.psych.ucla.edu/pdfdocs/infrastructure/infra_mechanisms.pdf
- You may also find the various aids included in the continuously growing toolkit for the initiative helpful: see *Rethinking Student Support to Enable Students to Learn and Schools to Teach* <http://smhp.psych.ucla.edu/pdfdocs/studentssupport/studentssupport.pdf>
 - > For example, one tool is the *Guidelines for a Student Support Component* online separately at <http://smhp.psych.ucla.edu/pdfdocs/studentssupportguidelines.pdf>
The guidelines have a supporting document outlining rationale and research online at <http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf>
 - > For those concerned about policy, there also are examples, including a piece of state Legislation for a Comprehensive Student Support Component online separately at <http://smhp.psych.ucla.edu/summit2002/ab2569.pdf>
- And, as another set of tools for sharing the ideas, handouts we use for presentation are online for developing "Power Point Presentations" on the topic of *Addressing Barriers to Learning and Closing the Achievement Gap: New Directions for Student Support* [http://smhp.psych.ucla.edu/hottopic/hottopic\(addressingbarriers\).htm](http://smhp.psych.ucla.edu/hottopic/hottopic(addressingbarriers).htm)

Stage II: Initial Capacity Building

After receiving some form of initial support from policy makers, some of the first tasks in building capacity involve (1) leadership training, (2) developing a learning supports resource-oriented infrastructure, (3) mapping and analyzing existing resources to clarify gaps and priorities for action, and (4) formulating strategic and action plans.

(1) Leadership Guides

>*The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* (2006). Corwin Press. <http://www.corwinpress.com/book.aspx?pid=11343>

>*Leadership Training: Moving in New Directions for Student Support*
at <http://smhp.psych.ucla.edu/pdfdocs/contedu/movinginnewdirections.pdf>

>*The Implementation Guide to Student Learning Supports in the Classroom and Schoolwide: New Directions for Addressing Barriers to Learning 92006*) Corwin Press.
<http://www.corwinpress.com/book.aspx?pid=11371>

(2) Infrastructure Development Resources

In addition to those listed above, see

>*Resource Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports*
at http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf

>*Developing Resource-Oriented Mechanisms to Enhance Learning Supports*
at http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf

>*Creating the Infrastructure for and Enabling (Learning Support) Component to Address Barriers to Student Learning* http://smhp.psych.ucla.edu/qf/infrastructure_tt/infraindex.htm
or at http://smhp.psych.ucla.edu/qf/infrastructure_tt/infrastructurefull.pdf

(3) Mapping and Analyzing Resource

>*Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs*
at <http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf>

>*Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change*
at <http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf>

(4) Formulating Strategic and Action Plans

In addition to those listed above, see

>*New Directions for Student Support: Some Fundamentals* at
<http://smhp.psych.ucla.edu/pdfdocs/newdirections/newdirections.pdf>

>*Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component*
at <http://smhp.psych.ucla.edu>

>*New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*
at <http://smhp.psych.ucla.edu/pdfdocs/policymakers/restrucguide.pdf>

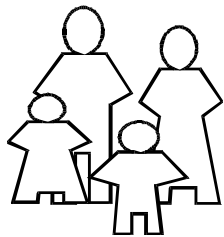
Stage III: Development

- In addition to those listed above, see
 - >*School-Community Partnerships: A Guide*
at <http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf>
 - >*Sustaining School and Community Efforts to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit* at <http://smhp.psych.ucla.edu/pdfdocs/sustaining.pdf>
 - >*Organization Facilitators: A Change Agent for Systemic School and Community Changes*
at <http://smhp.psych.ucla.edu/pdfdocs/Report/orgfacrep.pdf>
 - >*Framing New Directions for School Counselors, Psychologists, & Social Workers*
at <http://smhp.psych.ucla.edu/pdfdocs/Report/framingnewdir.pdf>
 - >*Working Collaboratively: From School-Based Teams to School-Community-Higher Education Connections* at
<http://smhp.psych.ucla.edu/pdfdocs/worktogether/worktogether.pdf>
 - >*Financial Strategies to Aid in Addressing Barriers to Learning*
 - >>Quick Training Aid at http://smhp.psych.ucla.edu/qf/funding_qt/
 - >> Introductory packet at <http://smhp.psych.ucla.edu/pdfdocs/Financial/fund2000.pdf>
 - >>*Using Federal Education Legislation in Moving Toward a Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning* (e.g., Creating a Cohesive System of Learning Supports) at
<http://smhp.psych.ucla.edu/pdfdocs/federallegislation.pdf>

Should you need more, go to the Center's *Online Clearinghouse Quick Find* Search Menu and click on the topics of an Enabling Component or Learning Supports. There you will find a list of additional resource aids and links, including links to resources developed by others that may be helpful. <http://smhp.psych.ucla.edu/websrch.htm>

AND for the entire list of Center resource documents, go to
<http://smhp.psych.ucla.edu/selection.html>

Finally, if you need something more specific or want to explore any of this in greater depth, contact ltayor@ucla.edu or use the Center's toll free phone number 866/846-4843.



Keep up with the National Initiative: New Directions for Student Support

For detailed information on the initiative, click on “New Directions: Student Support initiative” on the homepage of the Center for Mental Health in Schools’ website – <http://smhp.psych.ucla.edu/>. It provides an updated list of the co-sponsors, concept papers, reports and recommendations from the summits, progress updates, guidelines for a student support component at a school, resource aids for new directions, descriptions of trailblazing efforts, and much more.

Interested in being involved in the New Directions for Student Support Initiative?
See <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm> or email smhp@ucla.edu
Ph. Toll free (866) 846-4843 | (310) 825-3634 | Fax: (310) 206-8716

V. Some Tools for Specific Needs

- A. Examples of Policy Statements
- B. Phasing-in an Enabling or Learning Supports Component – throughout a District or in One School
- C. Expanding Standards and Accountability to Encompass a Student Support Component to Address Barriers and Enable Learning
- D. Job Descriptions for Learning Support (Enabling) Component Leadership at a School Site
- E. Reframing the Roles and Functions of Student Support Staff
- F. Establishing a Resource-Oriented Team at a School Site
- G. Weaving School-Community Resources Together
- H. Rethinking a School Board’s Committee Structure
- I. Levels of Competence and Professional Development
- J. Example of a Formal Proposal for Moving in New Directions
- K. Infrastructure for Learning Supports at District, Regional, and State Offices

Resource Aid A

Examples of Policy Statements

Hawai'i and California took an early lead in focusing attention on the need to develop policy for a component to address barriers to student learning. In doing so, they are making the case for moving school reform from a two to a three component model.

- One of the first major policy statements was developed at the Elizabeth Learning Center in Cudahy, California. This K-12 school is one of the demonstration sites for the Urban Learning Center Model which is one of the eight national comprehensive school reform models developed with support from the New American Schools Development Corporation. The model incorporated and implemented the concept of a component to address barriers to learning as primary and essential and is proceeding to replicate it as one of the comprehensive school reforms specified in the Obey-Porter federal legislation. The school's governance body adopted the following policy statement:

We recognize that for some of our students, improvements in Instruction/curricula are necessary but not sufficient. As a the school's governance body, we commit to enhancing activity that addresses barriers to learning and teaching. This means the Elizabeth Learning Center will treat the Enabling Component on a par with its Instructional/Curriculum and Management/ Governance Components. In policy and practice, the three components are seen as essential and primary if all students are to succeed.

- As part of its ongoing efforts to address barriers to learning, the California Department of Education has adopted the concept of Learning Supports. In its 1997 Guide and Criteria for Program Quality Review, the Department states:

Learning support is the collection of resources (school, home, community), strategies and practices, and environmental and cultural factors extending beyond the regular classroom curriculum that together provide the physical, emotional, and intellectual support that every child and youth needs to achieve high quality learning.

- Several years ago the Los Angeles Unified School District began the task of restructuring its student support services. In 1998, the district's Board of Education resolved that a component to address barriers to student learning and enhance healthy development is one of the primary and essential components of the District's educational reform. In keeping with the California Department of Education's adoption of the unifying concept of *Learning Support*, the Board adopted this term to encompass efforts related to its component of addressing barriers to student learning and enhancing healthy development. The resolution that was passed is offered on the following pages.
- Paralleling the work in California, Hawaii's legislature passed an act establishing a *Comprehensive Student Support Systems (CSSS)* in 1999. A copy can be found on the following pages.
- In 1995, California Assembly Member Juanita McDonald brought together a set of task forces to develop an Urban Education Initiative package of legislation. One major facet focused on *Overcoming Barriers to Pupil Learning*. This facet of the legislation called on school districts to ensure that schools within their jurisdiction had an enabling component in place. The draft of that part of the various bills is available from our Center on request. Just before the legislation was to go to the Education Committee for review, McDonald was elected to Congress. As indicated below, new efforts are being made to incorporate the ideas into various policy initiatives.
- In 2004, the speaker pro tem of the California assembly, Leland Yee, offered an new act to move forward with a *Comprehensive Pupil Learning Support System* for the state. A copy is included in this section.

Policy Resolution Proposed to and Passed by the
Los Angeles Unified School District's Board of Education in 1998

Whereas, in its "Call to Action", the Los Angeles Unified School District has made clear its intent to create a learning environment in which all students succeed;

Whereas, new governance structures, higher standards for student performance, new instructional strategies, and a focus on results are specified as essential elements in attaining student achievement;

Whereas, a high proportion of students are unable to fully benefit from such reforms because of learning barriers related to community violence, domestic problems, racial tension, poor health, substance abuse, and urban poverty;

Whereas, teachers find it especially difficult to make progress with the high proportion of youngsters for whom barriers to learning have resulted in mild-to-moderate learning and behavior problems;

Whereas, many of these youngsters end up referred for special services and often are placed in special education;

Whereas, both the Los Angeles Unified School District and various community agencies devote resources to addressing learning barriers and initial processes have been implemented to reform and restructure use of their respective resources - including exploring strategies to weave District and community efforts together -- in ways that can overcome key barriers to student achievement;

Whereas, a comprehensive, integrated partnership between all District support resources and community resources will provide the LEARNING SUPPORT necessary to effectively break down the barriers to student achievement; now, therefore, be it

Resolved, that the Board of Education should adopt the following recommendations made by the Standing Committee on Student Health and Human Services:

1. The Board should resolve that a component to address barriers to student learning and enhance healthy development be fully integrated with efforts to improve the instructional and management/governance components and be pursued as a primary and essential component of the District's education reforms in classrooms, schools, complexes/clusters, and at the central office level.
2. In keeping with the California Department of Education's adoption of the unifying concept of **Learning Support**, the Board should adopt this term to encompass efforts related to its component for addressing barriers to student learning and enhancing healthy development.

(cont.)

3. In adopting the concept of **Learning Support**, the Board should adopt the seven area framework currently used by the Division of Student Health and Human Services to guide coordination and integration of existing programs and activities related to school, home, and community.

4. The Board should direct the Superintendent to convene a working group to develop a plan that promotes coordination and integration of the **Learning Support** component with instruction and management reform efforts at every school site. This plan would also clarify ways for complex/cluster and central office operations to support school site efforts (e.g. helping schools achieve economics of scale and implement practices that effectively improve classroom operations and student learning). The plan would also focus on ways to further promote collaboration with communities at the classroom, school, complex/cluster, and central office levels. Such a plan should be ready for implementation by Spring 1998.

5. To counter fragmentation stemming from the way programs are organized and administered at the central office, the Board should restructure the administrative organization so that all programs and activity related to the Learning Support including Special Education are under the leadership of one administrator. Such an administrator would be charged with implementing the strategic plan developed in response to recommendation #4.

6. The Board should direct those responsible for professional and other stakeholder development activity throughout the District to incorporate a substantial focus on the **Learning Support** component into all such activity (e.g. all teacher professional education, training activity related to LEARN, the Chanda Smith Special Education Consent Decree, early literacy programs).

7. To facilitate continued progress' related to the restructuring of student health and human services, the Board should encourage all clusters and schools to support the development of Cluster/Complex Resource Coordinating Councils and School-Site Resource Coordinating Teams, Such Councils and Teams provide a key mechanism for enhancing the **Learning Support** component by ensuring that resources are mapped and analyzed and strategies are developed for the most effective use of school, complex, and District-wide resources and for appropriate school-community collaborations.

**MULTNOMAH EDUCATION SERVICE DISTRICT
MEMORANDUM**

Date: July 20, 2004
To: MESD Board of Directors
From: Board Program Review Committee
Re: Policy for Learning Supports

The Program Review Committee has spent the year conducting specific reviews of elements of the MESD programs. Additionally the Committee has considered the larger question of the nature of today's learners and the role MESD plays in their education. We would like to share with members of the Board observations and findings we have made throughout the year.

1. We wish to affirm our intent to create a learning environment in which all students succeed.
2. We endorse State Superintendent Castillo's 2003-04 initiative to close the achievement gap on behalf of all students.
3. We are clear that the recently revised mission statement should be followed by all employees of the ESD

To support our local school districts and share in providing a quality education for the children and families of our communities.

4. Further, we are committed to our vision statement that we hold for the district:

We work as a team dedicated to enhancing the learning of the communities' children by designing and delivering services responsive to family and school district needs. We strive to demonstrate leadership, wise utilization of resources, cooperative relationships with school districts and other agencies and a commitment to being a learning organization.

5. We support the following value statements upon which the mission and vision are based:

- Children are our most important natural resource;
- Families should be supported in education of their children;
- Each student should reach proficiency on challenging academic standards and assessments;
- A quality staff is essential in carrying out the mission of the agency;
- Supportive working relationships that value diversity within the ESD are vital to achieving our mission;
- Community partnerships maximize resources;
- Adequate and stable financial resources are required for a quality education;
- Interagency relationships strengthen services to children;

- Delivering effective services to schools is a process of continuous improvement;
- A strong system of public education is essential to the future of our society.

6. Higher standards for student performance, new instructional strategies, and a focus on results are specified as essential elements in attaining student achievement.

7. As an agency, we strive to utilize the developmental assets and strength-based approach to students and families.

8. A high proportion of students are unable to benefit fully from educational reforms because of learning barriers related to lack of engagement in the learning process for many reasons including urban poverty, poor health, community violence, domestic problems, racial and cultural tensions, substance abuse, insufficient support for transitions such as entering a new school and/or grade, insufficient home involvement in schooling, and inadequate response when learning, behavior and emotional problems first arise.

9. We recognize that teachers find it especially difficult to make progress with the high proportion of youngsters for whom barriers to learning have resulted in moderate-to-mild learning and behavior problems and even disengagement from classroom learning.

10. We believe in a balanced approach to deliver the 12 Quality Indicators for all students from the State of Oregon Quality Education Model.

11. Many of our youngsters who are referred for special services and placed in special education could have their needs met better by addressing barriers to learning through programs that prevent problems, respond to problems as soon as they arise, and promote healthy development.

12. We believe that the economic case for public funding of Early Childhood Education is clearly justified along with the efficacy of barrier reduction for children.

13. The MESD, its constituent districts and various community agencies have devoted resources to addressing learning barriers and initial processes have been well implemented to reform and restructure use of their respective resources - including exploring strategies to weave education and community efforts together – in powerful ways that can overcome key barriers to student achievement.

14. A comprehensive, integrated collaboration among all MESD support resources along with community resources will allow for development of “Components for Learning Supports” that are fully integrated with instructional efforts to effectively address barriers to learning and teaching. Properly developed and implemented, such components will enhance student achievement and reduce the achievement gap.

We therefore recommend that the MESD Board of Directors consider and adopt a Learning Supports policy.

**RESOLUTION 04-45 – Approval for Second Reading of New Board Policy IAB
(Learning Supports to Enhance Achievement)**

This resolution is for second reading for new Board Policy IAB (Learning Supports to Enhance Achievement).

Background: The resolution is necessary for a policy on development of components of Learning Supports to enhance student achievement and reduce the achievement gap.

The Superintendent recommends adoption of the following resolution:

WHEREAS to achieve in school, students need to be wanted and valued. They need a positive vision of the future, and

WHEREAS students require safe, orderly schools, strong community support, high-quality care, and adults they can trust, and

WHEREAS students become alienated because they may not feel worthy, they may not have a supportive home or opportunities to learn to care, or they may not be successful in handling frustrations, or have good experiences in

school. They may not see relevance to their education or have positive role models or may not have access to essential supports, and

WHEREAS the MESD Board of Directors, the Superintendent, and staff need to ensure that each student can read, write, and relate effectively, has self-worth, has meaning-based learning opportunities, and has positive support networks from other students, teachers, and members of the school community, and

WHEREAS the MESD Board of Directors finds that the generalized Learning Support system and individualized student support created by comprehensive and systemic Learning Support components can give parents what they and their children and teachers want most from education--schools that provide the type of safe and caring environment that enhances student learning and reduces the achievement gap, and

WHEREAS implementation of comprehensive, integrated components for Learning Supports will serve our community by developing successful, well-educated citizens, and

WHEREAS steps should be taken to fully implement such components through alignment and redeployment of existing resources and through strategically filling gaps over time, and

WHEREAS the Board reviewed this policy during first reading on July 20, 2004,

NOW THEREFORE BE IT RESOLVED that Board Policy IAB is approved for Second Reading as written and adopted.

LEARNING SUPPORTS TO ENHANCE ACHIEVEMENT

2. The Board of Directors resolves that components to address barriers to student learning and enhance healthy development be fully integrated with efforts to improve instruction and management/governance for instruction and be pursued as a primary and essential component of MESD education reforms in classrooms, schools, and consultation/services to component districts.
2. In keeping with the Oregon Quality Education Standards for best practices, the Board adopts the term learning supports as a unifying concept that encompasses all efforts related to addressing barriers to learning and enhancing healthy development.
3. The Board encourages and supports administrative efforts toward securing resources at the state, federal and local public level as well as private sector and philanthropic efforts to more fully fund a comprehensive system of related learning supports.
4. The Board will direct administrative efforts toward aligning, deploying and redeploying current funding and community resources related to learning support efforts in order to initiate development of comprehensive and systematic components of learning supports for schools.
5. The Board directs the Superintendent to ensure those responsible for professional and other stakeholder development throughout the District incorporate a substantial focus on learning support components into all such training and developmental activities.
6. The Board will direct administrative efforts to allocate funds in ways that fill gaps related to fully developing comprehensive and systematic components of learning supports for schools.

Hawaii's Legislation for its *Comprehensive Student Support System*

S.B. NO. 519 – TWENTIETH LEGISLATURE, 1999 STATE OF Hawaii A Bill for an Act Relating to a Comprehensive Student Support System

DESCRIPTION: Requires the department of education to establish a comprehensive student support system (CSSS) in all schools to create a school environment in which every student is cared for and respected.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

SECTION 1. The legislature finds that the goal of the superintendent of education's success compact program is total support for every student, every time; every school, every time; and every community, every time. This integrated model focuses on the student and identifies the importance of literacy for every student, every time. To fulfill government's obligation to the children of this State, the superintendent, the board of education, the governor, and the legislature must reach every student, school, and community by realigning and redefining existing services and programs into a comprehensive student support system that systematically strengthens students, schools, and communities rather than by impulsively responding to crisis after crisis. It is the legislature's intention to create the comprehensive student support system from existing personnel and programmatic resources, i.e., without the need for additional or new appropriations.

The comprehensive student support system is a coordinated array of instructional programs and services that, as a total package, will meet the needs of traditional and nontraditional learners in school and community settings. This package takes what works, improves on others, and creates new avenues to services. The result will be customized support throughout a student's K-12 educational career. These services will include developmental, academic core, preventive, accelerated, correctional, and remedial programs and services. Linkages with other organizations and agencies will be made when services needed are beyond the purview of the department of education.

To achieve in school, students need to be wanted and valued. They need a positive vision of the future. They need safe, orderly schools, strong community support, high-quality care, and adults they can trust. Students often become alienated because they may not feel worthy, they may not have a supportive home or opportunities to learn to care, or they may not be successful in handling frustrations, or have good experiences in school. They may not see relevance to their education or have positive role models or may not have access to support services. Consequently, the superintendent, the board of education, the governor, and the legislature need to ensure that each student can read, write, and relate effectively, has self-worth, has meaning-based learning opportunities, and has positive support networks from other students, teachers, and members of the school community.

The legislature finds that the generalized school support groups and individualized student support teams created by the comprehensive student support system can give parents what they and their children want most from government -- schools that are safe, and where the environment is focused on teaching and learning. The educational climate in Hawaii's public schools, as measured by average class and school size, absenteeism, tardiness, classroom misbehavior, lack of parental involvement, and other indicators, suggests that the time to implement the success compact program and the comprehensive student support system is today--not tomorrow when the State's economy might improve. According to the 1999 "Education Week, Quality Counts" survey, the educational climate in the State's public

schools, given the grade of "F" (as in failed), would be hard pressed to get any worse than it already is.

The legislature's objective is to ensure that every student will become literate, confident, and caring, and be able to think critically, solve problems, communicate effectively, and function as a contributing member of society. The purpose of this Act is to authorize the department of education to establish a comprehensive student support system to meet this objective.

SECTION 2. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new part to be appropriately designated and to read as follows:

"PART . COMPREHENSIVE STUDENT SUPPORT SYSTEM

A. General Provisions

§§302A-A Establishment of comprehensive student support system. There is established within the department and for all schools the comprehensive student support system.

§§302A-B Description of the comprehensive student support system.

(a) The comprehensive student support system establishes a school environment in which every student is cared for and respected. The comprehensive student support system is teacher-driven because teachers know students better than anyone in the department. The foundation of the comprehensive student support system is the school support group, in which groups of teachers and students become familiar with each other and share experiences, ideas, problems, and concerns that allow them to support one another. Every student shall belong to a group of teachers and students who will care about them and who will be the first to respond to their support needs.

(b) When students are deemed by their teachers and counselors in the school support groups to need special services and programs, supports shall be customized to address each student's needs so the individual can satisfactorily benefit from classroom instruction.

(c) A coordinated and integrated student support system:

(1) Avoids duplication and fragmentation of services, and ensures that services are timely; (2) Involves the use of formal and informal community supports such as churches and ethnic and cultural resources unique to the student and family.

(d) The comprehensive student support system shall be focused on the strength of the student and the student's family, and create a single system of educational and other support programs and services that is student-, family-, and community- based.

(e) The comprehensive student support system shall allow for the integration of:

(1) Personal efforts by teachers and students to support each other within the school support groups, including the support of parents and counselors where needed;

(2) Educational initiatives such as alternative education, success compact, school-to-work opportunities, high schools that work, after-school instructional program, and the middle school concept; and

(3) Health initiatives such as early intervention and prevention, care coordination, coordinated service planning, nomination, screening, and evaluation, staff training, service array, and service testing.

This integration shall work to build a comprehensive and seamless educational and student support system from kindergarten through high school.

§§302A-C Student support array.

(a) A student's social, personal, or academic problems shall be initially addressed through the school support group structure that involves interaction between student and student, student and adult, or adult and adults. Teachers, family, and other persons closely associated

with a student may be the first to begin the dialogue if the student has needs that can be addressed in the classroom or home.

(b) Through dialogue within the school support group or with parents, or both, the teacher shall implement classroom accommodations or direct assistance shall be provided to address students' needs. Other teachers and school staff shall also provide support and guidance to assist families and students. These activities shall be carried out in an informal, supportive manner.

(c) School programs shall be designed to provide services for specific groups of students. Parents and families, teachers, and other school personnel shall meet as the student's support team to discuss program goals that best fit the individual student's needs. Regular program evaluations shall be used to keep the regular teacher and parents involved.

(d) When a student's needs require specialized assessment or assistance, a request form shall be submitted to the school's core team. One of the identified members of the core team shall serve as the interim coordinator who will organize and assemble a student support team. A formal problem solving session shall be held and a plan developed. Members of this student support team may include teachers, counselors, parents and family, and other persons knowledgeable about the student or programs and services. One or more members may assist in carrying out the plan. For the purposes of this section, "core team" refers to the faculty members comprising a school support group. "Core team" does not include persons who are only physically located at a school to facilitate the provision of services to the school complex.

(e) When the needs of the student and family require intensive and multiple supports from various agencies, the student support team shall develop a coordinated service plan. A coordinated service plan shall also be developed when two or more agencies or organizations are involved equally in the service delivery. A care coordinator shall be identified to coordinate and integrate the services.

(f) The comprehensive student support system shall recognize and respond to the changing needs of students, and shall lend itself to meet the needs of all students to promote success for each student, every time.

§§302A-D Mission and goals of the comprehensive student support system.

(a) The mission of the comprehensive student support system shall be to provide all students with a support system so they can be productive and responsible citizens.

(b) The goals of the comprehensive student support system shall be to:

(1) Involve families, fellow students, educators, and community members as integral partners in the creation of a supportive, respectful, learning environment at each school;

(2) Provide students with comprehensive, coordinated, integrated, and customized supports that are accessible, timely, and strength-based so they can achieve in school; and

(3) Integrate the human and financial resources of relevant public and private agencies to create caring communities at each school.

§§302A-E Classroom instruction component of the comprehensive student support system.

(a) "Classroom instruction" includes education initiatives and programs directed to all students such as success compact, school-to-work opportunities, high schools that work, after-school instructional program, and general counseling and guidance activities.

(b) Classroom instruction shall emphasize literacy development through hands-on, contextual learning that recognizes diversity in student needs, and shall be provided through coordinated and integrated instructional programs and services that are articulated among teachers in all grade levels in the school.

(c) Classroom instruction shall be guided by the Hawaii content and performance standards, assessed by student performances, and guided by teachers and other service providers who clearly exhibit caring and concern towards students. The ultimate outcome of classroom instruction shall be students who can read, compute, think, communicate, and relate.

(d) Students shall learn from each other and build a community of learners who care about each other. All schools shall incorporate success compact and the teaming of teachers with students into groups that result in a greater caring environment in a more personalized group setting. Every student shall belong to a group of teachers and students who care about them. These groups shall be the first to respond to students in need of support.

§§302A-F Management component of the comprehensive student support system. Management functions, for example, planning, budgeting, staffing, directing, coordinating, monitoring, evaluating, and reporting, shall organize the instructional and student support components to maximize the use of limited resources. The comprehensive student support system, management component, shall be consistent with and complement school/community-based management. The management of resources and services shall be integrated and collaborative.

§§302A-G Classroom, school, family, and community settings under the comprehensive student support system.

(a) Teachers shall work with students to provide informal assistance as needed.

(b) Other caring adults in the school shall be available to work together and provide support and assistance to students, parents, and teachers. The student support team shall convene when a student requires support for more complex needs.

(c) Family strengths, resources, and knowledge shall be an integral part of a student support team.

(d) Resources with expertise in various areas of child development shall be included in providing services that enhance the quality of customized services when needed.

§§302A-H Student support team.

(a) "Student support team" includes the student, family, extended family, close family friends, school, and other related professionals and agency personnel who are knowledgeable about the student or appropriate teaching methods, and programs and services and their referral processes. "Student support team" includes the parent and family at the outset of the planning stage and throughout the delivery of support.

(b) If community programs and services become necessary to address needs that are not being met by existing supports within the school, then professionals with specific expertise who are not located at the school shall be contacted by a designated student support team member, and may become additional members of the student support team.

(c) A student support team's general responsibilities shall include functions such as assessing student and family strengths and needs, identifying appropriate services, determining service and program eligibility, and referring to or providing services, or both. A student support team shall have the authority and resources to carry out decisions and follow-up with actions. The responsibilities of the student support team shall be determined by the issues involved and the supports and services needed.

(d) Each profession or agency involved shall adhere to its particular ethical responsibilities. These responsibilities shall include:

(1) The ability to work as members of a team;

(2) Actively listen;

(3) Develop creative solutions; enhance informal supports;

(4) Arrive at a mutually acceptable plan; and

(5) Integrate and include the family's views, input, and cultural beliefs into the decision-making process and plan itself.

(e) Student support teams may focus on the following activities:

(1) Working with the classroom teacher to plan specific school-based interventions related to specific behavior or learning needs, or both;

(2) Participating in strength-based assessment activities to determine appropriate referrals and eligibility for programs and services;

(3) Ensuring that preventive and developmental, as well as intervention and corrective, services are tailored to the needs of the student and family, and provided in a timely manner;

(4) Facilitating the development of a coordinated service plan for students who require support from two or more agencies. The service plan shall incorporate other plans such as the individualized education plan, modification plan, individual family service plan, and treatment plan. A designated care coordinator shall monitor the coordination and integration of multi-agency services and programs, delivery of services, and evaluation of supports; and

(5) Including parents and families in building a community support network with appropriate agencies, organizations, and service providers.

B. Implementation

§§302A-I School level implementation of the comprehensive student support system.

(a) School-communities may implement the comprehensive student support system differently in their communities; provided that, at a minimum, the school-communities shall establish both school support groups and student support teams in which all students are cared for.

(b) All school-communities shall design and carry out their own unique action plans that identify items critical to the implementation of the comprehensive student support system at the school level using the state comprehensive student support system model to guide them. The local action plan may include:

(1) Information about school level policies, guidelines, activities, procedures, tools, and outcomes related to having the comprehensive student support system in place;

(2) Roles of the school support group and student support team;

(3) Roles of the school level cadre of planners;

(4) Partnerships and collaboration;

(5) Training;

(6) Identification, assessment, referral, screening, and monitoring of students;

(7) Data collection; and

(8) Evaluation.

(c) If there are existing action plans, projects, or initiatives that similarly address the comprehensive student support system goals, then the cadre of planners shall coordinate and integrate efforts to fill in the gaps and prevent duplication.

(d) The action plan shall be an integral part of the school's school improvement plan, not separated but integrated.

§§302A-J Complex level implementation of the comprehensive student support system. The comprehensive student support system shall be supported at the school complex level. A school-complex resource teacher shall provide staff support, technical assistance, and training to school-communities in each school complex in the planning and implementation of comprehensive student support system priorities and activities.

§§302A-K State level implementation of the comprehensive student support system.

(a) The department shall facilitate the process of bringing other state departments, community organizations, and parent groups on board with the department and allow line staff to work collaboratively in partnerships at the school level.

(b) The department, at the state level in partnership with other agencies, shall provide on-going professional development and training that are especially crucial in this collaborative effort.

(c) The department shall facilitate the procurement of needed programs and services currently unavailable or inaccessible at school sites.

(d) The department shall be responsive to complex and individual school needs.

C. Evaluation

§§302A-L Purpose of evaluating the comprehensive student support system.

- (a) The department shall evaluate the comprehensive student support system to:
- (1) Improve the further development and implementation of the comprehensive student support system;
 - (2) Satisfy routine accountability needs; and
 - (3) Guide future replication and expansion of the comprehensive student support system.
- (b) Successful program development and implementation shall result in:
- (1) Improved prevention and early intervention support;
 - (2) Coordinated services made possible through cross-discipline, cross-agency teams with a problem-solving, collaborating orientation;
 - (3) Promotion of pro-social skills;
 - (4) Increased family involvement in collaborative planning to meet the needs of students;
 - (5) Development of schools' capacity to assess and monitor progress on the program's objectives through the use of specially developed educational indicators; and
 - (6) Successful long and short-term planning integrated with school improvement plans.

§§302A-M Outcomes expected of the comprehensive student support system. The outcomes expected of the comprehensive student support system are:

- (1) Increased attendance;
- (2) Improved grades;
- (3) Improved student performance, as measured by established content and performance standards;
- (4) A substantial increase in parental participation; and
- (5) At the secondary level, increased participation in extracurricular activities."

SECTION 3. If any provision of this Act, or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of the Act which can be given effect without the invalid provision or application, and to this end the provisions of this Act are severable.

SECTION 4. In codifying the new sections added to chapter 302A, Hawaii Revised Statutes, by section 2 of this Act, the revisor of statutes shall substitute appropriate section numbers for the letters used in the new sections' designations in this Act.

SECTION 5. This Act shall take effect on January 1, 2000.

Online at: http://www.capitol.hawaii.gov/session1999/bills/sb519_.htm

Introduced by Senator YeeFebruary 15, 2007

An act to add Chapter 6.2 (commencing with Section 52060) to Part 28 of Division 4 of Title 2 of the Education Code, relating to pupils.

LEGISLATIVE COUNSEL'S DIGEST

SB 288, as introduced, Yee. Pupils: comprehensive learning support system.

Existing law establishes various educational programs for pupils in elementary, middle, and high school to be administered by the State Department of Education.

This bill would establish the Comprehensive Pupil Learning Support System, a pilot program, to ensure that each pupil will be a productive and responsible learner and citizen. The bill would require the department to administer and implement the program through funds that are made available to the department for the purposes of the program. The bill would require the department to adopt regulations to implement the program.

The bill would require each elementary, middle, and high school involved in the pilot program to develop an individual schoolsite plan based on guidelines to be developed by the department. The bill would require each individual schoolsite plan to, among other things, enhance the capacity of each school to handle transition concerns confronting pupils and their families, enhance home involvement, provide special assistance to pupils and families, and incorporate outreach efforts to the community.

Vote: majority. Appropriation: no. Fiscal committee: yes.
State-mandated local program: no.

The people of the State of California do enact as follows:

1 SECTION 1. The Legislature hereby finds and declares all of
2 the following:

3 (a) The UCLA Center for Mental Health in Schools, the WestEd
4 Regional Educational Laboratory, the State Department of
5 Education, and other educational entities have adopted the concept
6 of learning support within ongoing efforts to address barriers to
7 pupil learning and enhance the healthy development of children.

8 (b) Learning supports are the resources, strategies, and practices
9 that provide physical, social, emotional, and intellectual supports
10 intended to enable all pupils to have an equal opportunity for
11 success at school. To accomplish this goal, a comprehensive,
12 multifaceted, and cohesive learning support system should be
13 integrated with instructional efforts and interventions provided in
14 classrooms and schoolwide to address barriers to learning and
15 teaching.

16 (c) There is a growing consensus among researchers,
17 policymakers, and practitioners that stronger collaborative efforts
18 by families, schools, and communities are essential to pupil
19 success.

20 (d) An increasing number of American children live in
21 communities where caring relationships, support resources, and a
22 profamily system of education and human services do not exist to
23 protect children and prepare them to be healthy, successful, and
24 resilient learners.

25 (e) Especially in those communities, a renewed partnership of
26 schools, families, and community members must be created to
27 design and carry out system improvements to provide the learning
28 support required by each pupil to succeed in school.

29 (f) Learning support is the collection of resources, strategies
30 and practices, and environmental and cultural factors extending
31 beyond the regular classroom curriculum that together provide the
32 physical, emotional, and intellectual support that every pupil needs
33 to achieve high-quality learning.

34 (g) A school that has an exemplary learning support system
35 employs internal and external supports and services needed to help
36 pupils become good parents, good neighbors, good workers, and
37 good citizens of the world.

1 (h) The overriding philosophy is that educational success,
2 physical health, emotional support, and family and community
3 strength are inseparable.

4 (i) To implement the concept of learning supports, the state
5 must systematically realign and redefine new and existing resources
6 into a comprehensive system that is designed to strengthen pupils,
7 schools, families, and communities rather than continuing to
8 respond to these issues in a piecemeal and fragmented manner.

9 (j) Development of learning supports at every school is essential
10 in complying with the requirements of the federal No Child Left
11 Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and the federal
12 Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400
13 et seq.). This includes the enhancement of academic performance,
14 the reduction of pupil absences, behavioral problems, inappropriate
15 referrals for special education, and the number of pupils dropping
16 out of schools. The state needs to ensure that each pupil is able to
17 read, write, and relate effectively, has self-worth, has
18 meaning-based learning opportunities, and has positive support
19 networks from their peers, teachers, pupil support professionals,
20 family members, and other school and community stakeholders.

21 (k) It is essential that each pupil becomes literate, confident,
22 caring, and capable of thinking critically, solving problems,
23 communicating effectively, and functioning as a contributing
24 member of society.

25 (l) The educational climate in the public schools of the state —
26 as measured by problems such as overcrowded schools,
27 absenteeism, increasing substance and alcohol abuse, school
28 violence, sporadic parental involvement, dropouts, and other
29 indicators — suggests that the state is in immediate need of a
30 learning support system.

31 (m) A learning support system should encompass school-based
32 and school-linked activities designed to enable teachers to teach
33 and pupils to learn. It should include a continuum of interventions
34 that promote learning and development, prevent or provide an
35 early response to problems, and provide correctional, and remedial
36 programs and services. In the aggregate, a learning support system
37 should create a supportive and respectful learning environment at
38 each school.

39 (n) A learning support system should serve as a primary and
40 essential component at every school, be designed to support

1 learning and provide each pupil with an equal opportunity to
2 succeed at school, and be fully integrated into all school
3 improvement efforts.

4 (o) The State Department of Education, other state agencies,
5 local school districts, and local communities all devote resources
6 to addressing learning barriers and promoting healthy development.
7 Too often these resources are deployed in a fragmented,
8 duplicative, and categorical manner that results in misuse of sparse
9 resources and a failure to reach all the pupils and families in need
10 of support. A learning support system will provide a unifying
11 concept and context for linking with other organizations and
12 agencies as needed and can be a focal point for integrating school
13 and community resources into a comprehensive, multifaceted, and
14 cohesive component at every school.

15 (p) It is the intent of the Legislature that the Comprehensive
16 Pupil Learning Support System (CPLSS) be fully integrated with
17 other efforts to improve instruction and focused on maximizing
18 the use of resources at individual schools and at the district level.
19 It is further the intent of the Legislature that collaborative
20 arrangements with community resources be developed with a view
21 to filling any gaps in CPLSS components.

22 SEC. 2. Chapter 6.2 (commencing with Section 52060) is added
23 to Part 28 of Division 4 of Title 2 of the Education Code, to read:
24

25 CHAPTER 6.2. COMPREHENSIVE PUPIL LEARNING SUPPORT
26 SYSTEM
27

28 52060. (a) There is hereby established the Comprehensive
29 Pupil Learning Support System (CPLSS) pilot program to
30 accomplish all of the following objectives:

31 (1) Provide pupils with a support system so as to ensure that
32 they will be productive and responsible learners and citizens.

33 (2) Increase the success of the federal No Child Left Behind
34 Act of 2001 (20 U.S.C. Sec. 6301 et seq.) in reducing the
35 achievement gap among pupils in the state.

36 (3) Address the findings of the Harvard University Civil Rights
37 Project, including the difference in the high school graduation rate
38 of 71 percent for all pupils in California and the rate of 41 percent
39 for pupils who are of certain minority groups.

40 (4) Address the plateau effect of current pupil test scores.

1 (b) The CPLSS shall ensure that pupils have an equal
2 opportunity to succeed academically in a supportive, caring,
3 respectful, and safe learning environment.

4 (c) The goals described in paragraphs (1) to (4), inclusive, of
5 subdivision (a) shall be accomplished by involving pupils, teachers,
6 pupil support professionals, family members, and other school and
7 community stakeholders in the development, daily implementation,
8 monitoring, and maintenance of a learning support system at every
9 school and by integrating the human and financial resources of
10 relevant public and private agencies.

11 52061. The department, in collaboration with participating
12 school districts, knowledgeable stakeholders, experts from
13 institutions of higher education, and communities, shall facilitate
14 the establishment of the CPLSS by doing all of the following:

15 (a) Developing guidelines and strategic procedures to assist the
16 establishment of the CPLSS component at each school.

17 (b) Providing ongoing technical assistance, leadership training,
18 and other capacity building supports.

19 (c) Rethinking the roles of pupil services personnel and other
20 support staff for pupils and integrating their responsibilities into
21 the educational program in a manner that meets the needs of pupils,
22 teachers, and other educators.

23 (d) Detailing procedures for establishing infrastructure
24 mechanisms between schools and school districts.

25 (e) Coordinating with other state, local, and community agencies
26 that can play a role in strengthening the CPLSS.

27 (f) Ensuring that the CPLSS is integrated within the organization
28 of participating schools, school districts, and the department in a
29 manner that reflects the individual schoolsite plans developed by
30 schools pursuant to subdivision (a) of Section 52062.

31 (g) Enhancing collaboration between state and local agencies
32 and other relevant resources to facilitate local collaboration and
33 integration of resources.

34 (h) Including an assessment of the CPLSS in all future school
35 reviews and accountability reports.

36 52062. (a) Each elementary, middle, and high school involved
37 in the pilot program shall establish a school-community council
38 of stakeholders to develop a CPLSS component of its individual
39 schoolsite plan based on the assessed needs and strengths of the

1 school, including a school action plan based on the guidelines
2 developed by the department pursuant to Section 52061.

3 (b) Each component of the individual schoolsite plan pursuant
4 to subdivision (a) shall be developed with the purpose of doing all
5 of the following:

6 (1) Enhance the capacity of teachers to address problems, engage
7 and reengage pupils in classroom learning, and foster social,
8 emotional, intellectual, and behavioral development by ensuring
9 that teacher training and assistance includes strategies for better
10 addressing learning, behavioral, and emotional problems within
11 the context of the classroom. Interventions pursuant to this
12 paragraph may include, but not be limited to, all of the following:

13 (A) Addressing a greater range of pupil problems within the
14 classroom through an increased emphasis on strategies for positive
15 social and emotional development, problem prevention, and
16 accommodation of differences in the motivation and capabilities
17 of pupils.

18 (B) Classroom management that emphasizes reengagement of
19 pupils in classroom learning and minimizes over-reliance on social
20 control strategies.

21 (C) Collaboration with pupil support staff and parents or
22 guardians in providing additional assistance to foster enhanced
23 responsibility, problemsolving, resilience, and effective
24 engagement in classroom learning.

25 (2) Enhance the capacity of schools to handle transition concerns
26 confronting pupils and their families by ensuring that systems and
27 programs are established to provide supports for the many
28 transitions pupils, their families, and school staff encounter.
29 Interventions pursuant to this paragraph may include, but are not
30 limited to, all of the following:

31 (A) Welcoming and social support programs for newcomers.

32 (B) Before, during, and after school programs to enrich learning
33 and provide safe recreation.

34 (C) Articulation programs to support grade transitions.

35 (D) Addressing transition concerns related to vulnerable
36 populations, including, but not limited to, those in homeless
37 education, migrant education, and special education programs.

38 (E) Vocational and college counseling and school-to-career
39 programs.

40 (F) Support in moving to postschool living and work.

1 (G) Outreach programs to reengage truants and dropouts in
2 learning.

3 (3) Respond to, minimize the impact of, and prevent crisis by
4 ensuring that systems and programs are established for emergency,
5 crisis, and followup responses and for preventing crises at a school
6 and throughout a complex of schools. Interventions pursuant to
7 this paragraph may include, but are not limited to, all of the
8 following:

9 (A) Establishment of a crisis team to ensure immediate response
10 when emergencies arise, and to provide aftermath assistance as
11 necessary and appropriate so that pupils are not unduly delayed in
12 reengaging in learning.

13 (B) Schoolwide and school-linked prevention programs to
14 enhance safety at school and to reduce violence, bullying,
15 harassment, abuse, and other threats to safety in order to ensure a
16 supportive and productive learning environment.

17 (C) Classroom curriculum approaches focused on preventing
18 crisis events, including, but not limited to, violence, suicide, and
19 physical or sexual abuse.

20 (4) Enhance home involvement by ensuring that there are
21 systems, programs, and contexts established that lead to greater
22 parental involvement to support the progress of pupils with
23 learning, behavioral, and emotional problems. Interventions
24 pursuant to this paragraph may include, but are not limited to, all
25 of the following:

26 (A) Addressing specific needs of the caretakers of a pupil,
27 including, but not limited to, providing ways for them to enhance
28 literacy and job skills and meet their basic obligations to the pupils
29 in their care.

30 (B) Reengaging homes that have disengaged from school
31 involvement.

32 (C) Improved systems for communication and connection
33 between home and school.

34 (D) Improved systems for home involvement in decisions and
35 problemsolving affecting the pupil.

36 (E) Enhanced strategies for engaging parents or guardians in
37 supporting the basic learning and development of their children
38 to prevent or at least minimize learning, behavioral, and emotional
39 problems.

1 (5) Outreach to the community in order to build linkages by
2 ensuring that there are systems and programs established to provide
3 outreach to and engage strategically with public and private
4 community resources to support learning at school of pupils with
5 learning, behavioral, and emotional problems. Interventions
6 pursuant to this paragraph may include, but are not limited to, all
7 of the following:

8 (A) Training, screening, and maintaining volunteers and mentors
9 to assist school staff in enhancing pupil motivation and capability
10 for learning.

11 (B) Job shadowing and service learning programs to enhance
12 the expectations of pupils for postgraduation employment
13 opportunities.

14 (C) Enhancing limited school resources through linkages with
15 community resources, including, but not limited to, libraries,
16 recreational facilities, and postsecondary educational institutions.

17 (D) Enhancing community and school connections to heighten
18 a sense of community.

19 (6) Provide special assistance for pupils and families as
20 necessary by ensuring that there are systems and programs
21 established to provide or connect with direct services when
22 necessary to address barriers to the learning of pupils at school.
23 Interventions pursuant to this paragraph may include, but are not
24 limited to, all of the following:

25 (A) Special assistance for teachers in addressing the problems
26 of specific individuals.

27 (B) Processing requests and referrals for special assistance,
28 including, but not limited to, counseling or special education.

29 (C) Ensuring effective case and resource management when
30 pupils are receiving direct services.

31 (D) Connecting with community service providers to fill gaps
32 in school services and enhance access for referrals.

33 (c) The process of developing, implementing, monitoring, and
34 maintaining the component of the individual schoolsite plan
35 pursuant to subdivision (a) shall include, but not be limited to, all
36 of the following:

37 (1) Ensuring effective school mechanisms for assisting
38 individuals and families with decisionmaking and timely,
39 coordinated, and monitored referrals to school and community
40 services when indicated. The mechanisms shall draw on the

1 expertise of pupil support service personnel at schools such as
2 nurses, psychologists, counselors, social workers, speech and
3 language pathologists, resource specialists, special education
4 teachers, and child welfare attendance workers.

5 (2) A mechanism for an administrative leader, support staff for
6 pupils, and other stakeholders to work collaboratively at each
7 school with a focus on strengthening the individual schoolsite plan.

8 (3) A plan for capacity building and regular support for all
9 stakeholders involved in addressing barriers to learning and
10 promoting healthy development.

11 (4) Training and technical assistance, and accountability reviews
12 as necessary.

13 (5) Minimizing duplication and fragmentation between school
14 programs.

15 (6) Preventing problems and providing a safety net of early
16 intervention.

17 (7) Responding to pupil and staff problems in a timely manner.

18 (8) Connecting with a wide range of school and community
19 stakeholder resources.

20 (9) Recognizing and responding to the changing needs of all
21 pupils while promoting the success and well-being of each pupil
22 and staff member.

23 (10) Creating a supportive, caring, respectful, and safe learning
24 environment.

25 52063. The CPLSS component of the individual schoolsite
26 plan shall do all of the following:

27 (a) Be an essential component of all school improvement
28 planning.

29 (b) Be fully integrated with plans to improve instruction.

30 (c) Focus on maximizing use of available resources at the school,
31 school complex, and school district levels.

32 (d) Reflect all of the following:

33 (1) School policies, goals, guidelines, priorities, activities,
34 procedures, and outcomes relating to implementing the CPLSS.

35 (2) Effective leadership and staff roles and functions for the
36 CPLSS.

37 (3) A thorough infrastructure for the CPLSS.

38 (4) Appropriate resource allocation.

39 (5) Integrated school-community collaboration.

40 (6) Regular capacity-building activity.

1 (7) Delineated standards, quality and accountability indicators,
2 and data collection procedures.

3 52064. (a) For the purposes of this section, “complex of
4 schools” means a group of elementary, middle, or high schools
5 associated with each other due to the natural progression of
6 attendance linking the schools.

7 (b) To ensure that the CPLSS is developed cohesively,
8 efficiently uses community resources, and capitalizes on economies
9 of scale, CPLSS infrastructure mechanisms shall be established at
10 the school and school district levels.

11 (c) A complex of schools is encouraged to designate a pupil
12 support staff member to facilitate a family complex CPLSS team
13 consisting of representatives from each participating school.

14 (d) Each school district implementing a CPLSS shall establish
15 mechanisms designed to build the capacity of CPLSS components
16 at each participating school, including, but not limited to, providing
17 technical assistance and training for the establishment of effective
18 CPLSS components.

19 52065. (a) An independent agency selected by the department
20 shall evaluate the success of the CPLSS component according to
21 all of the following criteria:

22 (1) Improved systems for promoting prosocial pupil behavior
23 and the well-being of staff and pupils, preventing problems,
24 intervening early after problems arise, and providing specialized
25 assistance to pupils and their families.

26 (2) Increasingly supportive, caring, respectful, and safe learning
27 environments at schools.

28 (3) Enhanced collaboration between each school and its
29 community.

30 (4) The integration of the CPLSS component with all other
31 school improvement plans.

32 (5) Fewer inappropriate referrals of pupils to special education
33 programs or other special services.

34 (b) The evaluation shall consider all of the following items in
35 determining the impact of the CPLSS, and the findings related to
36 each item shall be included in the School Accountability Report
37 Card pursuant to Section 33126:

38 (1) Pupil attendance.

39 (2) Pupil grades.

40 (3) Academic performance.

- 1 (4) Pupil behavior.
- 2 (5) Home involvement.
- 3 (6) Teacher retention.
- 4 (7) Graduation rates for high school pupils.
- 5 (8) Grade promotion for elementary, middle, and junior high
- 6 schools.
- 7 (9) Truancy rates.
- 8 (10) Literacy development.
- 9 (11) Other indicators required by the federal No Child Left
- 10 Behind Act of 2001 (20 U.S.C. Sec. 6301 et seq.) and included in
- 11 the California Healthy Kids Survey.
- 12 (c) The evaluation shall compare the CPLSS components of
- 13 schools that have similar records of pupil achievement at 3, 5, and
- 14 10 years after implementation of the CPLSS components.
- 15 52066. (a) The department shall develop a request for a grant
- 16 application, to be submitted by school districts pursuant to this
- 17 chapter. The department shall award funding pursuant to this
- 18 chapter to five school districts based on the following criteria:
- 19 (1) The score of the school district on the grant application, as
- 20 determined by the department.
- 21 (2) Current receipt by the school district of funding pursuant to
- 22 Title I of the federal Elementary and Secondary Education Act of
- 23 1965 (20 U.S.C. Sec. 236 et seq.).
- 24 (3) The geographic and population characteristics of the school
- 25 district.
- 26 (b) State funds that are appropriated for purposes of this chapter
- 27 shall be allocated as follows:
- 28 (1) Four hundred thousand dollars (\$400,000) shall be
- 29 apportioned to each school district that is selected by the
- 30 department pursuant to subdivision (a) per calendar year for three
- 31 years. Each of these school districts shall identify a feeder pattern
- 32 of one elementary school, one middle or junior high school, and
- 33 one high school to receive funding.
- 34 (2) One million dollars (\$1,000,000) shall be apportioned to the
- 35 department per year for three years for all of the following
- 36 purposes:
- 37 (A) To hire one education programs consultant and one analyst.
- 38 (B) To contract for training and technical assistance services.

- 1 (C) To contract for formative and summative evaluations.

O

Phasing-in an Enabling or Learning Supports Component - throughout a District or in One School

“How do we begin?” “What are the first steps?”

To provide a tool related to such questions, we have excerpted and updated the following material from:

Getting from Here to There: A Guidebook for The Enabling Component
(online at: <http://smhp.psych.ucla.edu/pdfdocs/enabling/gettingfromhere.pdf>).*

- If your interest is in phasing-in the component throughout a district, you will want to review all of the following.
- If your focus is on one school, you can skim past the sections that refer only to work at the district level. But, remember, ultimately, full support and sustainability require a district-wide approach.

*Additional guidance is provided in:

*The School Leader's Guide to Student Learning Supports:
New Directions for Addressing Barriers to Learning* (2006)
written by H. Adelman & L. Taylor and published by Corwin Press.
See: <http://www.corwinpress.com/book.aspx?pid=11343>

Efforts to restructure how schools operate 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 at every school. This process often is called diffusion, replication, roll out, or scale-up.

Much more is involved than implementing demonstration projects

For the most part, education researchers and reformers have paid little attention to the complexities of large-scale diffusion. Furthermore, leadership training has given short shrift to the topic of scale-up. Thus, it is not surprising that proposed systemic changes are not accompanied with the resources necessary to accomplish the 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, teachers, and parents, 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.



In reading the following, think about restructuring student support in terms of establishing over time a comprehensive, multifaceted, and integrated component to address barriers to learning and teaching (e.g., an enabling or learning support component as described in the concept paper). The outlined framework and guidelines for such a component conveys a vision of the type of comprehensive, multifaceted approach needed at every school site. In organizing such a component, it is the content of each of the basic areas needed to address barriers to learning that guides program planning, implementation, evaluation, personnel development, and stakeholder involvement. The intent is to create a cohesive set of programs and services that is thoroughly integrated with the instructional and management components. Such a component evolves by building a *continuum of interventions* – from primary prevention to treatment of chronic problems – using a *continuum of interveners, advocates, and sources of support* (e.g., peers, parents, volunteers, nonprofessional staff, professionals-in-training, professionals). Building such a component requires braiding resources. Thus, the emphasis throughout is on *collaboration* – cooperation, coordination, and, where viable, integration – among all school and community.

A Few Caveats

In talking about new directions for student support, we find different stakeholders often are talking about different matters, and this can produce controversies and conflict. So let's start off with the following as our initial frames of reference.

All students – Ultimately, we are talking about ensuring that every student has an equal opportunity to succeed at school.

Using resources appropriately – It is essential to use resources in ways that are effective. But effectiveness is not just a matter of achieving specific outcomes for a few youngsters. The appropriate aim in deploying resources in schools is to meet the needs of the many.

Evolving new directions – Meeting the needs of the many requires rethinking how resources should be used to provide learning supports and deploying resources in ways that evolve a comprehensive, multifaceted, and cohesive approach that addresses barriers to student learning and promotes healthy development.

Pursuing resource-oriented functions – Evolving new directions involves the ability to carry out a variety of resource-oriented *functions* in a proactive way. These include providing leadership, capacity building, and oversight for mapping what exists, analyzing current resource use, establishing priorities for program development, making recommendations for resource (re)deployment and enhancement to improve programs and systems, participating in decision making, and more.

Building a school-site infrastructure – Working on resource-oriented functions requires establishing and sustaining organizational and operational mechanisms that are linked into an effective and efficient *infrastructure* at the school site.

Building a feeder pattern infrastructure – After a school site infrastructure is functioning appropriately, it needs to be connected to other schools in a complex or feeder pattern (e.g., a family of schools) in order to maximize use of available resources and achieve economies of scale.

Rethinking the central office infrastructure – Then, infrastructure connections with a district's central office can be reworked to ensure that site-based and school cluster efforts are effectively nurtured.

School-community collaboratives – Ultimately, the emphasis on enhancing school and community connections leads to considerations of how school infrastructure mechanisms braid with community infrastructure mechanisms to establish effective, function-oriented school-community collaboratives.

Working together – For infrastructure mechanisms to be efficient and effective, stakeholders must work together with a dedicated task focus. Thus, not only are we talking about building and sustaining infrastructure, we are talking about working together to improve outcomes for all students.

Successful systemic change begins with a framework that addresses the complexities of scale-up

In pursuing major systemic restructuring, a complex set of interventions is required. These must be guided by a sophisticated scale-up model that addresses substantive organizational changes at multiple levels. A scale-up model is a tool for systemic change. It addresses the question "How do we get from here to there?" Such a model is used to implement a vision of organizational aims and is oriented toward results.

The vision for *getting from here to there* requires its own framework of steps, the essence of which involves establishing mechanisms to address key phases, tasks, and processes for systemic change. As the Exhibit on the following page highlights, these include creating an infrastructure and operational mechanisms for

- *orientation and creating readiness*: enhancing the climate/culture for change;
- *start-up and phase in – initial implementation*: adapting and phasing-in a prototype with well-designed guidance and support;
- *maintenance/institutionalization*: ensuring the infrastructure maintains and enhances productive changes;
- *ongoing evolution*: creative renewal.

In the following discussion, we take as given that key mechanisms for implementing systemic changes have been established. These mechanisms are essential when fundamental restructuring is to be carried out throughout a school district.

The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones

John Maynard Keynes

Major system change is not easy,
but the alternative is to maintain
a very unsatisfactory status quo.

Exhibit

Steps in Establishing a Enabling/Learning Supports Component at a School

At any site, key stakeholders and their leadership must understand and commit to restructuring; commitment must be reflected in policy statements and creation of an infrastructure that ensures the necessary leadership and resources.

Orientation and Creating Readiness

- 1) Build interest and consensus for developing the learning supports (enabling) component
- 2) Introduce basic ideas to relevant groups of stakeholders
- 3) Design a prototype proposal and use it to elicit a policy commitment – the leadership group at a school should make a policy commitment that adopts a comprehensive, multifaceted, and cohesive approach to enabling learning by addressing barriers to learning as a primary and essential component of school improvement (not a project, pilot, demonstration, or special initiative)
- 4) Identify a site leader (equivalent to the leader for the instructional component) to ensure policy commitments are carried out (ensure job description is revised)

Start-up and Phase-in: Building an Infrastructure and Putting it to Work

- 5) Establish and provide leadership training for a steering group and other change agents to guide component development
- 6) Establish priorities and formulate specific start-up and phase-in plans
- 7) Establish a site-based resource-oriented mechanism (e.g., a Learning Supports Resource Team) and train those who staff it (ensure job descriptions are revised)
- 8) Organize learning support activity into a delineated set of intervention arenas and develop standing work groups for each area to begin mapping and analyzing resources and formulating initial recommendations for enhancing intervention systems (ensure job descriptions are revised to reflect new functions);
- 9) Refine school infrastructure so that learning supports (enabling) component is fully integrated with the instructional and management components
- 10) Develop ad hoc work groups to enhance component visibility, communication, sharing, and problem solving (ensure job descriptions are revised to fit functions)
- 11) Attempt to fill program/service gaps and pursue economies of scale through outreach designed to establish formal collaborative linkages with other schools in the feeder pattern and with district-wide and community resources
- 12) Establish a system for quality improvement, evaluation, and accountability

Maintenance and Evolution: Toward Refinement, Increased Outcome Efficacy, and Creative Renewal

- 13) Plan for maintenance
- 14) Develop strategies for maintaining momentum and progress
- 15) Generate creative renewal

And Remember:

**Structure
Follows
Function**

As more and more emphasis is placed on committees, teams, collaborative bodies, and other groups that come together, there has been increasing concern about just going to meetings and not making any progress. One problem is that a fundamental organizational principle often is neglected. That principle states simply: *structure follows function*.

We are unlikely to create an effective infrastructure if we are not clear about the functions we want to accomplish.

Efforts to effectively provide learning supports at a school involve (a) intervention-oriented functions and (b) resource-oriented functions. Moving in new directions adds functions specifically related to (c) systemic change.

For example:

- in responding to the needs of individuals students and families, the emphasis is on such individual *case-oriented intervention functions* as determining who needs what and how soon (triage), referrals to appropriate interventions, coordinating and managing interventions, monitoring progress and reassessing needs, and related activity;
- *resource-oriented functions* include mapping and analyzing how resources are being used and establishing priorities for how to deploy and redeploy resources to improve school outcomes;
- *systemic change functions* include how to create readiness for change, how to build stakeholder capacity for change, how to phase in changes, and how to sustain them.

Restructuring Student Support from the School Outward

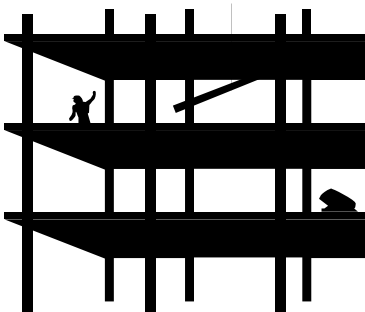
*The focus is first
on what is needed
at the school level . . .*

*. . . then on what
families of schools
and system-wide
resources can do
to support each
school's approach
for addressing
barriers to learning
and teaching*

From a decentralized perspective and to maintain the focus on evolving a comprehensive continuum of programs/services at *every school site*, it is a good idea to conceive the process of restructuring from the school outward. That is, first the focus is on school level mechanisms related to the component to address barriers to learning and teaching. Then, based on analyses of what is needed to facilitate and enhance school level efforts, mechanisms are conceived that enable groups or “families” of schools to work together where this increases efficiency and effectiveness and achieves economies of scale. Then, system-wide mechanisms can be (re)designed to support what each school and family of schools are trying to develop.

An infrastructure of organizational and operational mechanisms at school, multiple school sites, and system-wide are required for oversight, leadership, resource development, and ongoing support. Such mechanisms provide ways to (a) arrive at decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each system level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involvement. They also call for redeployment of existing resources, as well as finding new ones.

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 large-scale restructuring described below is not a straight-forward sequential process. Rather, the changes emerge in overlapping and spiraling phases.



School Level Mechanisms

A programmatic approach for addressing barriers to learning must coalesce at the local level. Thus, the school and its surrounding community are a reasonable focal point around which to build a multi-level organizational plan. Moreover, primary emphasis on this level meshes nicely with contemporary restructuring views that stress increased school-based and neighborhood control.

Policymakers and administrators must ensure the necessary infrastructure is put in place for

If the essential programs for addressing barriers to learning and teaching are to play out effectively at a school site, policymakers and administrators must ensure that the necessary infrastructure is put in place. In most settings, this can be done by restructuring support services and other activities currently used to address barriers to learning and promote healthy development. Through proper redeployment of such resources, every school can expect to enhance its educational results

- *weaving existing activity together*
- *evolving programs*
- *reaching out to enhance resources*

From a school's perspective, there are three overlapping challenges in moving from piecemeal approaches to an integrated component for addressing barriers to learning. One involves weaving existing activity together, including curricula designed to foster positive social, emotional, and physical development. A second entails evolving programs so they are more effective. The third challenge is to reach out to other resources in ways that expand the component. Such outreach encompasses forming collaborations with other schools, establishing formal linkages with community resources, and attracting more volunteers, professionals-in-training, and community resources to work at the school site.

Mechanisms include:

school-based work groups

Meeting the above challenges requires development of well-conceived mechanisms that are appropriately sanctioned and endowed by governance bodies. For example, with respect to the six programmatic areas outlined in the prototype framework for an Enabling or Learning Supports Component, specific school-based mechanisms must exist so that all are pursued optimally in daily practice and are maintained over time. One way to conceive the necessary mechanisms is in terms of *school-based work groups*. The functions of each group are to ensure programmatic activity is well-planned, implemented, evaluated, maintained, and evolved. In forming such groups, identifying and deploying enough committed and able personnel may be difficult. Initially, a couple of motivated and competent individuals can lead the way in a particular program area – with others recruited over time as necessary and/or interested. Some “groups” might even consist of one individual. In some instances, one group can address more than one

programmatic area or may even serve more than one school. Many schools, of course, are unable to simultaneously establish mechanisms to cover all six areas. Such schools must establish priorities and plans for how they will phase in their restructuring efforts. The initial emphasis, of course, should be on weaving together existing resources and developing program teams designed to meet the school's most pressing needs, such as enhancing programs to provide student and family assistance, crisis assistance and prevention, and ways to enhance how classrooms handle garden variety learning, behavior, and emotional problems.

*School-based
Learning Supports
Resource Team*

In addition to program work groups, a separate on-site organizational mechanism for resource coordination addresses overall cohesion among programmatic areas. This mechanism also can be a team. Such a school-based *Learning Supports Resource Team* can reduce fragmentation and enhance cost-efficacy of enabling activity by assisting program teams in ways that encourage them to function in a coordinated and increasingly integrated manner. Properly constituted, this group also provides on-site leadership for efforts to address barriers comprehensively and ensures the maintenance and improvement of a multifaceted and integrated approach.

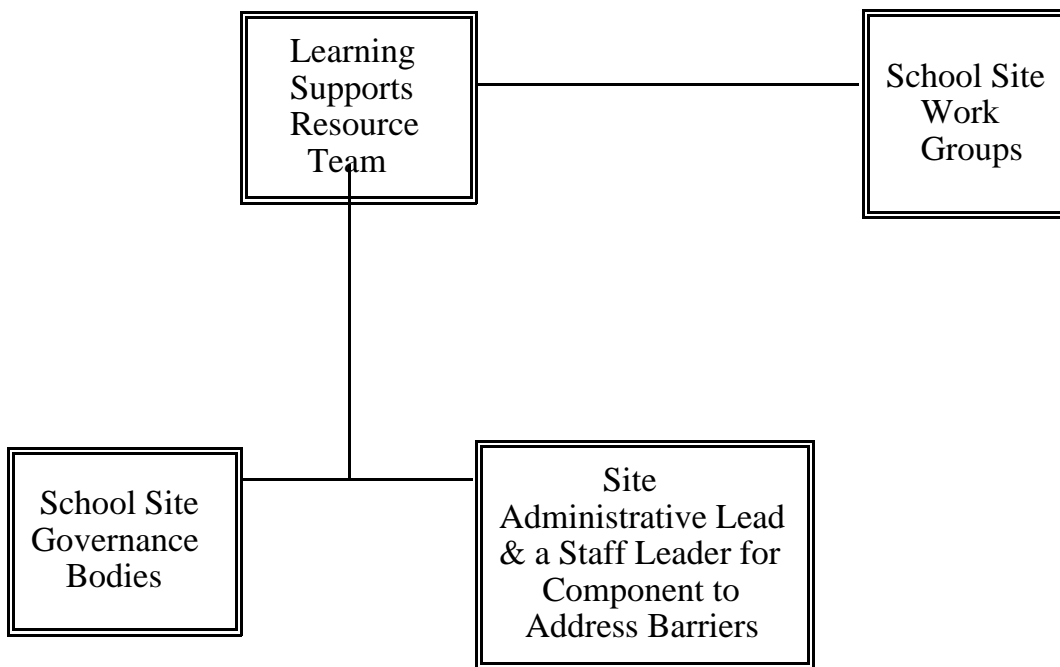
*Site
administrative
leader*

Most schools do not have an administrator whose job definition outlines the leadership role and functions necessary for developing a comprehensive approach for addressing barriers to learning. This is not a role for which most principals have time. Thus, it is imperative to establish a policy and restructure jobs to ensure there is a *site administrative leader* for this component. Such a role may be created by redefining a percentage (e.g., 50%) of a vice/assistant principal's day or, in schools that are too small to have such personnel, the principal might delegate some administrative responsibilities to a coordinator. This person must sit on the Learning Supports Resource Team and then represent and advocates the team's recommendations whenever the administrative team meets. This administrator also advocates for the team's recommendations at governance body meetings when decisions are made regarding programs and operations – especially decisions about use of space, time, budget, and personnel.

Staff lead

Finally, a *staff lead* can be identified from the cadre of line staff who have expertise with respect to addressing barriers to student learning. If a site has a Center facility (e.g., Family or Parent Resource Center or a Health Center), the Center coordinator might fill this role. This individual also must sit on the Learning Supports Resource Team and then advocate at key times for the team’s recommendations at the administrative and governance body tables.

Besides facilitating the development of a potent component to address barriers to learning, both the administrative and staff lead play key roles in daily implementation, monitoring, and problem solving.



As will be evident on the following pages, conceptualization of the necessary school level infrastructure helps clarify what supportive mechanisms should be developed at school complex-cluster and system-wide levels.

Figure 1 provides an example of the type of infrastructure a school should consider. Note especially the links among the three components and the connection within the various groups involved in planning, implementing, evaluating, and sustaining learning supports.

School-Site Resource-Oriented Team*

Creation of resource-oriented team at a school provides an essential mechanism for enhancing attention to developing a comprehensive, multifaceted, and cohesive approach. A resource-oriented team encourages programs to function in an increasingly cohesive way. It is a vehicle for building working relationships and can play a role in solving turf and operational problems. It encourages weaving together existing school and community resources.

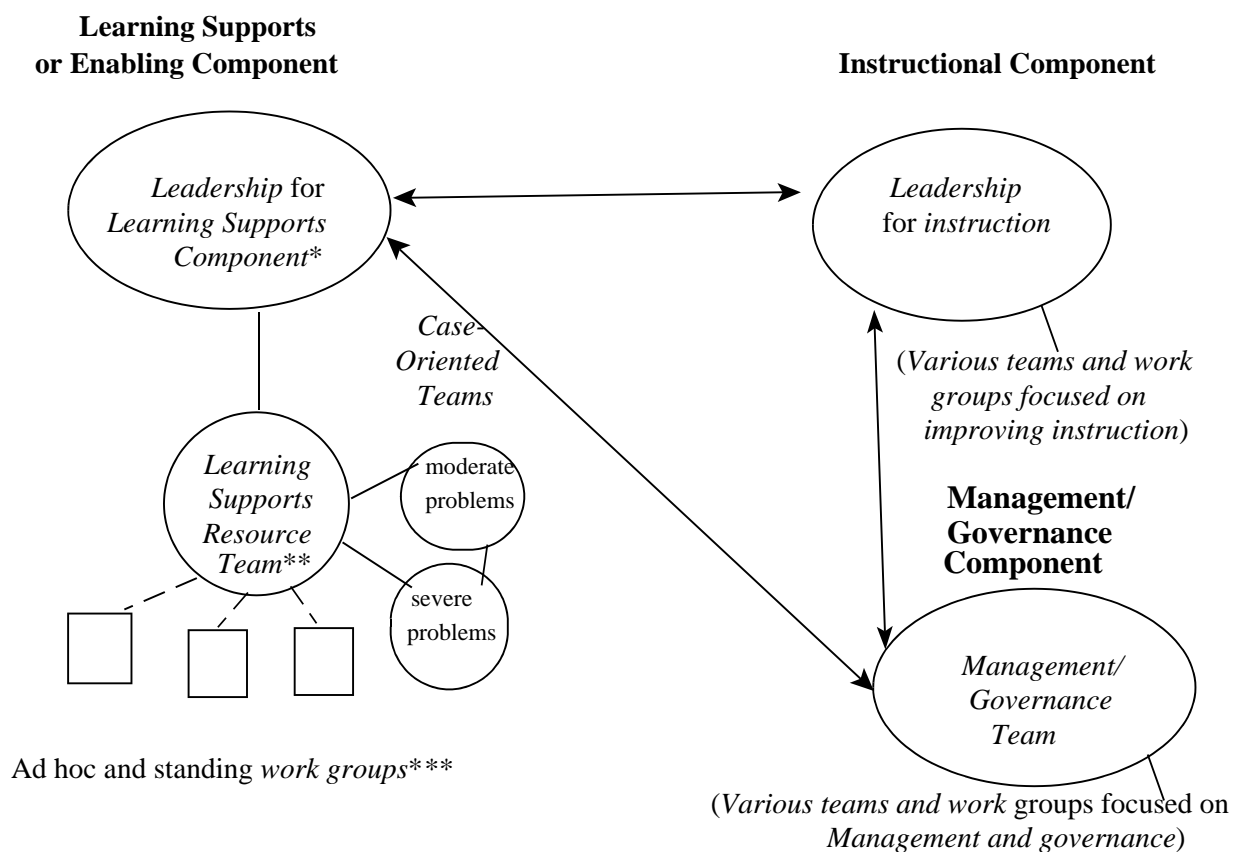
A resource-oriented team both manages and enhances *systems* for coordination, integration, and strengthening of interventions. Such a team must be part of the structure of every school (see Figure 5 where such a team is designated as a *Learning Supports Resource Team*). Then, a representative must be designated to connect with the feeder pattern and with a District-wide steering group (see Figure 6).

Key functions of resource-oriented mechanisms include:

- >aggregating data across students and from teachers to analyze school needs
- >mapping resources in school and community
- >analyzing resources
- >identifying the most pressing program development needs at the school
- >coordinating and integrating school resources & connecting with community resources
- >establishing priorities for strengthening programs and developing new ones
- >planning and facilitating ways to strengthen and develop new programs and systems
- >recommending how resources should be deployed and redeployed
- >developing strategies for enhancing resources
- >social "marketing"

*A resource-oriented team differs from an individual case-oriented team. That is, its focus is not on reviewing specific students, but on clarifying resources and their best use. This is a role that existing case-oriented teams can play if they are asked to broaden their scope.

Figure 1. Example of an integrated infrastructure



*Leadership for a Learning Supports or Enabling Component consists of a group of advocates/champions whose responsibility is to ensure the vision for the component is not lost. The group meets as needed to monitor and provide input to the Learning Supports Resource Team. Administrative leads for the Component provide essential guidance and assistance. Such leadership ensures daily implementation, monitoring, and problem solving. Specific leadership functions include (a) evolving the vision and strategic plans for preventing and ameliorating problems; (b) ensuring coordination and integration of enabling activity; and (c) ensuring integration with instructional and management components.

**A Learning Supports Resource Team is a resource-oriented mechanism. Such a mechanism is the key to ensuring component cohesion, integrated implementation, and ongoing development. It meets weekly to guide and monitor daily implementation and development of all programs, services, initiatives, and systems at a school that are concerned with providing learning supports and specialized assistance. This team can be responsible for (a) identifying and analyzing activity and resources with a view to improving efforts to prevent and ameliorate problems; (b) ensuring there are effective systems for prereferral intervention, referral, monitoring of care, and quality improvement; (c) guaranteeing effective procedures for program management and communication among school staff and with the home; and (d) exploring ways to redeploy and enhance resources. This last function includes clarifying which activities are nonproductive and suggesting better uses for the resources, as well as reaching out to connect with additional resources in the school district and community.

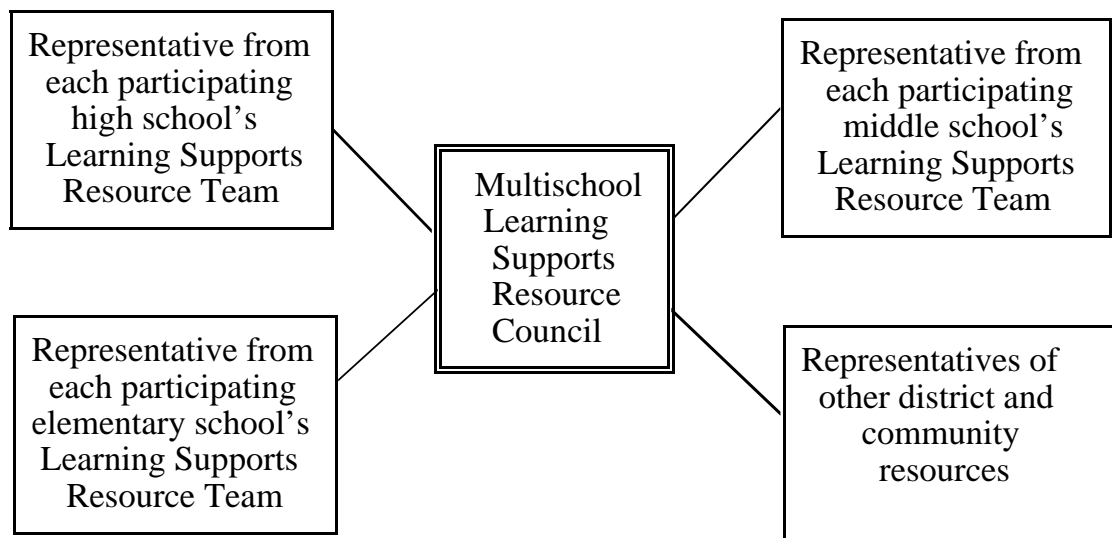
***Ad hoc and standing work groups – Initially, these are the “teams” that already exist related to various initiatives and programs. Where redundancy exists, work groups can be combined. Others are formed as needed by the Learning Supports Resource Team to address specific concerns. These groups are essential for accomplishing the many tasks associated with such a team’s functions.

Mechanisms for Clusters of Schools

Neighboring schools have common concerns and may have programmatic activity that can use the same resources. By sharing, they can eliminate redundancy and reduce costs. Some school districts already pull together clusters of schools to combine and integrate personnel and programs. These are sometimes called complexes or families.

A multischool *Learning Supports Resource Council* for a cluster or “family” of schools provides a mechanism to help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources to reduce costs. Such councils can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools. (This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster.) With respect to linking with community resources, multi school teams are especially attractive to community agencies who often don't have the time or personnel to link with individual schools.

To these ends, 1 to 2 representatives from each school’s Learning Supports Resource Team can be chosen to form a council and meet at least once a month and more frequently as necessary. Such a mechanism can help (a) coordinate and integrate programs serving multiple schools, (b) identify and meet common needs with respect to guidelines and staff development, and (c) create linkages and collaborations among schools and with community agencies. In this last regard, the group can play a special role in community outreach both to create formal working relationships and ensure that all participating schools have access to such resources. More generally, the council provides a useful mechanism for leadership, communication, maintenance, quality improvement, and ongoing development of a component for addressing barriers to learning and teaching. Natural starting points for councils are the sharing of needs assessment, resource mapping, analyses, and recommendations for reform and restructuring. Specific areas of initial focus may be on such matters as addressing community-school violence and developing prevention programs and safe school plans.



System-wide Mechanisms

School and multi-site mechanisms are not sufficient. System-wide policy guidance, leadership, and assistance are required. With respect to establishing a component for addressing barriers to learning, a district *policy* commitment represents a necessary foundation. Optimally, the policy should place development of a comprehensive, integrated approach for enabling learning on a par with instruction and management.

Mechanisms that seem essential are:

a system-wide leader for the component

Then, the district must adopt a prototype and create necessary system-wide mechanisms for operationalizing the component. Development of system-wide mechanisms should reflect a clear conception of how each supports school and cluster level activity. Three system-wide mechanisms seem essential in ensuring coherent oversight and leadership for developing, maintaining, and enhancing an enabling component. One is a *system-wide leader* with responsibility and accountability for the component (e.g., an associate superintendent). This leader's functions include (a) evolving the district-wide vision and strategic planning for an enabling component, (b) ensuring coordination and integration of enabling activity among groups of schools and system-wide, (c) establishing linkages and integrated collaboration among system-wide programs and with those operated by community, city, and county agencies, and (d) ensuring integration with instruction and management. The leader's functions also encompass evaluation, including determination of the equity in program delivery, quality improvement reviews of all mechanisms and procedures, and ascertaining results.

a system-wide leadership group

Two other recommended mechanisms at this level are a *system-wide leadership group* and a *learning supports resource-oriented mechanism*. The former can provide expertise and leadership for the ongoing evolution of the component for addressing barriers to learning and teaching; the latter can provide guidance for operational coordination and integration across groups of schools. The composition for these will have some overlap. The district-level resource-oriented mechanism should include representatives of multischool councils and unit heads and coordinators. The leadership group should include (a) key district administrative and line staff with relevant expertise and vision, (b) district staff who can represent the perspectives of principals, union members, and various other stakeholders, and (c) nondistrict members whose job and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand.

a system-wide learning supports resource-oriented mechanism

EXHIBIT

Infrastructure for Learning Supports at District, Regional, and State Offices

Ending the marginalization of efforts to address barriers to learning and teaching in school improvement planning requires significant changes in the organizational and operational infrastructure at a school. It also requires substantial changes at district, regional, and state offices.

Currently, most units (e.g., divisions, offices, special initiatives and projects) that deal with various facets of student/learning supports are marginalized, fragmented, and often counter productively competitive.

Because so many programs have evolved in a piece meal manner, it is not unusual for staff to be involved in "parallel play." This contributes to widespread counter productive competition and wasteful redundancy. Effectiveness is compromised. So are efforts to take projects, pilots, and demonstration programs to scale. The problem often is blamed on "silo" funding. While this is a concern, the negatives can be minimized through bringing all the work together under an umbrella intervention concept and rethinking infrastructure.

Minimally, it is important to clarify how all the units, middle managers, and coordinators who focus on student/learning supports integrate their efforts.

- Do they report to one or several top managers?
- With respect to top management, is there leadership for a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning or is the emphasis mainly on administrative matters?
- At the Superintendent's leadership/cabinet table, is there potent leadership for a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning?

Optimally, it would be well to integrate all efforts focusing on student/learning supports into one unit (e.g., a Division for a System of Learning Supports – note a "system" of supports, not support "services") headed by an Associate Superintendent.

References

Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Development.

Online: <http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf>

Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component

Online: <http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>

>>Such a Division needs to play five key roles:

- (1) A leadership role in designing, implementing, sustaining, and going to scale with respect to a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning
- (2) A role in gathering and providing information for schools to use in school improvement planning and implementation to effectively address barriers to learning (e.g., ways to end the marginalization, fragmentation, and counter productive competition and use best practices)
- (3) A role in the regular analyses of aggregated and disaggregated data to update and refine information for purposes of identifying priorities; making recommendations for deploying and redeploying resources for system change, school-by-school development, formative and summative evaluation, sustainability, district scale up, and accountability. This includes data on
 - (a) needs
 - (b) resource availability and use (strengths, weaknesses, gaps)
 - (c) system development progress
 - (d) short-term, intermediate, and long-term outcomes
- (4) A role in establishing effective, integrated connections between school and community resources
- (5) A role in ensuring all mandates for student support are met in the most effective and integrated way.

These roles encompass a variety of functions such as

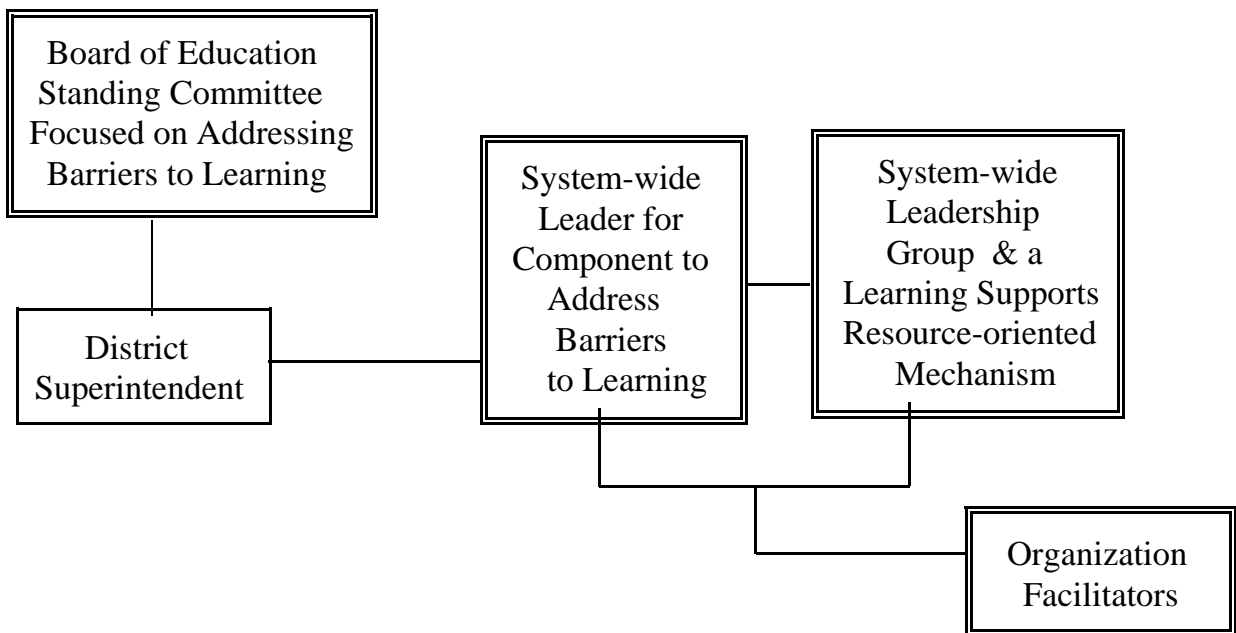
- >enhancing understanding and readiness for necessary systemic changes
- >being a catalyst and advocate for systemic change
- >designing and strategically planning systemic changes
- >being a coach and facilitator for the systemic changes
- >working to enhance an integrated infrastructure for a learning supports component to address barriers to learning and teaching
- >mapping and analyzing resource use
- >identifying priorities
- >planning and helping to implement ways to build capacity for the work
- >social marketing of learning supports
- >and so forth

Organization Facilitators

A cadre of *Organization Facilitators* provide a change agent mechanism that can assist in the development and maintenance of cluster councils and resource-oriented school teams (see Exhibit on following page). Such personnel also can help organize basic "interdisciplinary and cross training" to create the trust, knowledge, skills, and the attitudes essential for the kind of working relationships required if the mechanisms described above are to operate successfully. Through such training, each profession has the opportunity to clarify roles, activities, strengths, and accomplishments, and learn how to link with each other.

Board of Education Standing Committee for a Component to Address Barriers to Learning

Matters related to addressing barriers to learning and teaching appear regularly on every school board's agenda. The problem is that each item tends to be handled in an ad hoc manner, without sufficient attention to the "Big Picture." One result is that the administrative structure in most districts is not organized in ways that coalesce its various functions (programs, services) for addressing barriers. The piecemeal structure reflects the marginalized status of such functions and both creates and maintains the fragmented policies and practices that characterize efforts to address barriers. School boards should carefully analyze how their committee structure deals with these functions. Most boards will find (a) they don't have a big picture perspective of how all these functions relate to each other, (b) the current board structure and processes for reviewing these functions do not engender a thorough, cohesive approach to policy, and (c) functions related to addressing barriers to learning are distributed among administrative staff in ways that foster fragmentation. If this is the case, the board should consider establishing a standing committee that focuses in depth and consistently on the topic of how schools in the district can enhance their efforts to improve instruction by addressing barriers in more cohesive and effective ways.



Exhibit

Establishing Resource-Oriented Mechanisms Using Organization Facilitators as Change Agents

Staff at all levels require assistance in establishing and maintaining an appropriate infrastructure for a component to address barriers to learning. Specially trained *Organization Facilitators* represent a mechanism that embodies the necessary expertise to help (a) develop essential school-based leadership, (b) establish program and coordinating teams and councils, and (c) clarify how to link up with community resources.

At the school level, one facilitator can rotate within a group of schools to phase-in an appropriate infrastructure over a period of a year. Then, that facilitator can move on to another group of schools. After moving on, the facilitator can return periodically to assist with maintenance, share new ideas for program development, help with such development, and contribute to related inservice. Work to date suggests that a relatively small cadre of Organization Facilitators can phase-in desired mechanisms throughout a relatively large district over a period of several years. Pupil service personnel who have been redeployed and trained for these positions adapt quite easily to the functions and report high levels of job satisfaction. Current efforts related to developing an enabling component at a school help clarify some of these points.

The Organization Facilitator's first step was to help policy makers understand the need to restructure the school's support programs and services. This led to adoption of the enabling component concept by the site's governance body and to an agreement about the role the Organization Facilitator would play in helping staff implement reforms.

The process of restructuring began with assignment of an assistant principal to function as the component's administrative leader and establishment of a learning supports resource team consisting of the school's pupil service personnel, the administrative leader, the staff lead, and several teachers. As a focal point for restructuring, the Organization Facilitator helped the team map and analyze all school resources being used to address barriers to student learning. The six interrelated content areas for an enabling or learning supports component provided a template to organize mapping and analyses, as did the set of related self-study surveys.

By clustering existing activities into the six areas, the team was able to consider a new programmatic vision for the school's efforts to address barriers to learning and enhance healthy development. By analyzing activities from this perspective, the team identified essential activities, major programmatic gaps, redundant efforts, and several long-standing activities that were having little effect. Decisions were made to eliminate redundant and ineffective activity and redeploy the resources to strengthen essential programs and begin to fill gaps.

As one facet of the school's community outreach, the Organization Facilitator has trained staff how to bring community resources to the site in ways that do not displace essential school resources. This is accomplished by integrating the community as part of the component for addressing barriers to learning and teaching – linking each available community resource to one or more of the six areas either to fill a gap or enhance the school staffs' efforts by becoming part of an ongoing program. To ensure coordination and integration, all community agencies working at the site are asked to have a representative participate on the resource-oriented team.

Major Steps in Restructuring Student Support to Establish a Component to Address Barriers to Learning

The following overview of major steps reflects the phases for systemic change discussed.

At each level of restructuring, a critical mass of key stakeholders and their leadership must understand and commit to restructuring plans. The commitment must be reflected in policy statements and creation of an infrastructure that ensures necessary leadership and resources and on-going capacity building. To these ends, it behooves the Board of Education to establish a standing committee focused on the district's efforts to address barriers to learning and promote healthy development. Such a committee can play a major role in reviewing, analyzing, and redeploying the various funding sources that underwrite district efforts to address barriers to learning and promote healthy development.

As a guide for planning, implementation, and evaluation, the process is conceived in terms of four phases covering fourteen major steps:

Phase 1: Creating Readiness

- Build interest and consensus for restructuring and developing a comprehensive, multifaceted, integrated approach (e.g., an enabling/learning support component)
- Introduce basic ideas to relevant groups of stakeholders
- Design a prototype proposal and elicit a policy commitment – the leadership groups at each level should establish a policy commitment making development of a comprehensive approach to addressing barriers to learning a primary and essential component of school reform
- Identify leaders for this component at the district level and at each school site (equivalent to the leaders for the instructional component) who have the responsibility and accountability for ensuring that policy commitments are carried out in a substantive manner

*Phase 2:
Initial
Implementation*

- Establish a system-wide steering group, a steering group at each school site, and a infrastructure to guide the process of change; provide all individuals involved in guiding the change process with leadership and change agent training
- Establish priorities and formulate specific plans for starting-up and phasing in the new approach
- Establish and train resource-oriented mechanisms at each level – (e.g., beginning with a Learning Supports Resource Team at each school site, then Cluster Learning Supports Resource Councils, and finally a system-wide mechanism)
- Reorganize and cluster activity for addressing barriers to learning into a relatively delimited number of areas that are staffed in a cross disciplinary manner (for example, activity could be clustered into the six areas outlined for an enabling component with staff reassigned in ways that overlap areas)
- Create mechanisms for effective communication, sharing, and problem solving to ensure the new component is implemented effectively and is highly visible to all stakeholders
- Use cluster and system-wide resource-oriented groups to identify additional resources that might be redeployed from the school district, neighboring schools, and the community to fill program/service gaps; form partnerships as appropriate
- Establish a system for quality improvement
- Develop plans for maintaining the new component (e.g., strategies for demonstrating results and institutionalizing the necessary leadership and infrastructure)

*Phase 3:
Institutionalization*

- Develop strategies for maintaining momentum and progress (e.g., ongoing advocacy and capacity building – paying special attention to the problem of turnover and newcomers; systems for quality assurance and regular data reporting; ongoing formative evaluations to refine infrastructure and programs)

*Phase 4:
Ongoing Evolution*

- Develop a plan to generate creative renewal (e.g., continue to expand restructuring to include all programs that address barriers to learning, including those designated as compensatory and special education)

Exhibit

Examples of Areas Schools Might Want to Designate as First Priorities in Developing an Enabling or Learning Supports Component*

(1) *Classroom-Focused Enabling*

Clearly the primary focus in addressing barriers to student learning is on ongoing inservice for teachers – as reflected in this set of continuing education modules.

With respect to the other five programmatic areas, the efforts of a classroom teacher can be greatly enhanced by setting as priorities development of the following:

(2) *Support for Transitions*

Many schools need to enhance their positive "climate" for everyone - students, staff, families, others in the community. In particular, they can significantly reduce learning, behavior, and emotional problems by ensuring the development of three types of transition programs:

> *Welcoming and Social Support Programs for Everyone*

The greater the rate of student and staff mobility, the greater the priority for pursuing strategies to enhance welcoming and social support. A positive welcome is desirable at the various initial encounters school staff have with a new student and family, a new staff member, and all visitors. Each point of contact represents an opportunity and a challenge to positively assimilate newcomers into the school -- welcoming them, linking them with appropriate social supports, assisting them to make successful transitions, and identifying and providing additional assistance for those who are having difficulty adjusting. It is risky business for a school not to have programs that fully orient newcomers (students, family, staff), connect them with specific peers (e.g., peer buddies), orchestrate their entrance into ongoing groups and activities, and so forth (see the Center's introductory packet entitled: "at Schools Can Do to Welcome and Meet the Needs of All Students and Families).

> *Articulation Programs*

Many students have difficulty making the transition from grade-to-grade and many more have difficulty in going from elementary to middle school or from middle to high school. Indeed, many "dropouts" occur during transitions to high school. Programs are needed that (a) provide all students with opportunities to prepare themselves psychologically for such changes and (b) identify and intervene on behalf of any student who is having difficulty during the actual period of transition. Comparable programs are useful for family members and new staff.

> *Before, During, and After School Recreation, Academic Support, & Enrichment, Programs*

Many schools have significant problems with tardies, bullying, substance abuse, and other forms of behavior that contribute to poor student performance. Well-designed and structured recreation and enrichment are basic to encouraging proactive behavior. Offered before school they lure students to school early and thus reduce tardies. Offered at lunch, they can reduce the incidence of harassment and other negative interactions. After school, they provide alternatives to antisocial interactions in the community, and paired with positive opportunities for enriched and personalized academic support, they offer renewed hope for those who have learning problems.

(cont.)

(3) Home Involvement in Schooling

Besides what the school already is doing to enhance home involvement. there should be an intensive, proactive, positive outreach program aimed at families housing students who are experiencing learning, behavior, and emotional problems. Such activity should be accompanied by a commitment to minimizing negative contacts with family members (blaming and fingerwaving).

>Programs to strengthen the family

It is rarely a mystery as to what family members need and would value from the school. In outreaching to attract family members to the school, the first priority should be development of programs and services related to the area of Student and Family Assistance (see below).

(4) Emergency/Crisis Response and Prevention

>Response Plan & Crisis Team

Every school probably has a written crisis response plan. For such a plan to be viable and in order to pursue an enhanced focus on preventing crises, a strong priority should be to establish and build the capability of a Crisis Team.

(5) Student and Family Assistance

While a wide range of assistance programs and services can be developed over the years, the first priorities in this area are:

>Establishing access to emergency assistance for basic life needs (e.g., food, clothes, shelter, safety, emergency health care and dentistry, legal aid)

This usually involves identifying appropriate referral agencies and establishing direct links to them to facilitate family access.

>Literary and extra academic support program (e.g., family literacy, tutors, GED preparation, ESL classes, related software for computers)

>Social and emotional counseling (support groups, individual and group counseling)

(6) Community Outreach

>Volunteer recruitment program (e.g., parents, college students, senior citizens, mentors from the business community)

*Priorities are set after mapping and analyzing resources. Analyses identify:

- >which current programs are worth sustaining
- >which current programs need strengthening
- >which new programs are most likely to produce significant pay-offs for the most students and staff

Resource Aid C

Expanding Standards and Accountability to Encompass a Student Support Component to Address Barriers and Enable Learning

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.

Standards

Establishing *standards* is another facet of ensuring high levels of attention and support for development of comprehensive, multifaceted approaches to address barriers to learning. To illustrate a starting point in developing such a set of standards, included here are:

- >a set of Guidelines for a Student Support Component
- >a set of standards with quality indicators taken from the Center document entitled: *Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component* – online at <http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>
- >the Quality Student Support Criteria and Rubrics from the Hawai`i Department of Education's document entitled: *Standards Implementation Design System*

Once the standards are formulated, they must be thoroughly incorporated in 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. An example of an expanded framework for school accountability is provided.

Guidelines, Standards and Accountability for a Student Support Component

The following guidelines are based on a set of underlying principles for designing comprehensive, multifaceted, and cohesive approaches to student support (for specific rationale statements and references for each guideline, see <http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf>). Clearly, no school currently offers the nature and scope of what is embodied in the outline. In a real sense, the guidelines define a comprehensive vision for defining and implementing student support in schools. They also provide the basis for developing standards, quality indicators, and accountability measures.

GUIDELINES FOR A STUDENT SUPPORT COMPONENT*

1. Major Areas of Concern Related to Barriers to Student Learning

- 1.1 Addressing common educational and psychosocial problems (e.g., learning problems; language difficulties; attention problems; school adjustment and other life transition problems; attendance problems and dropouts; social, interpersonal, and familial problems; conduct and behavior problems; delinquency and gang-related problems; anxiety problems; affect and mood problems; sexual and/or physical abuse; neglect; substance abuse; psychological reactions to physical status and sexual activity; physical health problems)
- 1.2 Countering external stressors (e.g., reactions to objective or perceived stress/demands/crises/deficits at home, school, and in the neighborhood; inadequate basic resources such as food, clothing, and a sense of security; inadequate support systems; hostile and violent conditions)
- 1.3 Teaching, serving, and accommodating disorders/disabilities (e.g., Learning Disabilities; Attention Deficit Hyperactivity Disorder; School Phobia; Conduct Disorder; Depression; Suicidal or Homicidal Ideation and Behavior; Post Traumatic Stress Disorder; Anorexia and Bulimia; special education designated disorders such as Emotional Disturbance and Developmental Disabilities)

2. Timing and Nature of Problem-Oriented Interventions

- 2.1 Primary prevention
- 2.2 Intervening early after the onset of problems
- 2.3 Interventions for severe, pervasive, and/or chronic problems

3. General Domains for Intervention in Addressing Students' Needs and Problems

- 3.1 Ensuring academic success and also promoting healthy cognitive, social, emotional, and physical development and resilience (including promoting opportunities to enhance school performance and protective factors; fostering development of assets and general wellness; enhancing responsibility and integrity, self-efficacy, social and working relationships, self-evaluation and self-direction, personal safety and safe behavior, health maintenance, effective physical functioning, careers and life roles, creativity)
- 3.2 Addressing external and internal barriers to student learning and performance
- 3.3 Providing social/emotional support for students, families, and staff

(cont.)

*Adapted from: *Mental Health in Schools: Guidelines, Models, Resources, and Policy Considerations* a document developed by the Policy Leadership Cadre for Mental in Schools. Available from the Center for Mental Health in Schools at UCLA. Downloadable from the Center's website at: <http://smhp.psych.ucla.edu>

Guidelines for a Student Support Component (cont.)

4. *Specialize Student and Family Assistance (Individual and Group)*

- 4.1 Assessment for initial (first level) screening of problems, as well as for diagnosis and intervention planning (including a focus on needs and assets)
- 4.2 Referral, triage, and monitoring/management of care
- 4.3 Direct services and instruction (e.g., primary prevention programs, including enhancement of wellness through instruction, skills development, guidance counseling, advocacy, school-wide programs to foster safe and caring climates, and liaison connections between school and home; crisis intervention and assistance, including psychological and physical first-aid; prereferral interventions; accommodations to allow for differences and disabilities; transition and follow-up programs; short- and longer- term treatment, remediation, and rehabilitation)
- 4.4 Coordination, development, and leadership related to school-owned programs, services, resources, and systems – toward evolving a comprehensive, multifaceted, and integrated continuum of programs and services
- 4.5 Consultation, supervision, and inservice instruction with a transdisciplinary focus
- 4.6 Enhancing connections with and involvement of home and community resources (including but not limited to community agencies)

5. *Assuring Quality of Intervention*

- 5.1 Systems and interventions are monitored and improved as necessary
- 5.2 Programs and services constitute a comprehensive, multifaceted continuum
- 5.3 Interveners have appropriate knowledge and skills for their roles and functions and provide guidance for continuing professional development
- 5.4 School-owned programs and services are coordinated and integrated
- 5.5 School-owned programs and services are connected to home & community resources
- 5.6 Programs and services are integrated with instructional and governance/management components at schools
- 5.7 Program/services are available, accessible, and attractive
- 5.8 Empirically-supported interventions are used when applicable
- 5.9 Differences among students/families are appropriately accounted for (e.g., diversity, disability, developmental levels, motivational levels, strengths, weaknesses)
- 5.10 Legal considerations are appropriately accounted for (e.g., mandated services; mandated reporting and its consequences)
- 5.11 Ethical issues are appropriately accounted for (e.g., privacy & confidentiality; coercion)
- 5.12 Contexts for intervention are appropriate (e.g., office; clinic; classroom; home)

6. *Outcome Evaluation and Accountability*

- 6.1 Short-term outcome data
- 6.2 Long-term outcome data
- 6.3 Reporting to key stakeholders and using outcome data to enhance intervention quality

Standards with Quality Indicators to Guide Development of an Enabling or Learning Supports Component

Area: *Framing and Delineating Intervention Functions*

Standard 1. Establishment of an overall *unifying intervention framework* for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching.

An Enabling or Learning Supports Component is fully integrated into the school's comprehensive education plan. The Component is operationalized into a comprehensive, multifaceted, and cohesive intervention framework. One facet of this framework is the continuum delineating the scope of desired intervention. The other facet is a conceptualization that organizes the "content" arenas for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote healthy development. Because of the importance of each of the content arenas, specific standards for each are delineated as an addendum after the following quality indicators are stated.

Quality Indicators for Standard 1:

- The school leadership team has detailed an *intervention* design for an Enabling or Learning Supports Component (i.e., a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching) and has delineated a plan for its full and ongoing development.
- Compensatory and special education mandates are fully addressed and embedded into the Component, as are all special initiatives and projects for addressing barriers to learning and teaching.
- The school plan for the Component is implemented in ways that build on what exists and that moves toward full development in phases and in keeping with established priorities.
- School stakeholders express understanding and support for the importance of fully developing the Component.
- The continuum of programs and services are organized into a set of *integrated systems*. The systems range from promoting healthy development, and preventing problems – through responding to problems soon after onset – to providing special assistance for severe and chronic problems. Such a continuum encompasses efforts to enable academic, social, emotional, and physical development and address learning, behavior, and emotional problems at every school and through connections with home and community resources.
- Rather than a fragmented, "laundry-list" of programs, services, and activities, the learning supports are organized into a concise content or "curriculum" framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning (see example in Exhibit 3).
- The continuum of interventions is combined with the content arenas to create the unifying umbrella framework for the Component (see example in Exhibit 4). The intervention matrix is used as a tool to guide ongoing development of the Component (e.g., mapping and analysis of resources, identifying gaps and redundancies).

- All interventions are embedded within the matrix framework and are designed to meet basic functions a school needs for addressing barriers to learning and promoting healthy development.
- Learning supports are applied in all instances where there is need and are implemented in systemic ways that ensure needs are assessed and addressed appropriately, with as little disruption as feasible of a student's normal involvement at school and with appropriate referrals and support for follow-through when necessary.
- There is an emphasis on practices and integrated systems that reduce the need for referral of individuals for specialized assistance, including “prereferral interventions and response to intervention strategies that emphasize enhancing the fit with instruction through personalization (i.e., matching a student’s motivation as well as capabilities).
- Programs and services (including assessment activity) are based on state of the art best practices for addressing barriers to learning and promoting positive development.
- Library, multimedia, and advanced technology resources are used as appropriate to facilitate intervention efforts. This includes the school’s computerized information management system, which should incorporate a broad range of data related to the Component’s work with students and families.

Standard 1 addendum: Specific Standards for the Content Arenas of an Enabling or Learning Supports Component

While the number and labels for designated content arenas may differ, as Standard 1 states: Schools need to deal with a conceptualization that organizes the “content” arenas for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote healthy development. And, as the relevant quality indicator in Standard 1 indicates: Rather than a fragmented, “laundry-list” of programs, services, and activities, the learning supports need to be organized into a concise content or “curriculum” framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning. To illustrate standards for content arenas, the following uses the six arenas designated in Exhibits 3 and 4.

>Standard 1a. Continuous enhancement of regular classroom strategies to enable learning
(e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)

Specific Quality Indicators for Standard 1a:

- Classroom teachers invite available supports into the classroom to enhance assistance for students (e.g., peer tutors, volunteers, aids trained to work with students-in-need; resource teachers and student support staff work in the classroom as part of the teaching team)
- Support is provided to teachers to redesign classroom approaches in ways that enhance teacher capability to prevent and handle problems and reduce need for out of class referrals (e.g. personalized instruction; special assistance as necessary; developing small group and independent learning options; reducing negative interactions and over-reliance on social control; expanding the range of curricular and instructional options and choices; systematic use of prereferral interventions)
- Teachers are provided with personalized professional development to enhance their capability to meet the needs of a wider range of individual differences (e.g., creating a Learning Community for teachers; ensuring opportunities to learn through co-teaching, team teaching, and mentoring; teaching intrinsic motivation concepts and their application to schooling)

- There is a variety of accessible curricular enrichment and adjunct programs to enhance students positive attitudes toward teachers and school (e.g., enrichment activities are available for all students and are not tied to reinforcement schedules)
- Classroom approaches are used to create and maintain a caring and supportive climate through a consistent emphasis on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings.

>**Standard 1b. Continuous enhancement of a programs and systems for a full range of transition supports** (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)

Specific Quality Indicators for Standard 1b:

- School-wide and classroom welcoming and social support programs for newcomers are visible and in operation (e.g., welcoming signs, materials, and initial receptions; peer buddy and mentoring programs for students, families, staff, volunteers)
- There are daily transition programs for before school, breaks, lunch, afterschool (including moving from location to location)
- Articulation programs are implemented each year and encompass extended orientations and follow-up interventions for those who are having difficulty in the new setting (e.g., grade to grade – new classrooms, new teachers; elementary to middle school; middle to high school; in and out of special education programs)
- As needed, there are summer or intersession programs (e.g., catch-up, recreation, and enrichment programs)
- School-to-career/higher education transition interventions begin in elementary school and are integrated at every grade through graduation (e.g., counseling, pathway, and mentor programs)
- There is broad involvement of stakeholders in planning transition supports (e.g., students, staff, home, police, faith groups, recreation, business, higher education)
- Capacity building is provided for all stakeholders involved in enhancing transition programs and activities

>**Standard 1c. Continuous enhancement of programs and systems to increase and strengthen home and school connections**

Specific Quality Indicators for Standard 1c:

- Interventions are available to help address specific support and learning needs of family (e.g., support services for those in the home to assist in addressing basic survival needs and obligations to the children; adult education classes to enhance literacy, job skills, English as a second language, citizenship preparation)
- Mechanisms for communication and connecting school and home are regularly used, reach most homes, and are designed to enhance interchange, collaboration, and networking with primary caretakers (e.g., opportunities at school for family networking and mutual support, learning, recreation, enrichment, and for family members to receive special assistance and to volunteer to help; phone calls and/or e-mail from teacher and other staff with good news; frequent and balanced conferences – student-led when feasible; outreach to attract hard-to-reach families – including student dropouts)
- Homes are regularly involved in student decision making (e.g., families are encouraged and supported in enhancing capabilities for involvement in program planning and problem-solving)

- Regular programs are offered to encourage and enhance capabilities for home support of learning and development (e.g., family literacy; family homework projects; family field trips)
- Families are recruited regularly to play a role in strengthening school and community (e.g., volunteers to welcome and support new families and help in various capacities; families prepared for involvement in school governance)
- Capacity building is provided for all stakeholders involved in enhancing home involvement

>**Standard 1d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing school and personal crises** (including creating a caring and safe learning environment)

Specific Quality Indicators for Standard 1d:

- Immediate assistance is provided in emergencies so students can resume learning
- Follow up care is provided as necessary (e.g., brief and longer-term monitoring)
- A school-focused Crisis Team is in place and has a response plan
- Crisis prevention programs are in operation (e.g., bullying and harassment abatement programs).
- If there are high priority gaps in crisis prevention efforts, a work group is developing programs to fill the gaps.
- Staff, students, and families have been instructed with respect to response plans and recovery efforts
- Prevention programs are integrated into systems to promote healthy development and prevent problems)
- School staff work with community members and agency representatives to integrate planning for response and prevention
- Capacity building is provided for all stakeholders involved in enhancing crisis response and prevention

>**Standard 1e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support** (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)

Specific Quality Indicators for Standard 1e:

- Outreach programs are operating on a regular basis to recruit a wide range of community resources (e.g., public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations; community policy and decision makers)
- Outreach programs encompass strategies for screening, preparing, and maintaining community resource involvement (e.g., mechanisms to orient and welcome, enhance the volunteer pool, maintain current involvements, enhance a sense of community)

- Interventions are implemented on a daily basis to reach out to students and families who don't come to school regularly – including truants and dropouts
- School staff work with community members and agency representatives to connect and integrate school and community efforts to promote child and youth development and a sense of community
- Capacity building is provided for all stakeholders involved in enhancing community involvement and support (e.g., policies and mechanisms to enhance and sustain school-community involvement, staff/stakeholder development on the value of community involvement, “social marketing”)

>Standard 1f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.

Specific Quality Indicators for Standard 1f:

- Extra support is providing as soon as a need is recognized and is provided in the least disruptive way (e.g., prereferral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs)
- Referral and support for follow-through for students and families with problems are provided in a timely manner and are based on response to extra support (e.g., response to intervention, identification/screening processes, assessment, referrals, and follow-up – school-based, school-linked)
- Access to direct interventions for health, mental health, and economic assistance is enhanced through integrated school-based, school-linked, and community-based programs and services
- Systems have been developed and in operation for care monitoring, management, information sharing, and follow-up assessment to coordinate individual interventions and check whether referrals and services are adequate and effective
- Mechanisms have been developed and in operation for *resource* coordination and integration to avoid duplication, fill gaps, garner economies of scale, and enhance effectiveness (e.g., braiding resources from school-based and linked interveners, feeder pattern/family of schools, community-based programs; linking with community providers to fill gaps)
- Mechanisms have been developed and in operation to enhance stakeholder awareness of programs and services
- Capacity building is provided for all stakeholders involved in enhancing student and family assistance systems, programs, and services

Area: Reworking Infrastructure

Standard 2. Establishment of an *integrated infrastructure* framework for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching.

Developing and institutionalizing a comprehensive component for learning supports requires infrastructure mechanisms that are integrated with each other and are fully integrated into school improvement efforts. Along with a unified approach for providing learning supports, the need at a school is to rework infrastructure to support efforts to address barriers to learning in a cohesive manner and to integrate the work with efforts to promote healthy development and with instruction and with the management/governance mechanisms (see example in Exhibit 5). More specifically, infrastructure must be designed with respect to mechanisms for daily (1) governance, (2) leadership, (3) planning and implementation of specific organizational and program objectives, (4) coordination and integration for cohesion, (5) communication and information management, (6) capacity building, and (7) quality improvement and accountability.

Quality Indicators for Standard 2:

- The school leadership team has detailed an *infrastructure* design for an Enabling or Learning Supports Component and has delineated a plan for its full and ongoing development.
- There is a designated *administrative leader* for an Enabling or Learning Supports Component. This leader's job description delineates specific roles, functions, and accountabilities related to planning, capacity building, implementation, evaluation, and sustainability of the Component and is expected to allocate at least 50% of each day to pursuing functions relevant to the Component. This leader meets regularly with the school's governance and advisory bodies and staff to represent the Component's concerns in all planning and decision making.
- In addition to an administrative leader, a *broad-based leadership body* is in place to ensure overall development of the Component. This body consists of advocates who are responsible for ensuring the vision for the component is not lost and who provide input to administrators and other key stakeholders. Besides the administrative leader for the component, this body should include one or two other key school leaders, perhaps a key agency person or two, a few well-connected community "champions," and even someone with relevant expertise from a local institution of higher education. Such a group meets monthly (more often if major problems arise) to review progress, problem solve, and so forth.
- A resource-oriented team (e.g., a *Learning Supports Resource Team*) for the Component is functioning effectively as part of the school's infrastructure. The team is responsible for bringing together the administrative leader and staff leaders of major initiatives, projects, and programs addressing barriers to learning to focus on how all *resources* for learning supports are used at the school and to encourage increasingly cohesive and systemic intervention efforts. It also monitors and enhances the work of case-oriented teams such as Student Assistance Teams and IEP teams. The team is a mechanism to ensure appropriate *overall* use of what exists (including braiding together existing school and community resources). It also works to enhance the pool of resources. In addition, the team guides the Component's (a) capacity building agenda, (b) development, implementation, and evaluation, and (c) full integration with the instructional and governance/management components.
- Work groups are formed as needed to address specific concerns (e.g., mapping resources, planning for capacity building and social marketing, addressing problems related to case-oriented systems), develop new programs (e.g., welcoming and social support strategies for newcomers to the school), implement special initiatives (e.g., positive behavior support), and so forth. Such groups usually are facilitated by a member of the resource

team who recruits a small group of others from the school and community who are willing and able to help. The group facilitator provides regular updates to the resource team on work group progress and brings back feedback from the Team. *Ad hoc* work groups take on tasks that can be done over a relatively short time period, and the group disbands once the work is accomplished. *Standing* work groups focus on defined program areas and pursue current priorities for enhancing intervention in a given arena. For example, a standing work group might be established for any of the six content arenas of the Enabling Component.

- The Component is fully integrated into the school infrastructure. There are organizational and operational links within the various groups involved in planning, implementing, capacity building, evaluating, enhancing quality, and sustaining learning supports. There also are links connecting the Component with the instructional and governance/management components and with general mechanisms at the school for communication, information management, and problem solving with students, staff, families, and the community. Routine procedures are in place to ensure all activities are implemented in a manner that coordinates and integrates them with each other.
- The school's computerized information management system, email, website, voicemail and other advanced technology are used to facilitate effective and efficient communication of information and the functioning and integration of all infrastructure mechanisms.
- A multi-site learning supports resource mechanism for a "family" of schools (e.g., a *Learning Supports Resource Council*) brings together representatives from each participating school's resource *team* (see example in Exhibit 5). A family of schools are those in the same geographic or catchment area that have shared concerns and among whom some programs and personnel already are or can be shared in strategic ways. An especially important group of schools are those in a "feeder pattern" (elementary, middle, high school) where it is common for a school at each level to interact with students from the same families. The multi-site resource mechanism ensures cohesive and equitable deployment of resources, improves connections with neighborhood resources, and enhances the pooling of resources. It reduces individual school costs by minimizing redundancy and pursuing strategies to achieve economies of scale.

Area: Enhancing Resource Use

Standard 3. Appropriate Resource Use and Allocation for Developing, Maintaining, and Evolving the Component.

Appropriate use of resources is based on up-to-date gap and outcome analyses and established priorities for improving the Component. Resource allocation involves (re)deployment of available funds to achieve priorities. Cost-efficiencies are achieved through collaborations that, in common purpose, integrate systems and weave together learning support resources within the school, among families of schools, from centralized district assets, and from various community entities.

Quality Indicators for Standard 3:

- All resources used for student/learning supports are coalesced to create the budget for the Component.
- The total school budget is allocated equitably in keeping with the timetable for achieving the Component's standards.
- The resources allocated for learning supports are mapped and analyzed and the mapping and analysis are routinely updated and communicated to decision maker and other concerned stakeholders.
- Priorities are established for improving the Component.

- Each year, all school resources for learning supports are allocated and redeployed based on priorities and analyses of effectiveness and cost efficiencies.
- Allocations are regularly audited to ensure cost-effectiveness and efficiency.
- Collaborative arrangements for each family of schools are resulting in (a) braiding resources, (b) enhancing effective use of learning supports and (c) achieving economies of scale.
- Collaborative arrangements are in place with all appropriate community entities to (a) fill gaps in the Component, (b) enhance effective and efficient use of learning supports, and (c) achieve economies of scale.
- Centralized district assets are used to facilitate the school's and the family of schools' efforts to (a) braid resources, (b) enhance effective use of learning supports (c) achieve economies of scale, (d) fill gaps in the Component, and (e) develop appropriate collaborative arrangements with community entities.

Area: *Continuous Capacity Building*

Standard 4. Capacity Building for Developing, Maintaining, and Evolving the Component.

Capacity building involves enhancing ongoing system and stakeholder development and performance. The work requires allocation of resources to provide effective and efficient mechanisms and personnel to carry out a myriad of capacity building functions.

Quality Indicators for Standard 4:

- A comprehensive strategic plan has been developed for capacity building, based on gap analyses and designed to enhance a sense of community and shared ownership.
- Appropriate mechanisms are in place, with specified leadership and staffing for implementing the capacity building plan.
- All who are responsible for capacity building have an appropriate background of education and experience (or access such expertise), including a focus on systemic change, organizational development, and collaborative coaching; centralized district assets are used to provide them with ongoing professional development.
- Support is provided and procedures are implemented for connecting mechanisms into an integrated infrastructure.
- Support is provided and ongoing procedures are implemented for embedding all learning supports into the Component and developing integrated *systems* (not just coordinated/ integrated *services*).
- Support is provided and ongoing procedures are implemented for redefining and reframing Component leader and line staff roles and functions as appropriate and developing capability for new functions.
- Staff recruitment for the Component leads to hiring the most competent personnel available with respect to ensuring the Component is effectively developed, maintained, and evolved.
- The induction of new staff includes welcoming and providing orientation, transition supports, and job mentoring.
- Welcoming, orientation, transition supports, and “mentoring” are provided for all other newcomers (e.g., students, families, community connections) using technology-supported strategies and materials specifically developed for these purposes.

- Ongoing professional development is (a) provided for all personnel involved in any aspect of the Component and (b) is developed and implemented in ways that are consistent with the district's Professional Development Standards and the school's priorities for enhancing the Component's capabilities.
- A wide range of professional development strategies are used (e.g., mentoring, coaching, demonstrations, in situ modeling and support, special institutes, workshops, computerized programs, independent study, etc.).
- Time is scheduled for staff to do essential planning for enhancing the Component.
- Sufficient space, equipment, and supplies are allocated for the Component's work; these are regularly monitored and improvements are made as needed (e.g., facilities used by the component are clean and in good repair, conflicts in scheduling are minimal).
- The social environment is regularly monitored and improvements are made as needed (e.g., students and staff feel safe, respected, and positively connected to each other; conflicts are identified and resolved quickly through mechanisms designed to enhance positive connections; social control strategies are used with students only when other interventions have been ineffective; when social control is used, it is part of a sequence that includes interventions designed to re-engage students in classroom learning)
- Support staff are involved in capacity building for teacher's to improve classroom and school-wide approaches for dealing effectively with mild-to-moderate behavior, learning, and emotional problems.
- Support staff are involved in capacity building for paraprofessionals, aides, out of classroom school staff, and volunteers working in classrooms or with special school projects and services.
- Systematic outreach and social marketing are conducted to communicate and connect with a wide range of community resources (not just service providers).
- Systematic outreach and social marketing are conducted to communicate and connect with all families as stakeholders.
- Ongoing education and training is provided for key stakeholders from the community and from families involved with the Component.
- Centralized district assets are allocated in ways that directly aid capacity building and effective implementation of the Component at the school site and for the family of schools (e.g., feeder pattern).
- Extramural funds are being sought that can help with systemic Component development; special grants that might interfere with ongoing systemic development are not being pursued.

Area: *Continuous Evaluation and Appropriate Accountability*

Standard 5. Formative and Summative Evaluation and Accountability are Fully Integrated into All Planning and Implementation.

Formative evaluation provides essential data related to progress in improving processes and achieving benchmarks and outcomes. In the initial phase of Component development, formative evaluation focuses heavily on feedback and benchmarks related to specific developmental tasks, functioning of processes, and immediate outcomes. Formative evaluation is an ongoing process with an increasing focus on intermediate and then long-range outcomes. Summative data on intermediate outcomes are gathered as soon as the Component is operating as an integrated system. Summative data on long-range outcomes are gathered after the Component has operated as an integrated system for two years. Accountability indicators should fit the phase of Component development. This means the primary focus is on developmental benchmarks in the early phases. When the accountability focus is on student impact, the primary emphasis is on the direct enabling

outcomes for students that each arena of the Component is designed to accomplish (as outlined below and discussed in the next section of this report). As these accountability indicators show solid impact, they can be correlated with academic progress to estimate their contribution to academic achievement.

Quality Indicators for Standard 5:

- Centralized district assets are allocated to support essential evaluative and accountability activity.
- Regular procedures are in place to review the progress with respect to the overall development of the Component and its specific arenas of intervention, as well as the assessing the fidelity of implementation and initial impact.
- Formative information is used to enhance progress in developing the Component.
- Procedures are in routine use for gathering and reviewing information on the need for specific types of learning supports and for establishing priorities for developing/ implementing appropriate interventions. Special attention is paid to the effectiveness of interventions for (a) identifying and addressing classroom and school-wide learning and behavior problems that are preventable, (b) responding as soon as a problem is manifested for those that are not prevented, and (c) re-engaging students in classroom learning who have become disengaged (including dropouts).
- Procedures are in routine use for gathering and reviewing data on how well the Component is meeting its objectives and goals; such data are used to inform decisions about capacity building, including infrastructure changes and personnel development.
- Accountability indicators are appropriate for the current phase of Component development.
- Primary accountability for Component outcomes focuses on the progress of students with respect to the direct enabling outcomes the Component is designed to accomplish (measures of effectiveness in addressing barriers, such as increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer inappropriate referrals for specialized assistance, fewer inappropriate referrals for special education, fewer pregnancies, fewer suspensions, and dropouts).
- When the Component is well-established, accountability expands to include a focus on how well the direct enabling outcomes correlate with enhanced academic achievement.
- All data are disaggregated to clarify impact as related to critical subgroup differences (e.g., pervasiveness, severity, and chronicity of identified problems).
- All data are reviewed for making decisions about enhancement and renewal.

From Hawai`i's Department of Education document
Standards Implementation Design (SID) System

Excerpt on:

Quality Student Support (Criteria and Rubrics)

Available online at: <http://doe.k12.hi.us/standards/sid.pdf>

B. Quality Student Support

Criterion B1. Environment that Promotes High Expectations for Student Learning and Behavior

To what extent...

- does the school have a safe, healthy, nurturing environment that reflects the school's purpose?
- is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support and high expectations for each student?

Reflective Questions

- To what extent does the school have a learning environment that is safe, clean, and orderly and where respect and concern for others can be observed in the classroom and other parts of the campus?
- What process is in place to gather input from students and parents on school rules, policies, and guidelines as they relate to high expectations for student learning and behavior?
- What strategies has the school employed to ensure that the resources such as the facilities, the campus, and the general environment are regularly inspected, maintained, and improved to ensure that it is conducive to student learning?
- What criterion-based decision-making and problem-solving models does the school use to balance diversity and equity issues and result in what's best for students, the school, and the community?
- What strategies do the school and the professional staff use to promote a culture of caring, trusting, and respectful relationships between and among students, teachers, administration, staff, and all other stakeholders in the classroom and on the campus that supports students' achievement of the HCPS and the schoolwide learner outcomes?

- What formal system is in place to share and build staff expertise and collegiality, encourage innovation and risk-taking, and celebrating success?

Possible Areas to Analyze

(Evidence to determine the extent to which this criterion is met)

- School profile data
- School and class size data
- Adequate and qualified staffing
- Surveys: School Quality Survey; surveys of students, parents, teachers, other staff, community
- Referrals and disciplinary action data
- School and state rules, policies, and codes (e.g., Administrative Rule Chapter 19, BOE Policies) School's discipline plan
- School's safety plan
- School Self-Inspection Safety Checklist
- Attendance policies
- Standards-based co-curricular activities
- Guidance program
- Peer mediation/conflict resolution programs
- Student profile
- Town, parent, student meeting notes
- Data on accidents and injuries due to physical environment
- Repair and Maintenance (R & M) requests, status
- Enrollment in AP, Honors, Gifted/Talented, and remedial classes by ethnicity, or other special population groupings
- Extent to which the school's computer lab and library are used and for what purposes

The SID Criteria

<p>Criterion B2. Array Of Student Support Services</p> <p>To what extent...</p> <ul style="list-style-type: none"> • are students connected to a system of support services, activities, and opportunities at the school and within the community to help them achieve schoolwide learner outcomes through the curricular and co-curricular programs? • is there a system of support and array of support for students in and outside the school which includes: <ul style="list-style-type: none"> • personalized classroom climate and differentiated classroom practices, • prevention/early intervention, • family participation, • support for transition, • community outreach and support, and • specialized assistance and crisis/emergency support? <p>Reflective Questions</p> <ul style="list-style-type: none"> • What kinds of evidence are available to support the effectiveness of support services offered to students? What types of extended learning opportunities are in place for all students? • Can the school and staff identify the array of support services available to students within the school setting? • How are students made aware of the array of support services available to them? • What strategies are used to ensure that students feel connected to the school? • How are co-curricular activities at the school used to support the achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes? • What is the relationship of the support services and activities to classroom instruction? 	<ul style="list-style-type: none"> • What process/strategies are in place to ensure that students have opportunities to be connected to a mentor or other significant, caring adult? • How are student support services evaluated to assess their impact on classroom instruction and learning? • How do students know they are making progress toward the achievement of the schoolwide learner outcomes and the HCPS? • What support services are made available in the areas of health, career and guidance counseling, personal counseling, and academic assistance? • What prevention and intervention services, programs, or strategies are offered by the school to establish a proactive approach to support student learning? • What transition services and practices exist within the school to help students move from level to level, school to school, grade to grade, program to program, etc.? • How are parents involved in the school to promote children's achievement of the Hawai'i Content and Performance Standards and the schoolwide learner outcomes? • What processes are currently in place for intervention or referral for students needing additional assistance? • Is the entire staff aware of these services? • Is the school coordinating the system of support services for maximum results? Within the school? With outside agencies? With the community and parents? Is the community aware of the request for services and the services available? How are community support services, identified and obtained for students? • What exists within the school to provide for crises or emergency situations?
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Standards Implementation Design

Possible Areas to Analyze

(Evidence to determine the extent to which this criterion is met)

- School profile data
- School and class size data
- Adequate and qualified staffing
- Surveys, e.g., School Quality Survey, surveys of Students, parents, teachers, staff, community, service providers
- Referrals
- School's discipline plan
- School's safety plan
- Advisor/advisee programs
- Student profile
- Level and type of student involvement in school activities
- Array of Services Matrix
- Teacher feedback on student achievement
- Student/teacher conferences
- Guidance program and/or curriculum
- Career pathways
- School Support Group/Team
- Description (written or graphic) of the school's student support system
- Listing of parent involvement and training activities

Criterion B3. School-Based Services Review

To what extent...

- does the school do an annual review of the support services offered to students taking into account: adequacy of the services offered,
- number of students identified and serviced and type of service,
- effectiveness of the service, and
- number of students identified and not serviced and why?

Reflective Questions

- Is the protocol, process, or model which is used to identify students who need support services clear, fair, consistent and comprehensive, timely, and effective in identifying students and their needs? How would this model or process be described?

- How does the school ensure that the assessment and implementation strategies used match the needs of the child? What strategies are in place to conduct ongoing monitoring of student progress so adjustments are made to ensure that services are responsive to the child at any given time?
- Is there a system of support for teachers that will help them identify and provide the array of support for students with special needs? What are some of the structured opportunities that enable teachers to discuss individual students?
- Are all teachers aware of the process used to identify students and the procedures for follow-up?
- What strategies are in place to keep parents informed and actively involved in their child's education?

Possible Areas to Analyze

(Evidence to determine the extent to which this criterion is met)

- Complex Service Testing Review results
- School profile data
- CSSS assessment of student support services
- Individuals with Disabilities Act (IDEA) state monitoring reports
- Documents at school showing array of student support services available
- Documents and other evidence that show that teachers are aware of the referral process/procedures (e.g., Faculty handbook, memos, bulletins, etc.)
- Norm- and criterion- referenced test scores, class quizzes, student work
- Surveys, interviews
- Disciplinary and other referrals
- Student/teacher conferences

Rubric III.B: Quality Student Support

Rubric III.B1. Environment that Promotes High Expectations for Student Learning and Behavior

To what extent...

- *does the school have a safe, healthy, nurturing environment that reflects the school's purpose (mission)?*
- *is the school environment (culture) characterized by a respect for differences, trust, caring, professionalism, support, and high expectations for each student?*

Component	4	3	2	1
Physical Environment	The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is a safe, healthy, secure, clean, accessible, well-maintained, functional, and attractive place that reflects the school purpose and contributes to the student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. All state mandates, codes, and regulations are met, as reflected in the school's safety plan.	The school is maintained in a safe, healthy, clean, and accessible place that contributes to the achievement of the Hawai'i Content and Performance Standards. Maintenance and safety requirements are met, as reflected on the school inspection report.	The school works at ensuring a safe and accessible place for staff and students. The main goal of maintenance is to pass the safety inspection.
Emotional Environment	The school community has created an inviting, nurturing, trusting, and caring atmosphere reflecting the school purpose. Everyone feels welcomed and has a sense of belonging in a climate that promotes academic, physical, emotional, and social growth. The facilitates student attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in the co-curricular programs and activities.	The school staff practices inviting and nurturing strategies to establish a caring atmosphere generally reflecting the school purpose. The staff promotes student growth and well-being, the development of self-esteem through the recognition of academic and personal achievement as reflected by the attainment of the Hawai'i Content and Performance Standards and schoolwide learner outcomes and success in co-curricular programs and activities.	The principal, individual teachers, grade levels, teams, or departments provide an atmosphere that promotes student growth. Student self-esteem is fostered on a limited basis through the recognition of academic success.	The principal is primarily responsible for creating a safe, secure campus which is conducive to the academic growth and physical well-being of students. However, some students feel unsafe at school at times.

Rubric III: Assessing Instructional and Organizational Effectiveness
Rubric IIIB1. Environment that Promotes High Expectations for Student Learning and Behavior

Component	4	3	2	1
Learning Environment	The school community has created a caring, nurturing, safe, well-managed, accessible, functional, attractive, self-monitoring learning environment. Students are interactively involved in challenging, integrated, student-centered learning experiences. Individual differences, special needs, and/or cultural diversity are respected and accommodated.	The school staff has created a caring, nurturing, safe, functional, accessible, and well-managed learning environment. Students are involved in challenging learning experiences. Provisions are made to accommodate individual differences, special needs, and/or cultural diversity.	The principal, individual teachers, and some grade levels, teams, or departments provide a safe, caring, accessible, and well-managed learning environment. Accommodations for students with special needs and/or cultural diversity are provided.	The principal and individual teachers are working on creating a safe, caring, and well-managed learning environment. Accommodations for students with special needs and/or cultural diversity are limited.
Standards of Conduct	The school community, including students, participates actively in development of behavioral standards. A clearly defined, written code of student conduct, including Chapter 19 requirements, is understood by all stakeholders and applied fairly and consistently. Students work toward self-monitoring and self-discipline. Systems the School leadership team meets at least quarterly, manages implementation of a proactive, preventative systems plan and conducts annual evaluations. Practices A behavior support system continuum and teaching procedures are in place for all students. Data Data measuring the effectiveness and efficiency of the behavior support continuum and teaching are utilized regularly for action planning.	The school community members are involved in development of behavioral standards. Students are aware of an abide by a written code of student conduct, including Chapter 19, that is fairly and consistently applied. Systems The school has a viable leadership team with a systems plan in place (schoolwide, classroom, non-classroom, and individual student systems). Proactive, preventative policies are established. Practices Procedures for teaching expected behaviors are implemented. Data A measurement system for tracking, monitoring, and evaluating schoolwide discipline systems is established and implemented.	The school leadership develops the school rules that are reviewed with students. The rules and sanctions are usually applied consistently. Chapter 19 is administered as mandated. Systems The school has a leadership team which agrees to a proactive, preventative purpose for schoolwide discipline. Practices Clearly stated rubrics of expected behaviors and rule violations for behavior/conduct are used. Data Evaluative questions and data measurement for schoolwide discipline are defined.	School rules and sanctions are imposed and often inconsistently applied. Chapter 19 is administered as mandated. Systems No school leadership team exists to address schoolwide discipline systematically. Practices Punitive practices to discipline exist. Data No data measurement system is in place to track and evaluate schoolwide discipline incidents.

Rubric III.B2: Array of Student Support Services

To what extent...

- are students connected to a system of support services, activities and opportunities at the school and within the community that meet the challenges of the curricular/co-curricular program that support the achievement of the standards and the schoolwide learner outcomes?
- is there a system of support and array of support for students in and outside the school which includes.- personalized classroom climate and differentiated classroom practices, prevention/early prevention, family participation, support for transition, community outreach and support and specialized assistance and crisis/emergency support?

Component	4	3	2	1
Physical and Emotional Safety	Everyone in the school community is responsible for the physical and emotional safety of each other. Caring and support of others is the norm and a comprehensive school safety plan is in place.	The school staff is responsible for the physical and emotional safety of the students. The school has a comprehensive school safety program in place.	The school faculty is responsible for the physical and emotional safety of the students. School rules are enforced. Faculty is involved in developing a school safety program.	The principal is primarily responsible for the physical and emotional safety of students. School rules are in place.
Support System	A comprehensive system of support within the school community is networked with the military and other agencies to service students with identified needs. The system ensures that <i>all</i> students are connected to the school in meaningful ways through academic programs, a career and/or counseling programs, and health services programs. <ul style="list-style-type: none"> • Curriculum and instruction and support services are effectively address and focus on the whole child and the experiences within the home, school and community. 	Support services are coordinated within the school community and networks with the military and other agencies to service students with identified needs. Opportunities are available through the academic program, co-curricular activities, counseling, and/or health services for students to feel connected to and supported by the school. <ul style="list-style-type: none"> • Students can identify a school support group to which they belong (e.g., elementary homeroom team, adviser-advisee, career paths, core team). 	Support services are coordinated within the school community. Attempts are made to reach out and support students in a systematic way through counseling and health services. <ul style="list-style-type: none"> • Students have established meaningful relationships with more than one positive adult role model within the school. 	Support services are available at the school. Students and parents are responsible for students' attendance, participation in school-sponsored activities, and accessing support services. <ul style="list-style-type: none"> • The classroom conveys caring, respect, fairness, and a sense of belonging.
Role of Staff	All school staff are aware and systematically utilize all support services available to students on site and in the community.	Faculty are aware of and utilize support services available to students on site and in the community as needed.	Faculty are aware of and utilize support services available to students on site as needed.	Administrators and counselors are aware of support services available to students within the school.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric IIIB2. Array of Student Support Services

Component	4	3	2	1
Staff Involvement	All school staff routinely initiate formal and informal discussions or procedures aimed at seeking support and solutions for students who need assistance in achieving the HCPS and schoolwide learner outcomes.	Teachers consult with colleagues and administrators and counselors for problem resolution. Teachers have identified students who excel and who have special needs and provide encouragement and support.	Teachers consult with colleagues to resolve problems in the classroom. Teachers have identified students who have special needs and provide support whenever possible.	Teachers resolve problems in the classroom to the best of their ability.
Guidance and Counseling	The approach to guidance and counseling is systematic, schoolwide, and comprehensive and includes the participation of all role groups. The approach focuses on students' personal and academic interests and goals and utilizes all resources available to the school. The guidance and counseling process provides support to students in the following areas: <ul style="list-style-type: none"> • Appropriate communication skills • Collaborative skills • Valuing of diverse abilities and cultural differences • Critical thinking skills • Responsibility for their own behavior and caring for others • Internal locus of control • Self-discipline • Goal setting • Motivation to achieve 	A systematic, comprehensive, schoolwide guidance and counseling program is in place to meet academic and social/emotional needs of students (e.g., scheduling, course selection, providing information on graduation and college entrance requirements). Counselors and teachers provide guidance on a regular basis for students.	The school's focus for guidance and counseling is primarily on academics and/or discipline. Counselors work with teachers to access selected students' needs and provide guidance on a regular basis.	In the absence of a formal system of identification of effective intervention, staff discussions of students at risk occur only on an anecdotal basis. Counselors provide guidance on an as-needed basis, for example, when a crisis occurs.
Resources	Students and their families can easily access appropriate social, psychological, and health services through a school-based coordinated network of school and community organizations. These organizations may be housed on campus and work together to problem-solve and share resources.	The school staff develops collaborative partnerships with community agencies. Services are provided to address preventative and crisis-oriented concerns on a regular basis.	The school staff develops relationships with outside agencies. Services are utilized to address problems.	The school staff is aware of outside agencies. Services are utilized as needed, for example, when a crisis occurs.

Rubric III: Assessing Instructional and Organizational Effectiveness

Rubric III B2. Array of Student Support Services

Component	4	3	2	1
Academic Expectations	<p>Classes at all levels are characterized by diverse student groups, and all students - whatever their abilities - are continually encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and personalize approaches to maximize each student's achievement and ability to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.</p>	<p>Classes at all levels are characterized by diverse student groups, and most students - whatever their abilities - are encouraged to meet the challenges of a thinking, meaning-centered curriculum. Teachers are knowledgeable about their students' needs and modify approaches to maximize the learning potential of most students to attain the Hawai'i Content and Performance Standards and schoolwide learner outcomes.</p>	<p>Classes tend to be grouped homogeneously. Teachers generally know the levels of their students and provide appropriate work at each level. Course requirements generally vary greatly according to "level" (e.g., college preparatory, general, basic).</p>	<p>The distribution of students in classes does not reflect the diversity of the school. Teachers accept less rigorous work from students who they perceive as being at "lower levels."</p>
Academic Support	<ul style="list-style-type: none"> • Students who need support or enrichment in achieving can rely on a network of integrated and fully articulated services, such as Chapters 36 and 53, Title I Program, after-school instruction, Gifted/Talented program, military partnerships, tutors and the ESLL program. • Curriculum and instruction strategies accommodate the learning styles and needs of all students. • All stakeholders are committed and demonstrate the principles of equity for all students. 	<ul style="list-style-type: none"> • Students who need support have a variety of options available. These include tutoring, remedial courses, and Chapters 36 and 53 accommodations. • A variety of instructional strategies are used to ensure that all students meet standards. • Trained, caring, and committed staff engage the child in the teaching and learning process. 	<ul style="list-style-type: none"> • Students who need support in meeting curricular requirements are encouraged to get tutoring and make use of available school or community library facilities and services. • The teacher uses a variety of instructional strategies to implement the curriculum. • The school develops clear expectations which are communicated to students and most parents. 	<ul style="list-style-type: none"> • Students who need support in meeting curricular requirements are encouraged to take courses that are less demanding or provided with less challenging work. Tutoring is provided only when students or families pursue it.

Rubric III: Assessing Instructional and Organizational Effectiveness Rubric
III.B: Quality Student Support

Rubric IIIB2. Array of Student Support Services

Component	4	3	2	1
Academic Support <i>Continued</i>	<ul style="list-style-type: none"> • Trained, caring, and committed staff engage the child in the teaching and learning process. • Clear expectations are shared with all students and parents. • There is ongoing monitoring with timely feedback. • Students self-access to monitor with own progress. • Assessment data is used to modify instruction to support student learning. 	<ul style="list-style-type: none"> • Clear expectations are shared with all students and parents. • There is ongoing monitoring with timely feedback. • Students self-access to monitor with own progress. • Assessment data is used to modify instruction to support student learning. 	<ul style="list-style-type: none"> • Teachers provide ongoing feedback at the end of each test and at the end of the quarter. 	<ul style="list-style-type: none"> • The teacher uses the same classroom instructional strategies that appear to have been successful in getting the curriculum across to most students. • Teachers provide feedback to students at the end of each grading period.
Climate for Learning	<ul style="list-style-type: none"> • The school climate encourages all students to take risks and feel comfortable about seeking support. The school climate plays an important role in providing all students with a foundation from which to achieve the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • Most students and families feel safe and welcomed at the school. 	<ul style="list-style-type: none"> • The school climate encourages students to take risks and feel comfortable about seeking support and has a positive influence on student achievement of the Hawai'i Content and Performance Standards and schoolwide learner outcomes. • Most students and families feel safe and welcomed at the school. 	<ul style="list-style-type: none"> • The school climate has positive effects on achievement of the Hawai'i Content and Performance Standards for some students. • Most students and families feel safe and welcomed at the school. 	<ul style="list-style-type: none"> • Some teachers provide students with learning environments that promote achievement in their classrooms. • The classroom teacher establishes class rules and is responsible for maintaining a safe classroom environment. • The principal establishes and administers school rules.

Note: School plans, programs, and rules should address the federal, state, city, and county laws, standards, mandates and codes, BOE/DOE policies, regulations and other program requirements.

Expanded Framework for School Accountability

As with many other efforts to push reforms forward, policy makers want a quick and easy recipe to use. Most of the discussion around accountability is about making certain that program administrators and staff are held accountable. Little discussion wrestles with how to maximize the benefits (and minimize the negative effects) of accountability efforts. As a result, in too many instances the tail is wagging the dog, the dog is getting dizzy, and the public is not getting what it needs and wants.

School accountability is a good example of the problem. Policy makers want schools, teachers, and administrators (and students and their families) held accountable for higher academic achievement.

As measured by what?

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 takes to 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 programs/services 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.

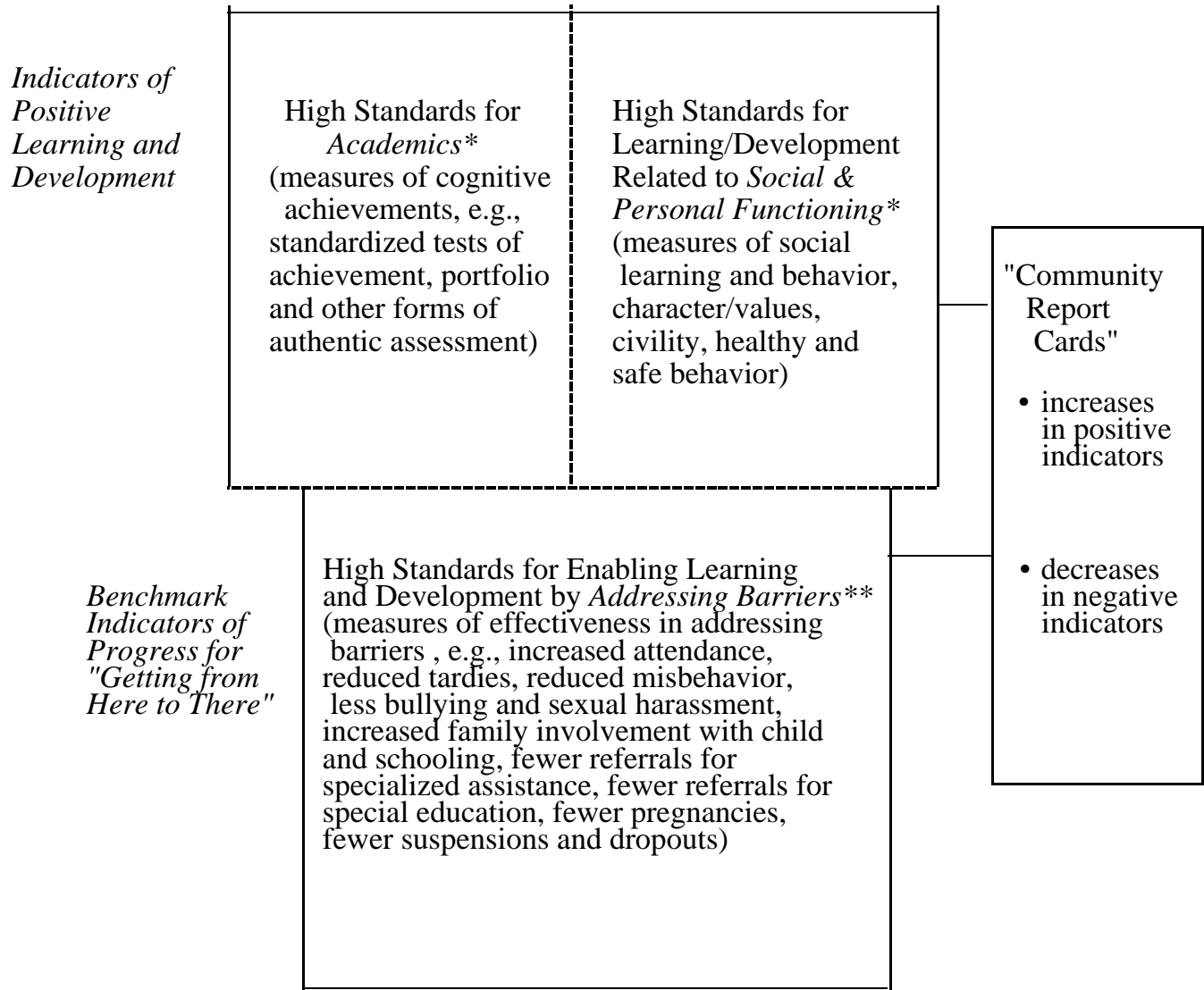
Thus, rather than building the type of comprehensive, multifaceted, and integrated approach that can produce improved academic performance, prevailing accountability measures are pressuring schools to maintain a narrow focus on strategies whose face validity suggests a direct route to improving instruction. 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 instructional efforts. The reality, of course, is that in too many schools the *majority* of youngsters are not motivationally ready and able and thus are not benefitting 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 such 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 directly.

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. The figure on the following page highlights such an expanded framework.

Figure: Expanding the Framework for School Accountability



*Results of interventions for directly facilitating development and learning.

**Results of interventions for addressing barriers to learning and development.

Resource Aid D

Leadership at a School Site for an Enabling or Learning Supports Component:

Job Descriptions

Given that an Enabling or Learning Supports Component is one of three primary and essential components of a comprehensive school reform model, it is imperative to have designated administrative and staff leadership. These may be specified as the Enabling or Learning Supports Component's

- **Administrative Lead** – may be an assistant principal, dean, or other leader who regularly sits at administrative and decision making “tables”
- **Staff Lead for Daily Operations** – may be a support service staff member (e.g., a school psychologist, social worker, counselor nurse), a program coordinator, a teacher with special interest in this area.

These leaders, along with other key staff, embody the vision for the Enabling or Learning Supports Component. Their job descriptions should delineate specific functions related to their roles, responsibilities, and accountabilities.

The major functions for these lead personnel involve the following spheres of activity with respect to addressing barriers to student learning and promoting healthy development:

I. Enhancing interventions and related systems within the school

- **Coordination and integration of programs/services/systems**
- **Development of programs/service/systems**

II. Enhancing school-community linkages and partnerships through coordination and integration of school-community resources/systems

III. Capacity building (including stakeholder development)

Administrative Lead for an Enabling or Learning Supports Component

For the Enabling or Learning Supports Component to be, in fact, one of three primary and essential components in school improvement, it is imperative to have an administrative leader who spends at least 50% of each day pursuing functions relevant to the Component. This leader must ensure that the school's governance and advisory bodies and staff have an appropriate appreciation of the Component and account for it in all planning and decision making.

Examples of Specific Job Duties

- Represents the Enabling or Learning Supports Component at the decision making and administrative tables to address policy implementation, budget allocations, operational planning, infrastructure development and maintenance, interface with instruction and governance, information management, development of an effective communication system, development of an effective system for evaluation and accountability with an emphasis on positive accomplishments and quality improvement
- Provides support, guidance, visibility, public relations, and advocacy for the Component at the school and in the community (e.g., maintaining a high level of interest, support, and involvement with respect to the Component)
- Ensures effective communication, coordination, and integration among those involved with the Component and among the three components (i.e., the Enabling/Learning Supports Component, the Instructional Component, and the Management/Governance Component).
- Leads the Component Steering Committee which reviews, guides, and monitors progress and long range plans, problem solves, and acts as a catalyst to keep the Component linked to the Instruction and Management/Governance Components.
- Participates on the Learning Supports Resource Team to facilitate progress related to plans and priorities for the Component.
- Mentors and helps restructure the roles and functions of key Learning Supports staff (e.g., pupil services personnel and others whose roles and functions fall within the arenas of the Component); in particular, helps redefine traditional pupil serve roles and functions in ways that enables them to contribute to all six arenas of the Component.
- Anticipates and identifies problems and provides rapid problem solving (including a focus on morale).
- Identifies capacity building impact and future needs related to the Component (e.g., status of stakeholder development and particularly inservice staff development) and takes steps to ensure that plans are made to meet needs and that an appropriate amount of capacity building is devoted to the Component.
- Meets with the Staff Lead for daily Learning Supports operations on a regular basis to review progress related to the Components and to discuss and advocate for ways to enhance progress.

Staff Lead for Daily Operations of an Enabling or Learning Supports Component

The staff lead works under the direct supervision of the school's Administrative Lead for the Component. The job entails working with staff and community resources to develop, over time, a full array of programs and services to address barriers to student learning and promote healthy development by melding school, community, and home resources together. Moreover, it involves doing so in a way that ensures programs are fully integrated with each other and with the Instructional and Management/Governance Components at the school.

The essence of the staff lead's day-by-day functions is to be responsible and accountable for ongoing progress in developing a comprehensive, multifaceted, and integrated approach to addressing barriers to student learning and promoting healthy development. This encompasses systems related to (a) a full continuum of interventions ranging from primary prevention through early intervention to treatment of serious problems and (b) programs and services in all content arenas of an Enabling or Learning Supports Component. (Note: The arenas have been delineated as: 1) enhancing regular classroom strategies to enable learning, 2) providing support for the many transitions experienced by students and families, 3) increasing home and school connections, 4) responding to and preventing crises, 5) facilitating student and family access to effective services and special assistance as needed, and 6) expanding community involvement and support.)

Examples of Specific job duties:

- Has daily responsibility to advance the agenda for the Component; carries out daily tasks involved in enhancing the Component; ensures that system and program activity is operating effectively; provides daily problem-solving related to systems and programs.
- Organizes and coaches the Learning Supports Resource Team and its various work groups.
- Monitors progress related to plans and priorities formulated by for the Component.
- Monitors current Component programs to ensure they are functioning well and takes steps to improve their functioning and ongoing development (e.g., ensuring program availability, access, and effectiveness).
- Participates in the Leadership Group to contribute to efforts for reviewing, guiding, and monitoring progress and long range plans, problem solving, and effectively linking with the Instructional and Management/Governance Components.
- Provides support, guidance, visibility, public relations, and advocacy for the Component at the school and in the community (e.g., maintaining a high level of interest, support, and involvement with respect to the component).
- Supports capacity building for all stakeholders (staff, family members, community members).
- Ensures all new students, families, and staff are provided with a welcome and orientation to the school and the activities related to addressing barriers to learning and promoting healthy development.
- Coordinates activity taking place in the Family Center (where one is in operation).

- Ensures effective communication, coordination, and integration among those involved with the Component and with the Instructional and Management/Governance Components
- Anticipates and identifies problems and provides rapid problem solving (including a focus on morale).
- Acts as the liaison between the school and other entities (e.g., community resources) who work with the site related to enabling activity.
- Ensures that the activities of other entities (e.g., community resources) who work with the site related to addressing barriers to learning and promoting healthy development operate under the umbrella of the Component and are well-coordinated and integrated with daily activities.
- Meets with the Administrative Lead for the Component on a regular basis to discuss and advocate for ways to enhance progress.

Examples of Generic Criteria for Evaluating Performance for this Position

I. Related to interventions to enhance systems within schools

A. Coordinates and integrates programs/services/systems (e.g., demonstrates the ability to plan, implement, and evaluate mechanisms for collaborating with colleagues to ensure activities are carried out in the most equitable and cost-effective manner consistent with legal and ethical standards for practice – examples of mechanisms include case-oriented teams; resource-oriented teams; consultation, coaching and mentoring mechanisms; triage, referral, and care monitoring systems; crisis teams).

B. Facilitates development of programs/service/systems (e.g., demonstrates the ability to enhance development of a comprehensive, multifaceted, and integrated continuum of interventions for equitably addressing barriers to learning and promoting healthy development; works effectively to bring others together to improve existing interventions and to fill gaps related to needed prevention programs, early-after-onset interventions, and specialized assistance for students and families)

II. Related to interventions to enhance school-community linkages and partnerships

Coordinates and integrates school-community resources/systems (e.g., demonstrates the ability to plan, implement, and evaluate mechanisms for collaborating with community entities; facilitates weaving together of school and community resources and systems to enhance current activity; enhances development of a comprehensive, multifaceted, and integrated continuum of interventions for a diverse range of students and their families)

III. Related to capacity building

Supervises professionals-in-training; facilitates welcoming, orientation, and induction of new staff, families, and students; represents component in planning arenas where budget, space, and other capacity building matters are decided (e.g., demonstrates the ability to coach, mentor, and supervise professional-in-training; provides orientation to the Learning Support component for newly hired personnel; ensures effective support for transitions of all newcomers)

Resource Aid E

REFRAMING THE ROLES AND FUNCTIONS OF STUDENT SUPPORT STAFF

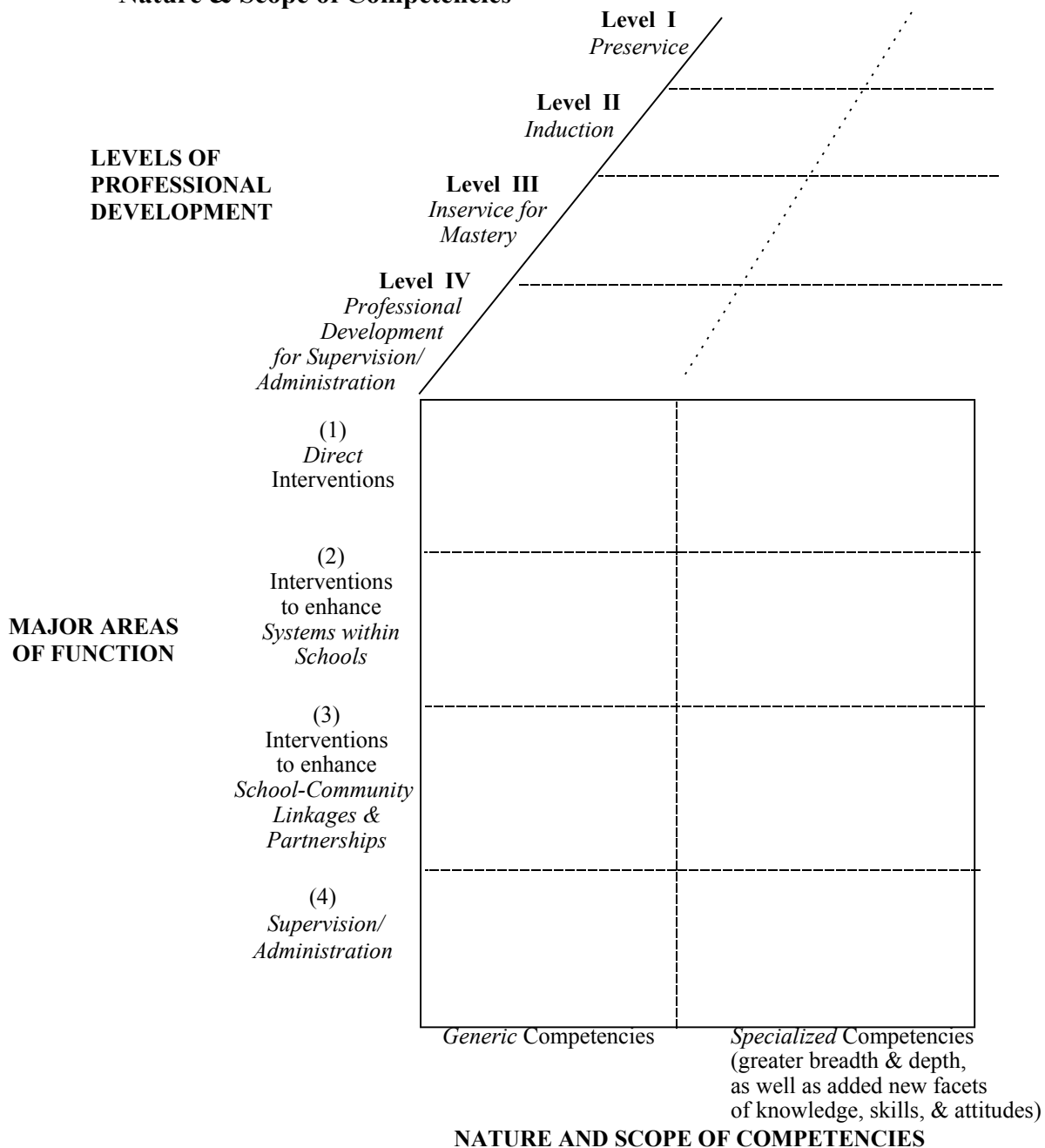
*M*any influences are reshaping the work of pupil services personnel. Besides changes called for by the growing knowledge based in various disciplines and fields of practice, initiatives to restructure education and community health and human services are creating new roles and functions. Clearly, pupil service personnel will continue to be needed to provide targeted direct assistance and support. At the same time, their roles as advocates, catalysts, brokers, and facilitators of systemic reform will expand. As a result, they will engage in an increasingly wide array of activity to promote academic achievement and healthy development and address barriers to student learning. In doing so, they must be prepared to improve intervention outcomes by enhancing coordination and collaboration within a school and with community agencies in order to provide the type of cohesive approaches necessary to deal with the complex concerns confronting schools.

Consistent with the systemic changes that have been unleashed is a trend toward less emphasis on intervention ownership and more attention to accomplishing, desired outcomes through flexible and expanded roles and functions for staff. This trend recognizes underlying commonalities among a variety of school concerns and intervention strategies and is fostering increased interest in cross-disciplinary training and interprofessional education.

Clearly, all this has major implications for changing professional preparation and credentialing.

Efforts to capture key implications are illustrated in the following framework. This framework was sketched out by an expert panel convened by one state's credentialing commission to provide guidelines for revision of the state's standards for developing and evaluating pupil services personnel credential programs.

Framework. Areas of Function, Levels of Professional Development, & Nature & Scope of Competencies



Notes:

Cross-cutting all dimensions are foundational knowledge, skills, and attitudes related to such topics as (a) human growth, development, and learning, (b) interpersonal/group relationships, dynamics and problem solving, (c) cultural competence, (d) group and individual differences, (e) intervention theory, (f) legal, ethical, and professional concerns, and (g) applications of advanced technology.

- (a) *Direct* interventions = implementing one-to-one, group, or classroom programs and services
- (b) Interventions to enhance *systems within schools* = coordination, development, & leadership related to programs, services, resources, and systems
- (c) Interventions to enhance *school-community linkages & partnerships* = connecting with community resources
- (d) *Supervision/Administration* = responsibility for training pupil personnel and directing pupil personnel services and programs

About the Framework

Areas of function, levels of professional development, and nature & scope of competencies. The first framework outlines three basic dimensions that should guide development of programs to prepare pupil personnel professionals. As highlighted in the Exhibit on the next page, the following four major areas of function are conceived.

- (1) direct interventions with students and families
- (2) interventions to enhance systems within schools
- (3) interventions to enhance *school-community linkages & partnerships*
- (4) supervision/administration

Within each of these areas are sets of generic and specialized competencies. The many competencies are learned at various levels of professional development. There is a need to develop criteria with respect to each of these areas. (See examples in the exhibit following the framework.) Of course, the number of criteria and the standards used to judge performance should vary with the specific job assignment and level of professional development.

Although some new knowledge, skills, and attitudes are learned, *specialized* competence is seen as emerging primarily from increasing one's breadth and depth related to generic competencies. Such specialized learning, of course, is shaped by one's field of specialization (e.g., school counselor, psychologist, social worker), as well as by prevailing views of job demands (e.g., who the primary clientele are likely to be, the specific types of tasks one will likely perform, the settings in which one will likely serve).

Note that most competencies for supervision/administration are left for development at Level IV. Also note that cross-cutting all dimensions are foundational knowledge, skills, and attitudes related to areas such as (a) human growth, development, and learning, (b) interpersonal/ group relationships, dynamics, and problem solving, (c) cultural competence, (d) group and individual differences, (e) intervention theory, (f) legal, ethical, and professional concerns, (g) applications of advanced technology.

Exhibit: Examples of Generic Criteria for Staff Performance in Each Area of Function

(1) Direct interventions with students and families

Student support – demonstrates the ability to plan, implement, and evaluate programs and services that equitably address barriers to learning and promote healthy development among a diverse range of students (e.g., developmental and motivational assessments of students, regular and specialized assistance for students in and outside the classroom, prereferral interventions, universal and targeted group interventions, safe and caring school interventions; academic and personal counseling; support for transitions)

Family assistance – demonstrates the ability to plan, implement, and evaluate programs and services for students' families whenever necessary to enhance student support (e.g., providing information, referrals, and support for referral follow-through; instruction; counseling; home involvement)

(2) interventions to enhance *systems within schools*

Coordination and integration of programs/services/systems – demonstrates the ability to plan, implement, and evaluate *mechanisms* for collaborating with colleagues to ensure activities are carried out in the most equitable and cost-effective manner consistent with legal and ethical standards for practice (examples of mechanisms include case-oriented teams; resource-oriented teams; consultation, coaching, and mentoring mechanisms; triage, referral, and care monitoring systems; crisis teams)

Development of program/service/systems – demonstrates the ability to enhance development of a comprehensive, multifaceted, and integrated continuum of interventions for equitably addressing barriers to learning and promoting healthy development among a diverse range of students and their families (e.g., collaborates in improving existing interventions; collaborates to develop ways to fill gaps related to needed prevention programs, early-after-onset interventions, and assistance for students with severe and/or chronic problems; incorporates an understanding of legal and ethical standards for practice)

(3) interventions to enhance *school-community linkages & partnerships*

Coordination and integration of school-community resources/systems – demonstrates the ability to plan, implement, and evaluate *mechanisms* for collaborating with community entities to weave together school and community resources and systems to enhance current activity and enhance development of a comprehensive, multifaceted, and integrated continuum of interventions for equitably addressing barriers to learning and promoting healthy development

(4) supervision/administration

Supervision of professionals-in-training and induction of new staff -- demonstrates the ability to coach, mentor, and supervise professionals-in-training and newly hired pupil services personnel both with respect to generic and speciality functions

Administration of pupil services -- demonstrates the ability to design, manage, and build capacity of personnel and programs with respect to specialized pupil services activities and generic systemic approaches to equitably addressing barriers to learning and promoting healthy development

Administrative leadership in the district -- demonstrates the ability to participate effectively in District decision making to advance an equitable and cost-effective role for pupil services personnel in addressing barriers to learning and promoting healthy development

In addition to the above, each field (e.g., school psychology, counseling, social work) will want to add several specialized competencies.

Resource Aid F

School Infrastructure for a Learning Supports Component

At schools, obviously the administrative leadership is key to ending the marginalization of efforts to address learning, behavior, and emotional problems. The other key is establishment of a mechanism that focuses specifically on how resources for learning supports are used at the school.

For those concerned with school improvement, resource-oriented mechanisms are a key facet of efforts to transform and restructure daily operations. In some schools as much as 30 percent of the budget may be going to problem prevention and correction. Every school is expending resources to enable learning; few have a mechanism to ensure appropriate use of existing resources and enhance current efforts related to learning supports. Such a mechanism contributes to cost-efficacy of learner supports by ensuring all such activity is planned, implemented, and evaluated in a coordinated and increasingly integrated manner. It also provides another means for reducing marginalization. Creation of such a mechanism is essential for braiding together existing school and community resources and encouraging services and programs to function in an increasingly cohesive way. When this mechanism is created in the form of a "team," it also is a vehicle for building working relationships and can play an expanded role in solving turf and operational problems.

One of the primary and essential tasks a learning supports resource-oriented mechanism undertakes is that of enumerating school and community programs and services that are in place to support students, families, and staff. A comprehensive "gap" assessment is generated as resources are mapped and compared with surveys of the unmet needs of and desired outcomes for students, their families, and school staff. Analyses of what is available, effective, and needed provide a sound basis for formulating priorities and developing strategies to link with additional resources at other schools, district sites, and in the community and enhance resource use. Such analyses also can guide efforts to improve cost-effectiveness.

In a similar fashion, a learning supports resource-oriented mechanism for a complex or family of schools (e.g., a high school and its feeder schools) and one at the district level provide mechanisms for analyses on a larger scale. This can lead to strategies for cross-school, community-wide, and district-wide cooperation and integration to enhance intervention effectiveness and garner economies of scale.

A Learning Supports Resource Team

Early in our work, we called the school level resource-oriented mechanism a Resource Coordinating Team. However, coordination is too limited a descriptor of the teams role and functions. So, we now use the term *Learning Supports Resource Team*. Properly constituted, such a team works with the school's administrators to expand on-site leadership for efforts to address barriers comprehensively and ensures the maintenance and improvement of a multifaceted and integrated approach.

When we mention a Learning Supports Resource Team, some school staff quickly respond: *We already have one!* When we explore this with them, we usually find what they have is a *case-oriented team* – that is, a team that focuses on individual students who are having problems. Such a team may be called a student study team, student success team, student assistance team, teacher assistance team, and so forth.

To help clarify the difference between resource and case-oriented teams, we contrast the functions of each as outlined below.

Contrasting Team Functions

<i>A Case-Oriented Team</i>	<i>A Resource-Oriented Team</i>
<p>Focuses on specific <i>individuals</i> and discrete <i>services</i> to address barriers to learning</p> <p>Sometimes called:</p> <ul style="list-style-type: none">• Child Study Team• Student Study Team• Student Success Team• Student Assistance Team• Teacher Assistance Team• IEP Team <p>EXAMPLES OF FUNCTIONS:</p> <ul style="list-style-type: none">>triage>referral>case monitoring/management>case progress review>case reassessment	<p>Focuses on <i>all</i> students and the <i>resources, programs, and systems</i> to address barriers to learning & promote healthy development</p> <p>Possibly called:</p> <ul style="list-style-type: none">• Learning Supports Resource Team• Resource Coordinating Team• Resource Coordinating Council• School Support Team <p>EXAMPLES OF FUNCTIONS:</p> <ul style="list-style-type: none">>aggregating data across students and from teachers to analyze school needs>mapping resources in school and community>analyzing resources>identifying the most pressing program development needs at the school>coordinating and integrating school resources & connecting with community resources>establishing priorities for strengthening programs and developing new ones>planning and facilitating ways to strengthen and develop new programs and systems>recommending how resources should be deployed and redeployed>developing strategies for enhancing resources>social "marketing"

Two parables help differentiate the two types of mechanisms and the importance of both sets of functions. A *case-orientation* fits the *starfish* metaphor.

The day after a great storm had washed all sorts of sea life far up onto the beach, a youngster set out to throw back as many of the still-living starfish as he could. After watching him toss one after the other into the ocean, an old man approached him and said: *It's no use your doing that, there are too many, You're not going to make any difference.*

The boy looked at him in surprise, then bent over, picked up another starfish, threw it in, and then replied: *It made a difference to that one!*

This parable, of course, reflects all the important clinical efforts undertaken by staff alone and when they meet together to work on specific cases.

The *resource-oriented* focus is captured by what can be called the *bridge* parable.

In a small town, one weekend a group of school staff went to the river to go fishing. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out. Minutes later another, then another, and then many more children were coming down the river. Soon every one was diving in and dragging children to the shore and then jumping back in to save as many as they could.

In the midst of all this frenzy, one of the group was seen walking away. Her colleagues were irate. How could she leave when there were so many children to save? After long hours, to everyone's relief, the flow of children stopped, and the group could finally catch their breath.

At that moment, their colleague came back. They turned on her and angrily shouted: *How could you walk off when we needed everyone here to save the children?*

She replied: *It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they couldn't make it and fell through into the river. So I got someone to fix the bridge.*

Fixing and building better bridges is a good way to think about prevention, and it helps underscore the importance of taking time to improve and enhance resources, programs, and systems.

A resource-oriented team exemplifies the type of mechanism needed for overall cohesion and ongoing development of school learning supports programs and systems. As indicated, its focus is not on specific individuals, but on how resources are used.

In pursuing its functions, the team provides what often is a missing link for managing and enhancing programs and systems in ways that integrate, strengthen, and stimulate new and improved interventions. For example, such a mechanism can be used to (a) map and analyze activities and resources to improve their use in preventing and ameliorating problems, (b) build effective referral, case management, and quality assurance systems, (c) enhance procedures for management of programs and information and for communication among school staff and with the home, and (d) explore ways to redeploy and enhance resources – such as clarifying which activities are nonproductive, suggesting better uses for resources, and establishing priorities for developing new interventions, as well as reaching out to connect with additional resources in the school district and community.

Minimally, a resource-oriented team can reduce fragmentation and enhance cost-efficacy by assisting in ways that encourage programs to function in a coordinated and increasingly integrated way. For example, the team can coordinate resources, enhance communication among school staff and with the home about available assistance and referral processes, and monitor programs to be certain they are functioning effectively and efficiently. More generally, this group can provide leadership in guiding school personnel and clientele in evolving the school's vision, priorities, and practices for learning supports and enhancing resources.

Although a resource-oriented mechanism might be created solely around psychosocial programs, it is meant to focus on resources related to all major learning supports programs and services. Thus, it tries to bring together representatives of all these programs and services. This might include, for example, school counselors, psychologists, nurses, social workers, attendance and dropout counselors, special education staff, physical educators and after school program staff,

bilingual and Title I program coordinators, health educators, safe and drug free school staff, and union reps. It also should include representatives of any community agency that is significantly involved with the school. Beyond these "service" providers, such a team needs a leader from the school's administration and is well-advised to add the energies and expertise of regular classroom teachers, non-certificated staff (e.g., front office, food service, custodian, bus driver) parents, and older students.

Properly constituted, trained, and supported, a resource-oriented team complements the work of the site's governance body through providing on-site overview, leadership, and advocacy for all activity aimed at addressing barriers to learning and teaching. Having at least one representative from the resource team on the school's governing and planning bodies ensures infrastructure connections for maintaining, improving, and increasingly integrating learning supports and classroom instruction. And, of course, having an administrator on the team provides the necessary link with the school's administrative decision making about allocation of budget, space, staff development time, and other resources.

It is conceivable that one person could start the process of understanding the fundamental resource-oriented functions and delineating an infrastructure to carry them out. It is better, however, if several stakeholders put their heads together. Where creation of "another team" is seen as a burden, existing teams, such as student or teacher assistance teams, school crisis teams, and healthy school teams, have demonstrated the ability to do resource-oriented functions. In adding the resource-oriented functions to another team's work, great care must be taken to structure the agenda so sufficient time is devoted to the additional tasks. For small schools, a large team often is not feasible, but a two person team can still do the job.

School Steering Body for a Learning Supports Component

All initiatives need a team of "champions" who agree to steer the process. Thus, at the school level, initially it helps not only to have a resource-oriented team, but also to establish an advisory/steering group. This leadership body ensures overall development of the component to address barriers to learning and guides and monitors the resource team. These advocates must be competent with respect to the work to be done and highly motivated not just to help get things underway, but to ensure the changes are sustained over time.

The group's first focus is on assuring that capacity is built to accomplish the desired systemic changes. This includes ensuring an adequate policy and leadership base. If such a base is not already in place, the group needs to focus on getting one in place. Capacity building, of course, also includes special training for change agents. Over time, the main functions of a steering group are to ensure that staff assigned to facilitate changes (a) maintain a big picture perspective and appropriate movement toward long-term goals and (b) have sufficient support and guidance.

The steering group should be fully connected with teams guiding the instructional and management components at the school. Each school steering body needs to be linked formally to the district mechanism designed to guide development of learning supports components at schools.

Steering groups should not be too large. For example, at a school level, membership might include key change agents, one or two other key school leaders, perhaps someone from a local institution of higher education, perhaps a key agency person or two, and a few well-connected "champions." Such a group can meet monthly (more often if major problems arise) to review progress, problem solve, decide on mid-course corrections. To work against the perception that it is a closed, elite group, it can host "focus groups" to elicit input and feedback and provide information.

Ad Hoc and Standing Work Groups for a Resource Team

Work groups are formed as needed by a Learning Supports Resource Team to address specific concerns (e.g., mapping resources, planning for capacity building and social marketing, addressing problems related to case-oriented systems), develop new programs (e.g., welcoming and social support strategies for newcomers to the school), implement special initiatives (e.g., positive behavior support), and so forth. Such groups usually are facilitated by a member of the resource team who recruits a small group of others from the school and community who are willing and able to help. The group facilitator provides regular updates to the resource team on work group progress and brings back feedback from the Team.

Ad hoc work groups take on tasks that can be done over a relatively short time period, and the group disbands once the work is accomplished. *Standing* work groups focus on defined programs areas and pursue current priorities for enhancing intervention in a given arena. For example, a standing work group might be established for any of the six intervention arenas outlined in Chapter 6.

Integrating the Component into the School Infrastructure

The figure on the next page illustrates the type of infrastructure that needs to emerge at the school if it is to effectively develop a comprehensive component to address barriers to learning.

Note especially the links among the three components, and the connection within the various groups involved in planning, implementing, evaluating, and sustaining learning supports.

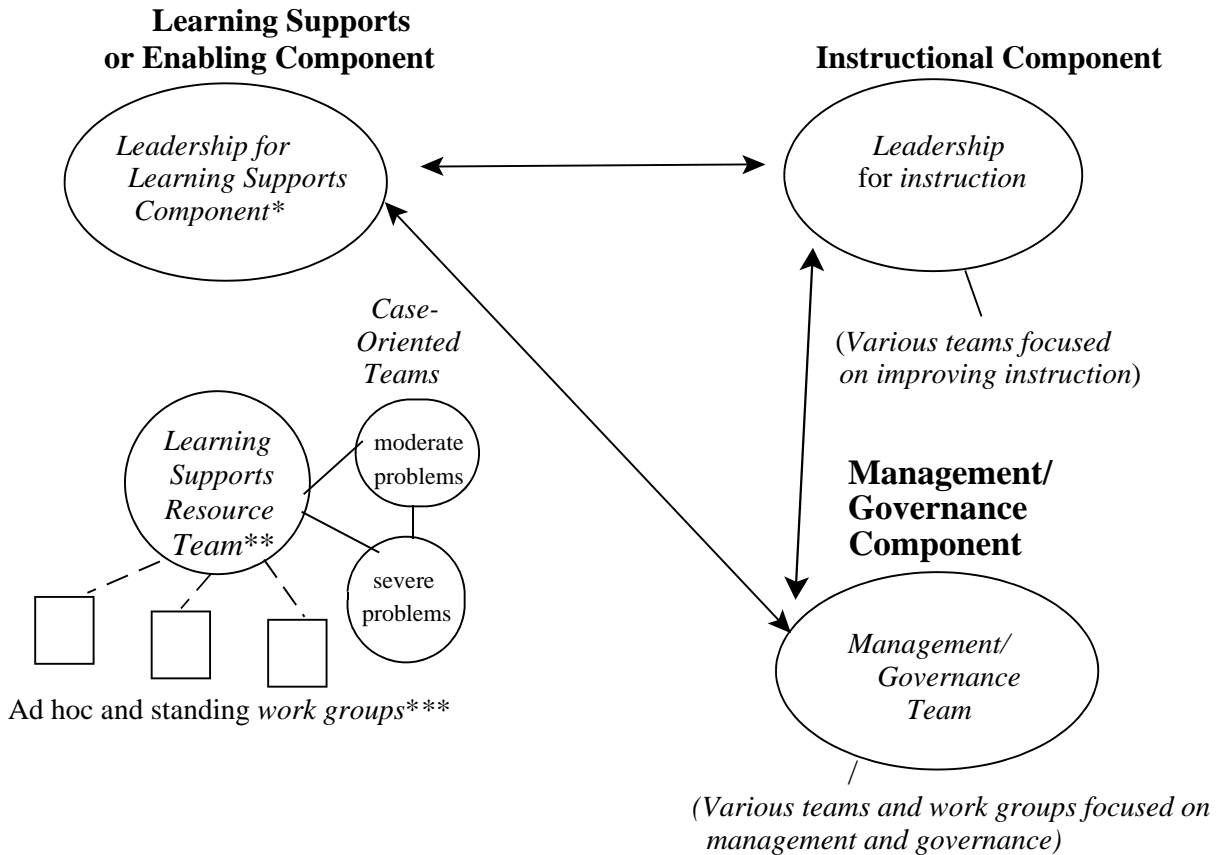
A Learning Supports Resource Mechanism for a Family of Schools

Schools in the same geographic or catchment area have a number of shared concerns, and schools in the feeder pattern often interact with students from the same family. Furthermore, some programs and personnel already are or can be shared in strategic ways by several neighboring schools, thereby reducing costs by minimizing redundancy and opening up ways to achieve economies of scale.

A multi-site council can provide a mechanism to help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources. Such a mechanism can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools and connecting with neighborhood resources. This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster. It is neither cost-effective nor good intervention for each school to contact a family separately in instances where several children from a family are in need of special attention. With respect to linking with community resources, multi-school teams are especially attractive to community agencies who often don't have the time or personnel to make independent arrangements with every school.

Example of an Integrated Infrastructure at a School Site

The following example illustrates the type of infrastructure that needs to emerge at the school if it is to effectively develop a comprehensive component to address barriers to learning. Note especially the links among the three components, and the connection within the various groups involved in planning, implementing, evaluating, and sustaining learning supports.



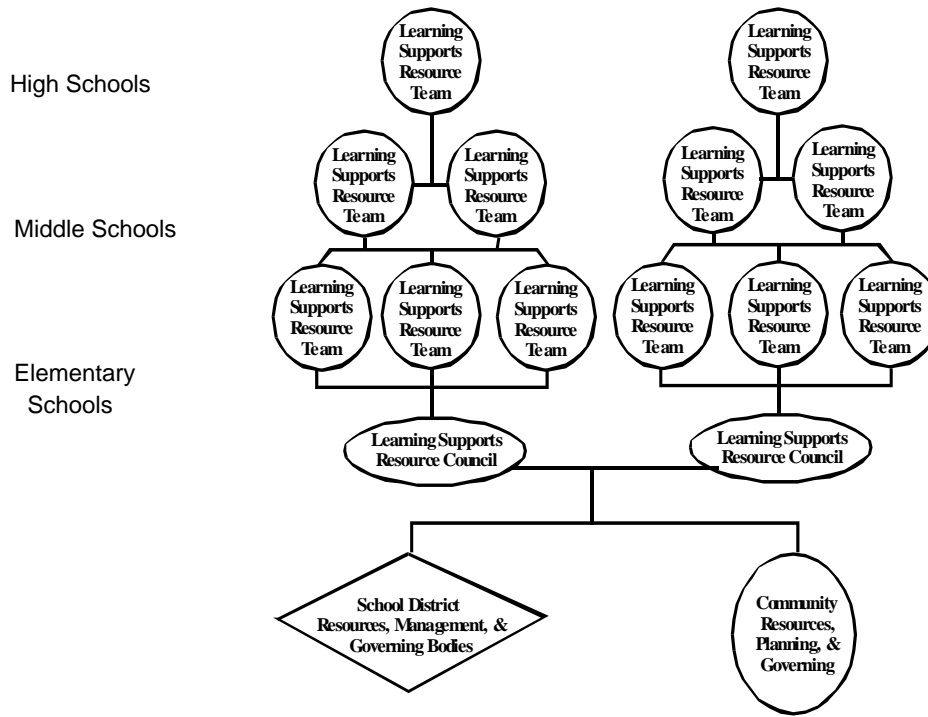
*A Learning Supports or Enabling Component Advisory/Steering Committee at a school site consists of a leadership group whose responsibility is to ensure the vision for the component is not lost. It meets as needed to monitor and provide input to the Learning Supports Resource Team.

**A Learning Supports Resource Team is the key to ensuring component cohesion, integrated implementation, and ongoing development. It meets weekly to guide and monitor daily implementation and development of all programs, services, initiatives, and systems at a school that are concerned with providing learning supports and specialized assistance.

***Ad hoc and standing work groups are formed as needed by the Learning Supports Resource Team to address specific concerns. These groups are essential for accomplishing the many tasks associated with such a team's functions.

In general, a group of schools can benefit from a multi-site resource mechanism designed to provide leadership, facilitate communication and connection, and ensure quality improvement across sites. For example, a multi-site body, or what we call a *Learning Supports Resource Council*, might consist of a high school and its feeder middle and elementary schools. It brings together one-two representatives from each school's resource team (see figure on next page).

Resource-oriented Mechanisms Across a Family of Schools



The Council meets about once a month to help (a) coordinate and integrate programs serving multiple schools, (b) identify and meet common needs with respect to guidelines and staff development, and (c) create linkages and collaborations among schools and with community agencies. In this last regard, it can play a special role in community outreach both to create formal working relationships and ensure that all participating schools have access to such resources.

More generally, the Council provides a useful mechanism for leadership, communication, maintenance, quality improvement, and ongoing development of a comprehensive continuum of programs and services. Natural starting points for councils are the sharing of needs assessments, resource maps, analyses, and recommendations for reform and restructuring. Specific areas of initial focus would be on local, high priority concerns, such as addressing violence and developing prevention programs and safe school and neighborhood plans.

Representatives from Learning Supports Resource Councils would be invaluable members of planning groups (e.g., Service Planning Area Councils, Local Management Boards). They bring info about specific schools, clusters of schools, and local neighborhoods and do so in ways that reflect the importance of school-community partnerships.

About Leadership and Infrastructure

It is clear that building a learning supports or enabling component requires strong leadership and new positions to help steer systemic changes and construct the necessary infrastructure. Establishment and maintenance of the component requires continuous, proactive, effective teaming, organization, and accountability.

Administrative leadership *at every level* is key to the success of any systemic change initiative in schools. Given that an enabling or learning supports component is one of the primary and essential components of school improvement, it is imperative to have designated administrative and staff leadership for the component at school and district levels. Everyone at the school site should be aware of who in the school district provides leadership, promotes, and is accountable for the development of the component. It is imperative that such leadership be at a high enough level to be at key decision making tables when budget and other fundamental decisions are discussed.

At the school level, a administrative leader for the component may be created by redefining a percentage (e.g., 50%) of an assistant principal's day. Or, in schools that only have one administrator, the principal might delegate some administrative responsibilities to a coordinator (e.g., Title I coordinator or a Center coordinator at schools with a Family or Parent Center). The designated administrative leader must sit on the resource team and represent and advocate team recommendations at administrative and governance body meetings.

Besides facilitating initial development of a potent component to address barriers to learning, the administrative lead must guide and be accountable for daily implementation, monitoring, and problem solving. This individual is the natural link to component leaders in the family of schools and at the district level and should be a vital force for community outreach and involvement.

There is also the need for a staff lead to address daily operational matters. This may be one of the learning supports staff (e.g., a school counselor, psychologist, social worker, nurse) or a Title I coordinator, or a teacher with special interest in learning supports.

In general, these leaders, along with other key staff, embody the vision for the component. Their job descriptions should be reframed to delineate specific functions related to their new roles, responsibilities, and accountabilities.

Phasing-in Resource Teams and Councils

The system-wide group should include (a) representatives of multi-school councils, (b) key district administrative and line staff with relevant expertise and vision (including unit heads, coordinators, union reps), and (c) various other stakeholders such as nondistrict members whose job and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand.

As the above discussion stresses, well-redesigned organizational and operational mechanisms that enable schools to (a) arrive at wise decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize interventions to reflect the best models and use of technology. Implied in all this are new roles and functions for some staff and greater involvement of parents, students, and other representatives from the community. Also implied is redeployment of existing resources as well as finding new ones.

Building on what is known about organizational change, our Center staff for many years has been working on a change model for use in establishing, sustaining, and scaling-up school and community reforms. In this context, we have developed a position called an *Organization Facilitator* to aid with major restructuring (Adelman, 1993; Adelman & Taylor 1997; Center for Mental Health in Schools, 1999a, 1999b, 2001; Taylor & Adelman 1999). This specially trained change agent embodies the necessary expertise to help school sites and complexes implement and institutionalize substantively new approaches, such as the establishment of Resource Coordinating Teams and Councils.

The exhibit on the following pages offers an outline of phases for establishing such mechanisms and summarizes some key facets of what has been discussed above.

Exhibit

Phasing in Learning Support Resource Teams and Councils

Phase 1. Organizing Learning Support Resource Teams at a School Site

Creation of a School-site *Learning Support Resource Team* provides a starting point in efforts to reform and restructure education support programs. Such a team not only can begin the process of transforming what already is available, it can help reach out to District and community resources to enhance education support activity. Such a resource-oriented team differs from case-oriented teams (e.g., Student Assistance/Guidance Teams). The focus of this team is not on individual students. Rather, it is oriented to clarifying resources and how they are best used.

Such a team can help

- improve coordination and efficacy by ensuring
 - >basic systems (for referral, triage, case management) are in place and effective
 - >programs/services are profiled, written up, and circulated
 - >resources are shared equitably
- enhance resources through staff development and by facilitating creation of new resources via redeployment and outreach
- evolve a site's education support activity infrastructure by assisting in the creation of program teams and Family/Parent Centers as hubs for such activities.

Among its first functions, the Resource Team can help clarify

- (a) the resources available to the school (who? what? when?) – For example, the team can map out and then circulate to staff, students, and parents a handout describing "Available Special Services, Programs, and Other Resources."
- (b) how someone gains access to available resources – The team can clarify processes for referral, triage, follow-through, and case management, and circulate a description of procedures to the school staff and parents.
- (c) how resources are coordinated – To ensure systems are in place and to enhance effectiveness, the team can help weave together resources, make analyses, coordinate activity, and so forth.
- (d) what other resources the school needs and what steps should be taken to acquire them – The team can identify additional resources that might be acquired from the District or by establishing community linkages.

Toward the end of Phase 1, a *Complex Learning Support Resource Council* (a multi-locality council) can be organized. This group is designed to ensure sharing and enhancement of resources across schools in a given neighborhood. Of particular interest are ways to address common concerns related to crisis response and prevention, as well as dealing with the reality that community resources that might be linked to schools are extremely limited in many geographic areas and thus must be shared.

More info on the functions of a Learning Support Resource Team and the complex Council are provided in the body of this report.

Phase II. *Organizing a Programmatic Focus and Infrastructure for Education Support Activity*

All sites that indicate readiness for moving toward reconceptualizing education support (enabling) activity into a delimited set of program areas are assisted in organizing program teams and restructuring the site's Learning Support Resource Team.

This involves facilitating

- development of program teams
- analyses of education support activity (programs/services) by program area teams to determine
 - >how well the various activities are coordinated/integrated (with a special emphasis on minimizing redundancy)
 - >whether any activities need to be improved (or eliminated)
 - >what is missing -- especially any activity that seems as important or even more important than those in operation.
- efforts by program area teams related to
 - >profiling, writing up, circulating, and publicizing program/service information
 - >setting priorities to improve activity in a programmatic area
 - >setting steps into motion to accomplish their first priority for improvement
 - >moving on to their next priorities.

Phase III. *Facilitating the Maintenance and Evolution of Appropriate Changes*

In general, this involves evaluating how well the infrastructure and related changes are working, including whether the changes are highly visible and understood. If there are problems, the focus is on clarifying what is structurally and systemically wrong and taking remedial steps. (It is important to avoid the trap of dealing with a symptom and ignoring ongoing factors that are producing problems; that is, the focus should be on addressing systemic flaws in ways that can prevent future problems.)

Examples of activity:

Checking on maintenance of Ad Hoc Teams (keeping membership broad based and with a working core through processes for identifying, recruiting, and training new members when teams need bolstering).

Holding individual meetings with school site leadership responsible for restructuring in this area and with team leaders to identify whether everyone is receiving adequate assistance and staff development.

Determining if teams periodically make a new listing (mapping) of the current activity at the site and whether they update their analyses of the activity.

Checking on efficacy of referral, triage, and case management systems.

Checking on the effectiveness of mechanisms for daily coordination, communication, and problem solving.

Evaluating progress in refining and enhancing program activity.

Phase IV. *Facilitating the Institutionalization/Sustainability of Appropriate Changes*

A critical aspect of institutionalization involves ensuring that school staff responsible for restructuring education support activity formulate a proposal for the next fiscal year. Such a proposal encompasses resource requests (budget, personnel, space, staff development time). It must be submitted and approved by the site's governance authority. Institutionalization requires a plan that is appropriately endorsed and empowered through appropriation of adequate resources.

Institutionalization is further supported by evaluating functioning and outcomes related to new infrastructure mechanisms and fundamental activities. With a view to improving quality and efficacy, the findings from such evaluations are used to revise activities and mechanisms as necessary.

**Recapping:
What a
resource-
oriented
mechanism
does**

A resource-oriented team exemplifies the type of mechanism needed for overall cohesion of school support programs and systems. As indicated, its focus is not on specific individuals, but on how resources are used.

In pursuing its functions, the team provides what often is a missing link for managing and enhancing programs and systems in ways that integrate and strengthen interventions. For example, such a mechanism can be used to (a) map and analyze activity and resources to improve their use in preventing and ameliorating problems, (b) build effective referral, case management, and quality assurance systems, (c) enhance procedures for management of programs and information and for communication among school staff and with the home, and (d) explore ways to redeploy and enhance resources – such as clarifying which activities are nonproductive and suggesting better uses for resources, as well as reaching out to connect with additional resources in the school district and community.

Minimally, a resource-oriented team can reduce fragmentation and enhance cost-efficacy by assisting in ways that encourage programs to function in a coordinated and increasingly integrated way. For example, the team can coordinate resources, enhance communication among school staff and with the home about available assistance and referral processes, and monitor programs to be certain they are functioning effectively and efficiently. More generally, this group can provide leadership in guiding school personnel in evolving the school's vision for learning support.

**How Many
Stakeholders Are
Needed to Form
Such a
Mechanism?**

Where creation of "another team" is seen as a burden, existing teams, such as student or teacher assistance teams and school crisis teams, have demonstrated the ability to do resource-oriented functions. In adding the resource-oriented functions to another team's work, great care must be taken to structure the agenda so sufficient time is devoted to the new tasks. For small schools, a large team often is not feasible, but a two person team can still do the job.

It is conceivable that one person could start the process of understanding the fundamental resource-oriented functions and delineating an infrastructure to carry them out. It is better, however, if several stakeholders put their heads together.

WHAT IS A LEARNING SUPPORTS RESOURCE TEAM?

Every school that wants to improve its systems for providing student support needs a mechanism that focuses specifically on improving resource use and enhancement. A *Learning Support Resource Team* (previously called a Resource Coordinating Team) is a vital form of such a mechanism.

Most schools have teams that focus on individual student/family problems (e.g., a student support team, an IEP team). These teams focus on such functions as referral, triage, and care monitoring or management. In contrast to this case-by-case focus, a school's *Learning Support Resource Team* can take responsibility for enhancing use of all resources available to the school for addressing barriers to student learning and promoting healthy development. This includes analyzing how existing resources are deployed and clarifying how they can be used to build a comprehensive, multifaceted, and cohesive approach. It also integrally involves the community with a view to integrating human and financial resources from public and private sectors to ensure that all students have an equal opportunity to succeed at school.

What are its functions?

A Resource Coordinating Team performs essential functions related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development.

Examples of key functions are:

- » Aggregating data across students and from teachers to analyze school needs
- » Mapping resources at school and in the community
- » Analyzing resources
- » Identifying the most pressing program development needs at the school
- » Coordinating and integrating school resources & connecting with community resources
- » Establishing priorities for strengthening programs and developing new ones
- » Planning and facilitating ways to strengthen and develop new programs and systems
- » Recommending how resources should be deployed and redeployed
- » Developing strategies for enhancing resources
- » "Social marketing"

Related to the concept of an Enabling (Learning Support) Component, these functions are pursued within frameworks that outline six curriculum content areas and

the comprehensive continuum of interventions needed to develop a comprehensive, multifaceted approach to student support that is integrated fully into the fabric of the school.

Who's on Such a Team?

A Learning Support Resource Team might begin with only two people. Where feasible, it should expand into an inclusive group of informed stakeholders who are able and willing. This would include the following:

- Principal or assistant principal
- School Psychologist
- Counselor
- School Nurse
- School Social Worker
- Behavioral Specialist
- Special education teacher
- Representatives of community agencies involved regularly with the school
- Student representation (when appropriate and feasible)
- Others who have a particular interest and ability to help with the functions

It is important to integrate this team with the infrastructure mechanisms at the school focused on instruction and management/governance. For example, the school administrator on the team must represent the team at administrative meetings; there also should be a representative at governance meetings; and another should represent the team at a Learning Support Resource *Council* formed for a family of schools (e.g., the feeder pattern).

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The center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 Phone: (310) 825-3634. Support comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health, with co-funding from the Substance Abuse and Mental Health Services Administration's Center for Mental Health Services.



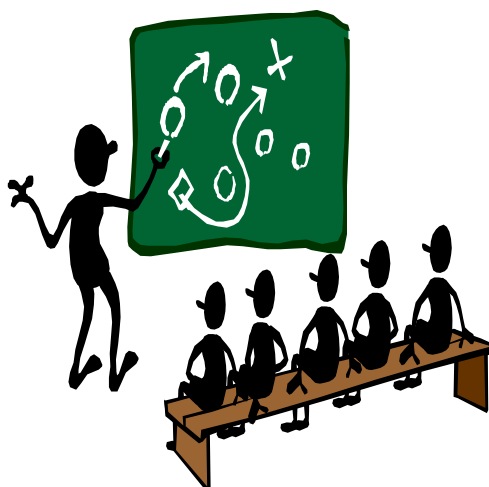
How to Start

Who will Facilitate the Process?

About Creating Readiness

Some Initial Steps in Establishing
a Learning Supports Resource Team

Building Team Capacity



As you pursue the work, it will help you think about matters such as:

Who will facilitate the processes described?

What's needed in terms of leadership and support?

What's are the initial steps in establishing a Learning Supports Resource Team?

What should be the initial focus in building team capacity?

Establishing a resource-oriented team in schools represents a major systemic change. The danger in creating new mechanisms is that they can become just another task, another meeting – busy work. Infrastructure must be designed in keeping with the major functions to be carried out, and all functions must be carried out in the service of a vital vision for improving outcomes for all students. Resource-oriented mechanisms are valuable only if they are driven by and help advance an important vision. Leaders and facilitators must be able to instill that vision in team members and help them sustain it.

Successful systemic change requires considerable attention to creating readiness and building the capacity for initial implementation. After introducing the concept of a learning support or enabling component, it is easy to get lost in a morass of details when caught up in the daily tasks of making major systemic changes. This module covers topics and contains some tools that have been found helpful in efforts to provide guidance and support for those involved in establishing innovations at schools. As you use the material, you may find it helpful periodically to review the points covered below so that you can keep the big picture in perspective and maintain a sense of some of the most basic considerations.

Who Will Facilitate the Process?

Someone needs to be designated to facilitate the process of establishing a resource-oriented team at a school. Because the process involves significant organizational change, the individual chosen has to have the full support of the administration and the skills of a change agent. We characterize such an individual as an *organization facilitator*.*

An organization facilitator is a catalyst and manager of change. As such, s/he strives to ensure that changes are true to the design for improvement and adapted to fit the local culture. The facilitator also must be an effective problem solver – responding quickly as problems arise and designing proactive strategies to counter anticipated barriers to change, such as negative reactions and dynamics, common factors interfering with working relationships, and system deficiencies. All this must be accomplished in ways that enhance readiness and commitment to change, empowerment, a sense of community.

*See Center for Mental Health in Schools (2001). *Organization Facilitators: A Change Agent for Systemic School and Community Changes*.

Concept of an Organization Facilitator

Our discussion here focuses on organization facilitators as a change agent for one school. However, such an individual might rotate among a group of schools. And, in large school districts, a cadre of such professionals might be used to facilitate change across an entire district.

Regardless of the nature and scope of the work, an organization facilitator's core functions require an individual whose background and training have prepared her/him to understand

- *the specific systemic changes (content and processes) to be accomplished* (In this respect, a facilitator must have an assimilated understanding of the fundamental concerns underlying the need for change.)
- *how to work with a site's stakeholders as they restructure their programs* (e.g., how to be an effective agent of change).

The main work revolves around planning and facilitating:

- infrastructure development, maintenance, action, mechanism liaison and interface, and priority setting
- stakeholder development (coaching -- with an emphasis on creating readiness both in terms of motivation and skills; team building; providing technical assistance)
- communication (visibility), resource mapping, analyses, coordination, and integration
- formative evaluation and rapid problem solving
- ongoing support

Such personnel also can help organize basic "interdisciplinary and cross training" to create the trust, knowledge, skills, and the attitudes essential for the kind of working relationships required if the resource-oriented mechanism is to operate successfully.

For more see the Exhibit on the following pages.

Exhibit

Examples of Activity for an Organization Facilitator

1. Infrastructure tasks

- (a) Works with school governing bodies to further clarify and negotiate agreements about
 - policy changes
 - participating personnel (including administrators authorized to take the lead for the systemic changes)
 - time, space, and budget commitments
- (b) Helps leaders identify and prepare members for a group to steer the process
- (c) Helps leaders identify members for the resource-oriented team

2. Stakeholder development

- (a) Provides general orientations for governing and planning bodies
- (b) Provides basic capacity building for resource-oriented team
- (c) Ongoing coaching of team members (about purposes, processes)

Examples: At a team's first meeting, the organization facilitator offers to provide a brief orientation presentation (including handouts) and helps teams establish processes for daily interaction and periodic meetings. During the next few meetings, coaching might help with mapping and analyzing resources.

- (d) Works with leaders to ensure presentations and written information about changes are provided to the entire staff and other stakeholders

3. Communication (visibility), coordination, and integration

- (a) Determines if info on new directions (including leadership and team functions and membership) and about resources has been written-up and circulated. If not, facilitator determines why and helps address systemic breakdowns; if necessary, effective processes are modeled.
- (b) Determines if leaders and team members are effectively handling priority tasks. If not, the facilitator determines why and helps address systemic breakdowns; if necessary, effective processes are modeled.

(cont.)

Exhibit (cont.)

Examples of Activity for an Organization Facilitator

- (c) Determines if the following have been accomplished (and if not, takes appropriate steps)
 - mapping of current activity and resources related to learning supports
 - analyses of activity and resources to determine
 - > how well they are meeting needs and how well coordinated/integrated they are (with special emphasis on maximizing cost-effectiveness and minimizing redundancy)
 - > what learning supports need to be improved (or eliminated)
 - > what is missing, its level of priority, and how and when to develop it
 - info has been written-up and circulated about all resources and plans for change
- (d) Determines the adequacy of efforts made to enhance communication to and among stakeholders and, if more is needed, facilitates improvements
- (e) Determines if systems are in place to identify problems related to functioning of the infrastructure and communication systems. If there are problems, determines why and helps address any systemic breakdowns
- (f) Checks on visibility of reforms and if the efforts are not visible, determines why and helps rectify

4. Formative Evaluation and Rapid Problem Solving

- (a) Works with leaders and team members to develop procedures for formative evaluation and processes that ensure rapid problem solving
- (b) Checks regularly to be certain that learning supports are enabling student learning and that there is rapid problem solving. If the data are not promising, helps school leaders to make appropriate modifications.

5. Ongoing Support

- (a) Offers ongoing coaching on an "on-call" basis
 - For example: informs team members about ideas developed by others or provides expertise related to a specific topic they plan to discuss.
- (b) At appropriate points in time, asks for part of a meeting to see how things are going and (if necessary) to explore ways to improve the process
- (c) At appropriate times, asks whether participants have dealt with longer-range planning, and if they haven't, determines what help they need
- (d) Helps participants identify sources for continuing development/education

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Using an Organization Facilitator to Establish and Coach a Learning Supports Resource Team

The following example from one school may help clarify some of the above points.

At First Street School, the Organization Facilitator's first step was to ensure the site leadership was sufficiently committed to restructuring learning support programs and services. The commitment was made public by the site's governance body adopting the enabling component concept and by formally agreeing to the role the Organization Facilitator would play in helping staff implement reforms.

The process of restructuring began with assignment of an assistant principal to function as the component's administrative leader and establishment of a Resource Team consisting of the school's pupil service personnel, the administrative leader, a staff lead, and several teachers. With the Organization Facilitator acting as coach, the team began by mapping and analyzing all school resources being used to address barriers to student learning.

By clustering existing activities into the six arenas of intervention designated for an enabling component, the team was able to consider a new programmatic vision for the school's efforts to address barriers to learning and enhance healthy development. By analyzing activities from this perspective, the team identified essential activities, major programmatic gaps, redundant efforts, and several long-standing activities that were having little effect. Decisions were made to eliminate redundant and ineffective activity and redeploy the resources to strengthen essential programs and begin to fill learning support gaps.

As one facet of the school's community outreach, the Organization Facilitator coached the Resource Team on how to bring community resources to the site in ways that do not displace essential school resources. This focus was on integrating community resources into the enabling component. That is, the team outreached specifically to those community resources that could either fill a significant gap or enhance the school staffs' efforts by becoming part of an ongoing program. To ensure coordination and integration, all community agencies working at the site are asked to have a representative participate on the Resource Team.

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About Creating Readiness

If efforts to restructure schools are to result in substantive and sustainable changes, particular attention must be paid to ensuring effective leadership and ongoing support. Talking about change has rarely been a problem for educational leaders and change agents. Problems arise when they try to introduce change into specific locales and settings. It is then that they encounter the difficulties inherent in building consensus and mobilizing others to develop and maintain the substance of new prototypes.

In effect, leaders and change agents have a triple burden as they attempt to improve schools.

- They must ensure that substantive change is on the policy agenda.
- They must build consensus for change.
- They must facilitate effective implementation (e.g., establish, maintain, and enhance productive changes).

Creating readiness for systemic changes involves strategic interventions to ensure:

- strong policy support
- administrative and stakeholder buy-in and support
- long-range strategic and immediate action planning
- daily formal leadership from highly motivated administrative and supervisory staff and key union representatives
- daily informal leadership from highly motivated line staff
- ongoing involvement of leadership from outside the system
- establishment of change agent mechanisms to facilitate systemic changes
- careful development of mechanisms for planning, implementation, and improvement of new approaches
- mobilization of a critical mass of stakeholders
- capacity building designed to ensure all involved can perform effectively
- protection for those who are assuming new roles and new ways of working
- using all supportive data that can be gathered (e.g., benchmarks for all progress)

Motivational Readiness

A thread running through all this is the need to stimulate increasing interest or *motivational readiness* among stakeholders.

To clarify the point:

In education a new idea or practice almost always finds a receptive audience among a small group. Many more, however, are politely unresponsive and reluctant to change things, and some are actively resistant. Successful change at any level of education restructuring requires the committed involvement of a critical mass of stakeholders. Thus, leaders often are confronted with the task of enhancing the motivational readiness for change of a significant proportion of those who appear reluctant and resistant.

This raises the question: What mobilizes individual initiative?

The answer requires an understanding of what is likely to affect a person's positive and negative motivation related to intended changes in process, content, and outcomes. Particular attention to the following ideas seems warranted:

- **Optimal functioning requires motivational readiness.**
Readiness is not viewed in the old sense of waiting until a person is interested. Rather, it is understood in the contemporary sense of designing interventions to maximize the likelihood that processes, content, and outcomes are perceived as vivid, valued, and attainable.
- **Good strategies not only aim at increasing motivation but also avoid practices that decrease motivation.**
Care must be taken, for example, not to overrely on extrinsics to entice and reward because to do so may decrease intrinsic motivation; excessive monitoring or pressure can produce avoidance motivation.
- **Motivation is a process and an outcome concern.**
In terms of outcomes, for example, strategies should be designed to maintain, enhance, and expand intrinsic motivation so that individuals will come to "own" new practices.
- **Increasing intrinsic motivation involves affecting a person's thoughts, feelings, and decisions.**
The intent is to use procedures that can reduce negative feelings, thoughts, and coping strategies and increase positive ones related to relevant outcomes, processes, and content. With respect to negative attitudes, this means identifying and minimizing experiences that maintain or may increase avoidance motivation.

Readiness is about . . . *Matching Motivation and Capabilities*

Success of efforts to establish effective use of learning support resources depends on stakeholders' motivation and capability. Substantive change is most likely when high levels of positive energy can be mobilized and appropriately directed over extended periods of time. Among the most fundamental errors related to systemic change is the tendency to set actions into motion without taking sufficient time to lay the foundation. Thus, one of the first concerns is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for strategies that establish and maintain an effective match with their motivation and capability.

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 the status quo. 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). Sufficient time *must* be spent creating motivational readiness of key stakeholders and building their capacity and skills.

And readiness is an everyday concern.

All changes require constant care and feeding. Those who steer the process must be motivated and competent, not just initially but over time. The complexity of systemic change requires close monitoring of mechanisms and immediate follow up to address problems. In particular, it means providing continuous, personalized guidance and support to enhance knowledge and skills and counter anxiety, frustration, and other stressors. To these ends, adequate resource support must be provided (time, space, materials, equipment) and opportunities must be available for increasing ability and generating a sense of renewed mission. Personnel turnover must be addressed by welcoming and orienting new members.

A note of caution. In marketing new ideas, it is tempting to accentuate their promising attributes and minimize complications. For instance, in negotiating agreements, school policy makers frequently are asked simply to sign a memorandum of understanding, rather than involving them in processes that lead to a comprehensive, informed commitment. Sometimes they agree mainly to obtain extra resources; sometimes they are motivated by a desire to be seen by constituents as doing *something* to improve the school. This can lead to premature implementation, resulting in the form rather than the substance of change.

**Readiness
also Involves
Maintaining
Motivation**

For motivated persons, readiness interventions focus on ways to maintain and possibly enhance intrinsic motivation. This involves ensuring their involvement continues to produce mostly positive feelings and a minimum of negative side effects.

At times, all that may be necessary is to help clear the way of external hurdles. At other times, maintaining motivation requires leading, guiding, stimulating, clarifying, and supporting. Efforts to maintain motivation build on processes used initially for mobilization. In both instances, activity is conceived in terms of nine comprehensive process objectives. These underscore that strategies to facilitate change should be designed to

- establish and maintain an appropriate working relationship (e.g., through creating a sense of trust, open communication, providing support and direction as required)
- clarify the purpose of activities and procedures, especially those intended to help correct specific problems
- clarify why procedures should be effective
- clarify the nature and purpose of evaluative measures
- build on previous capabilities and interests
- present outcomes, processes, and content in ways that structure attending to the most relevant features (e.g., modeling, cueing)
- guide motivated practice (e.g., suggesting and providing opportunities for meaningful applications and clarifying ways to organize practice)
- provide continuous information to ensure awareness of accomplishments
- provide opportunities for continued application and generalization (e.g., ending the process by addressing ways in which individuals can pursue additional, self-directed accomplishments in the area and/or can arrange for additional support and direction).

Some Initial Steps in Establishing a Learning Supports Resource Team

When the focus is on establishing teams throughout a district, it is wise to begin with sites that manifest the highest levels of motivational readiness.

Step 1

After initial presentations have been made to potential school sites, elicit responses regarding possible interest (e.g., highly interested and ready to go, highly interested but with a few barriers that must be surmounted, moderately interested, not interested).

Follow-up on Initial Interest – Begin discussions with those sites that are highly interested in proceeding.

Clarify

- what process will be used to produce the desired changes
- what resources will be brought in to help make changes
- what the site must be willing to provide and do

Step 2

At the end of the discussions, there should be a written mutual agreement covering matters such as

- >long-term goals and immediate objectives (e.g., site policy commitment to developing and sustaining a comprehensive approach to addressing barriers to learning; willingness to assign an administrative leader; agreement to develop a resource team; readiness to map, analyze, and redeploy resources)
- >times to be made available for working with the change agent and for staff to work together on the restructuring
- >personnel who will assume leadership (e.g., site leader and key staff)
- >access to other resources (e.g., space, phone, photocopier)
- >access for staff development (e.g., agreement to devote a significant amount of staff development time to the process -- time with teachers, pupil personnel staff, program coordinators, noncredentialed staff)

Step3 Meet with key individuals at the site to discuss their role and functions as leaders for the intended systemic changes (e.g., meet with the site administrative leader who has been designated for this role; meet with each person who will initially be part of a Resource Team)

Clarify roles and functions – discuss plans, how to most effectively use time and other resources effectively.

Before having the first team meeting, work with individuals to clarify specific roles and functions for making the group effective (e.g., Who will be the meeting facilitator? time keeper? record keeper?). Provide whatever training is needed to ensure that these groups are ready and able to work productively.

Step 4 Arrange first group meetings

It may take several meetings before a group functions well. The change agent's job is to help them coalesce into a working group. After this, the task is to help them expand the group gradually.

The group's first substantive tasks is to map learning support resources at the site (programs, services, "who's who," schedules – don't forget recreation and enrichment activities such as those brought to or linked with the school). The mapping should also clarify the systems used to ensure that staff, parents, and students learn about and gain access to these resources. The group should plan to update all of above as changes are made

Mapping is followed by an analysis of what's worth maintaining and what should be shelved so that resources can be redeployed. Then, the focus shifts to planning to enhance and expand in ways that better address barriers to learning and promote healthy development. ("What don't we have that we need? Do we have people/programs that could be more effective if used in other ways? Do we have too much in one area, not enough in others? major gaps?")

(In doing mapping and analysis, the Center surveys focusing on six clusters of enabling activity can be a major aid -- see *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What it Needs* – download at <http://smhp.psych.ucla.edu>)

Step 5 Initial Focus in Enhancing New Activity at a School Site

In the first stages of restructuring, advise the site to begin by focusing on activities with a fast pay off.

As sites and their Resource Coordination Teams work to improve things, it helps if the focus initially is on doing some highly visible things that can payoff quickly. Such products generate a sense that system improvement is feasible and allows an early sense of accomplishment. It also can generate some excitement and increase the commitment and involvement of others.

Examples of such activities are:

- Establishment of a "Support for Transition" program for new students and families (e.g., welcoming and social support programs such as trained Student Peer Buddies to welcome and act as part of a social support system for new students in every classroom, trained Parent Peer Buddies to welcome and act as part of a social support system for new parents; training for volunteers who staff a welcoming table in the front office; training and support for office staff so that they can play a constructive role with newcomers; development of welcoming and orientation materials in all relevant languages)
- Development of a program for recruiting, screening, training, and nurturing volunteers to work with targeted students in classrooms or to become mentors and advocates for students in need
- Provide teachers with staff development not only with respect to requesting special services for a few but to enhance their capacity to use prereferral interventions effectively to address the needs of the many

Step 6 Help publicize and encourage appreciation for new approaches at the site

- Every means feasible (e.g., handouts, charts, newsletters, bulletin boards) should be used to make the activity visible and keep all stakeholders informed and involved. For example, as soon as resources are mapped, information about what is available and how to access it should be circulated to staff, parents, and students.
- Demonstrate Impact and Get Credit for All that is Accomplished – Specify process benchmarks and some outcome indicators

- Don't forget to gather some baseline data on attendance, tardies, suspensions, and timeouts. Also, survey teachers regarding the school's efforts to address barriers to learning and enhance healthy development (e.g., ratings of knowledge and satisfaction with programs and services).

Step 7

In the short run, the task is to help the site staff organize their record keeping to ensure they get credit for progress. These data are important when it comes time to make the case with site based decision makers that the restructuring is worth the time, effort, and money. (Minimally, someone needs to keep a "log" to show all the activities carried out, all the changes and improvements that have been made, and to have a record of a representative set of anecdotes describing teacher/family/student success stories.)

Refining the team's infrastructure (e.g., creating work groups) and connecting it with the schools infrastructure for instruction and governance.

We will focus on all this in Module IV.

The nice part about developing sites sequentially is that those already developed can serve as mentor sites.

Enhance and Celebrate!

Make every accomplishment highly visible; show people the progress.

Build a strong public perception of changes and their benefits.

What's New! What's Coming!

And celebrate the accomplishments. People work hard to improve outcomes for students, and they need to know that what they did was appreciated for its importance and value.

Resource Aids for Developing Learning Supports Resource Teams/Councils

- *Checklist for Establishing School-Site Teams*
- *Examples of Initial and Ongoing Tasks for Team/Council*
 - » *Planning and Facilitating Effective Meetings*

Exhibit

Checklist Related to Establishing Resource-Oriented Teams and Work Groups

1. ___ Job descriptions/evaluations reflect a policy for working in a coordinated and increasingly integrated way to maximize resource use and enhance effectiveness (this includes allocation of time and resources so that members can build capacity and work effectively together to maximize resource coordination and enhancement).
2. ___ Every staff member is encouraged to participate on some group to improve students' classroom functioning and can choose to work on matters of specific professional interest.
3. ___ Teams and work groups include key stakeholders (current resource staff, special project staff, teachers, site administrators, parents, older students, others from the community, including representatives of school-linked community services).
4. ___ The size of a team or work group reflects current needs, interests, and factors associated with efficient and effective functioning. (The larger the group, the harder it is to find a meeting time and the longer each meeting tends to run. Frequency of meetings depends on the group's functions, time availability, and ambitions. Properly designed and trained groups can accomplish a great deal through informal communication and short meetings).
5. ___ There is a core of members who have or will acquire the ability to carry out identified functions and make the mechanism work. All are committed to the group's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because several groups will require the expertise of the same personnel, some individuals necessarily will be part of more than one group.)
6. ___ Each team and work group has a dedicated leader/facilitator who is able to keep the group task-focused and productive
7. ___ Each team and work group has someone who records decisions and plans and reminds members of planned activity and products.
8. ___ Teams and work groups should use advanced technology (management systems, electronic bulletin boards and E-mail, resource clearinghouses) to facilitate communication, networking, program planning and implementation, linking activity, and a variety of

Exhibit

Examples of Initial and Ongoing Tasks for *Team/Council*

- » Orientation for representatives to introduce each to the other and provide further clarity of group's purposes and processes
- » Review membership to determine if any major stakeholder is not represented; take steps to assure proper representation
- » Share and map information regarding what exists (programs, services, systems for triage, referral, case management, etc. – at a site; at each site; in the district and community)
- » Analyze information on resources to identify important needs at specific sites and for the complex/family of schools as a whole
- » Establish priorities for efforts to enhance resources and systems
- » Formulate plans for pursuing priorities
- » Each site discusses need for coordinating crisis response across the complex and for sharing complex resources for site specific crises and then explores conclusions and plans at Council meeting
- » Discussion of staff (and other stakeholder) development activity with a view to combining certain training across sites
- » Discussion of quality improvement and longer-term planning (e.g., efficacy, pooling of resources)

General Meeting format

- » Updating on and introduction of membership
- » Reports from those who had between meeting assignments
- » Current topic for discussion and planning
- » Decision regarding between meeting assignments
- » Ideas for next agenda

Planning and Facilitating Effective Meetings

Forming a Working Group

- There should be a clear statement about the group's mission.
- Be certain that members agree to pursue the stated mission and, for the most part, share a vision.
- Pick someone who the group will respect and who either already has good facilitation skills or will commit to learning those that are needed.
- Provide training for members so they understand their role in keeping a meeting on track and turning talk into effective action..
- Designate processes (a) for sending members information before a meeting regarding what is to be accomplished, specific agenda items, and individual assignments and (b) for maintaining and circulating record of decisions and planned actions (what, who, when).

Meeting Format

- Be certain there is a written agenda and that it clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.
- Begin the meeting by reviewing purpose, topics, desired outcomes, etc. Until the group is functioning well, it may be necessary to review meeting ground rules.
- Facilitate the involvement of all members, and do so in ways that encourage them to focus specifically on the task. The facilitator remains neutral in discussion of issues.
- Try to maintain a comfortable pace (neither too rushed, nor too slow; try to start on time and end on time but don't be a slave to the clock).
- Periodically review what has been accomplished and move on the next item.
- Leave time to sum up and celebrate accomplishment of outcomes and end by enumerating specific follow up activity (what, who, when). End with a plan for the next meeting (date, time, tentative agenda). For a series of meetings, set the dates well in advance so members can plan their calendars.

Some Group Dynamics to Anticipate

- *Hidden Agendas* – All members should agree to help keep hidden agendas in check and, when such items cannot be avoided, facilitate the rapid presentation of a point and indicate where the concern needs to be redirected.
- *A Need for Validation* – When members make the same point over and over, it usually indicates they feel an important point is not being validated. To counter such disruptive repetition, account for the item in a visible way so that members feel their contributions have been acknowledged. When the item warrants discussion at a later time, assign it to a future agenda.
- *Members are at an Impasse* – Two major reasons groups get stuck are: (a) some new ideas are needed to "get out of a box" and (b) differences in perspective need to be aired and resolved. The former problem usually can be dealt with through brainstorming or by bringing in someone with new ideas to offer; to deal with conflicts that arise over process, content, and power relationships employ problem solving and conflict management strategies (e.g., accommodation, negotiation, mediation).
- *Interpersonal Conflict and Inappropriate Competition* – These problems may be corrected by repeatedly bringing the focus back to the goal – improving outcomes for students/families; when this doesn't work; restructuring group membership may be necessary.
- *Ain't It Awful!* – Daily frustrations experienced by staff often lead them to turn meetings into gripe sessions. Outside team members (parents, agency staff, business and/or university partners) can influence school staff to exhibit their best behavior.

For more on this topic, see the Continuing Education modules entitled:

Developing Resource-Oriented Mechanisms to Enhance Learning Supports (July, 2003)

online at: http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf

Introduction	Module V: <i>Expanding Resource Mapping & Analyses</i>
Why New Directions?	<i>at the School Level</i>
Key Steps	Surveys to Aid in Mapping
What Are We talking About?	Mapping Funding Sources
Module I: <i>Resource-Oriented Mechanisms: Functions and Structure</i>	Analyses
Structure Follows Function	Recommendations for Redeploying & Enhancing Resources
A School Resource-Oriented Mechanism for a Learning Support (Enabling) Component Beyond the School	Establishing Priorities
A School-Site Resource Team	Beyond Resource Mapping
About Functions	Module VI: <i>Establishing a Resourc Council</i>
Contrasting Resource-Oriented and Case-Oriented Teams	A Resource-Oriented Mechanism for a Family of Schools
How Many Stakeholders are Needed to Form Such a Mechanism?	Council Functions
Who Should be Included?	Council Membership
Module II: <i>How to Start</i>	Mapping Resource Staff Across the Complex
Who will Facilitate the Process?	Expanding Understanding of Community Resources
About Creating Readiness	Module VII: <i>Monitoring Progress</i>
Some Initial Steps in Establishing a ResourceTeam	Topical Outline
Building Team Capacity	Benchmark Checklist for Monitoring and Reviewing Progress
Module III: <i>Initial Resource Mapping and Analyses</i>	Module VIII: <i>School-Community Collaboration</i>
Mapping & Analyses of Learning Supports	Working Collaboratively at and with Schools to Enhance Learning Supports
Mapping in Stages	Defining Collaboration and its Purposes
Improving Existing Interventions and Filling Gaps	Infrastructure Building from Localities Outward
School-Focused Mapping	
Mapping of Key Resource Staff at a School	Module IX: <i>About Using Data for Planning, Implementation, Evaluation, and Social Marketing</i>
Module IV: <i>Refining the School Infrastructure</i>	A Few Words About Data for Planning, Implementation, & Evaluation
School Steering Body for a Learning Support (Enabling) Component	Using Data for Social Marketing
Developing Ad Hoc and Standing Work Groups for a Resource Team	
Integrating the Component into the School Infrastructure	
Infrastructure About Leadership and Infrastructure	

Resource Aid G

Weaving School-Community Resources Together

While it is relatively simple to make informal linkages, establishing major long-term collaborations is complicated. Doing so requires vision, cohesive policy, and basic systemic reforms. The complications are readily seen in any effort to develop a comprehensive, multifaceted, and integrated approach to promoting healthy development and addressing barriers to development and learning. Such an approach involves much more than linking a few services, recreation, and enrichment activities to schools (see Appendix A). Major systemic changes are required to develop and evolve formal and institutionalized sharing of a wide spectrum of responsibilities and resources.

Collaboratives can weave together a critical mass of resources and strategies to enhance caring communities that support all youth and their families and enable success at school and beyond. Strong family-school-community connections are critical in impoverished communities where schools often are the largest piece of public real estate and also may be the single largest employer.

Comprehensive collaboration represents a promising direction for efforts to generate essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighborhoods. Building such collaboration requires stake-holder readiness, an enlightened vision, creative leadership, and new and multi-faceted roles for professionals who work in schools and communities, as well as for family and other community members who are willing to assume leadership.

As noted, interest in connecting families, schools, and communities is growing at an exponential rate. For schools, such links are seen as a way to provide more support for schools, students, and families. For agencies, connection with schools is seen as providing better access to families and youth and thus as providing an opportunity to reach and have an impact on hard-to-reach clients. The interest in collaboration is bolstered by the renewed concern about widespread fragmentation of school and community interventions. The hope is that integrated resources will have a greater impact on “at risk” factors and on promoting healthy development.

In fostering collaboration, it is essential not to limit thinking to coordinating community services and collocating some on school sites. Such an approach downplays the need to also restructure the various education support programs and services that schools own and operate. And, it has led some policy makers to the mistaken impression that community resources can effectively meet the needs of schools in addressing barriers to learning. In turn, this has led some legislators to view the linking of community services to schools as a way to free-up the dollars underwriting school-owned services. The reality is that even when one adds together community and school assets, the total set of services in impoverished locales is woefully inadequate. In situation after situation, it has become evident that as soon as the first few sites demonstrating school-community collaboration are in place, local agencies find they have stretched their resources to the limit. Policy makers must realize that increasing access to services is only one facet of any effort to establish a comprehensive, cohesive approach for strengthening families and neighborhoods.

Collaboratives often are established because of the desire to address a local problem or in the wake of a crisis. In the long-run, however, family-community-school collaboratives must be driven by a comprehensive vision about strengthening youngsters, families, schools, and neighborhoods. This encompasses a focus on safe schools and neighborhoods, positive development and learning, personal, family, and economic well-being, and more.

It is commonly said that collaboratives are about building relationships. It is important to understand that the aim is to build potent, synergistic, *working* relationships, not simply to establish positive personal connections. Collaboratives built mainly on personal connections are vulnerable to the mobility that characterizes many such groups. The point is to establish stable and sustainable working relationships. This requires clear roles, responsibilities, and an institutionalized infrastructure, including well-designed mechanisms for performing tasks, solving problems, and mediating conflict.

A collaborative needs financial support. The core operational budget can be direct funding and in-kind contributions from the resources of stakeholder groups. A good example is the provision of space for the collaborative. A school or community entity or both should be asked to contribute the necessary space. As specific functions and initiatives are undertaken that reflect overlapping arenas of concern for schools and community agencies such as safe schools and neighborhoods, some portion of their respective funding streams can be braided together. Finally, there will be opportunities to supplement the budget with extra-mural grants. A caution here is to avoid pernicious funding. That is, it is important not to pursue funding for projects that will distract the collaborative from vigorously pursuing its vision in a cohesive (nonfragmented) manner.

The governance of the collaborative must be designed to equalize power so that decision making appropriately reflects all stakeholder groups and so that all are equally accountable. The leadership also must include representatives from all groups, and all participants must share in the workload – pursuing clear roles and functions. And, collaboratives must be open to all who are willing to contribute their talents.

Obviously, true collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in important results. For this to happen, steps must be taken to ensure that collaboratives are formed in ways that ensure they can be effective. This includes providing them with the training, time, support, and authority to carry out their roles and functions. It is when such matters are ignored that groups find themselves meeting and meeting, but going nowhere.

It's not about a collaborative . . . it's about collaborating to be effective

Collaboration involves more than simply working together. It is more than a process to enhance cooperation and coordination. Thus, professionals who work as a multidisciplinary team to coordinate treatment are not a collaborative; they are a treatment team. Interagency teams established to enhance coordination and communication across agencies are not collaboratives; they are a coordinating team.

The hallmark of collaboration is a formal agreement among participants to establish an autonomous structure to accomplish goals that would be difficult to achieve by any of the participants alone. Thus, while participants may have a primary affiliation elsewhere, they commit to working together under specified conditions to pursue a shared vision and common set of goals. A collaborative structure requires shared governance (power, authority, decision making, accountability) and weaving together of a set of resources for use in pursuit of the shared vision and goals. It also requires building well-defined working relationships to connect and mobilize resources, such as financial and social capital, and to use these resources in planful and mutually beneficial ways.

Growing appreciation of social capital has resulted in collaboratives expanding to include a wide range of stakeholders (people, groups, formal and informal organizations). The political realities of local control have further expanded collaborative bodies to encompass local policy makers, representatives of families, nonprofessionals, and volunteers.

Any effort to connect home, community, and school resources must embrace a wide spectrum of stakeholders. In this context, collaboration becomes both a desired process and an outcome. That is, the intent is to work together to establish strong working relationships that are enduring. However, family, community, and school collaboration is not an end in itself. It is a turning point meant to enable participants to pursue increasingly potent strategies for strengthening families, schools, and communities.

As defined above, true collaboratives are attempting to weave the responsibilities and resources of participating stakeholders together to create a new form of unified entity. For our purposes here, any group designed to connect a school, families, and other entities from the surrounding neighborhood is referred to as a "school-community" collaborative. Such groups can encompass a wide range of stakeholders. For example, collaboratives may include agencies and organizations focused on providing programs for education, literacy, youth development, and the arts; health and human services; juvenile justice; vocational education; and economic development. They also may include various sources of social and financial capital, including youth, families, religious groups, community based organizations, civic groups, and businesses.

Operationally, a collaborative is defined by its *functions*. Family, community, and school connections may be made to pursue a variety of functions. These include enhancing how existing resources are used, generating new resources, improving communication, coordination, planning, networking and mutual support, building a sense of community, and much more.

Such functions encompass a host of specific tasks such as mapping and analyzing resources, exploring ways to share facilities, equipment, and other resources; expanding opportunities for community service, internships, jobs, recreation, and enrichment; developing pools of nonprofessional volunteers and professional pro bono assistance; making recommendations about priorities for use of resources; raising funds and pursuing grants; advocating for appropriate decision making, and much more.

#####

Remember the organizational principle:

Form (structure) follows function.

#####

Organizationally, a collaborative must develop a differentiated infrastructure (e.g., steering and work groups) that enables accomplishment of its functions and related tasks. Furthermore, since the functions pursued by a collaborative almost always overlap with work being carried out by others, a collaborative needs to establish connections with other bodies.

Effective collaboration requires vision, cohesive policy, potent leadership, infrastructure, & capacity building

Effective family-community-school collaboration requires a cohesive set of policies. Cohesive policy will only emerge if current policies are revisited to reduce redundancy and redeploy school and community resources that are used ineffectively. Policy must

- move existing *governance* toward shared decision making and appropriate degrees of local control and private sector involvement – a key facet of this is guaranteeing roles and providing incentives, supports, and training for effective involvement of line staff, families, students, and other community members
- create *change teams and change agents* to carry out the daily activities of systemic change related to building essential support and redesigning processes to initiate, establish, and maintain changes over time
- delineate high level *leadership assignments* and underwrite essential *leadership/management training* re. vision for change, how to effect such changes, how to institutionalize the changes, and generate ongoing renewal
- establish institutionalized *mechanisms to manage and enhance resources* for family-school-community connections and related systems (focusing on analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening ongoing efforts)
- provide adequate funds for *capacity building* related to both accomplishing desired system changes and enhancing intervention quality over time – a key facet of this is a major investment in staff recruitment and development using well-designed, and technologically sophisticated strategies for dealing with the problems of frequent turnover and diffusing information updates; another facet is an investment in technical assistance at all levels and for all aspects and stages of the work
- use a sophisticated approach to *accountability* that initially emphasizes data that can help develop effective approaches for collaboration in providing interventions and a results-oriented focus on short-term benchmarks and that evolves into evaluation of long-range indicators of impact. (As soon as feasible, move to technologically sophisticated and integrated management information systems.)

Such a strengthened policy focus allows stakeholders to build the continuum of interventions needed to make a significant impact in addressing the safety, health, learning, and general well being of all youngsters through strengthening youngsters, families, schools, and neighborhoods.

Clearly, major systemic changes are not easily accomplished. Because of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with sparse financial resources, we recognize that the type of approach described here is not a straightforward sequential process. Rather, the work of establishing effective collaboratives emerges in overlapping and spiraling ways.

The success of collaborations in enhancing school, family, and community connections is first and foremost in the hands of policy makers. If increased connections are to be more than another desired but underachieved aim of reformers, policymakers must understand the nature and scope of what is involved. They must deal with the problems of marginalization and fragmentation of policy and practice. They must support development of appropriately comprehensive and multifaceted school-community collaborations. They must revise policy related to school-linked services because such initiatives are a grossly inadequate response to the many complex factors that interfere with development, learning, and teaching.

By focusing primarily on linking community services to schools and downplaying the role of existing school and other community and family resources, these initiatives help perpetuate an orientation that overemphasizes individually prescribed services, results in fragmented interventions, and undervalues the human and social capital indigenous to every neighborhood. This is incompatible with developing the type of comprehensive approaches that are needed to make statements such as *We want all children to succeed* and *No Child Left Behind* more than rhetoric.

Resource Aid H

Executive Summary:

Restructuring Boards of Education to Enhance Schools Effectiveness in Addressing Barriers to Student Learning.

The document is meant to encourage school boards to take another critical step in improving schools, specifically by focusing on how the district and each school addresses barriers to learning and teaching. The discussion explores

- why school boards need to increase their focus on addressing barriers to learning and teaching
- the benefits accrued from doing so
- ways to build an enhanced focus on addressing barriers into a school board's committee structure
- lessons learned from a major district where the board created a committee dedicated to improving how current resources are expended to address barriers to learning and teaching.

Barriers to Learning

Besides internal factors that can lead to learning and behavior problems, a host of external barriers interfere with learning and teaching. Besides language and cultural considerations and frequent school changes, teachers are confronted with violence, drug use, and students who have disengaged from classroom learning.

School boards, superintendents, principals, and teachers everywhere are eager for ideas on how to address these concerns more effectively. Unfortunately, most districts handle barriers to student learning in a piecemeal and fragmented manner. Even at schools pursuing major reforms, the predominant focus is on improving instruction and school management, with little attention paid to improving the ways barriers are addressed. As a result, too many students are unable to truly take advantage of instructional improvements. This is a central paradox of school improvement. Resolving the paradox is one of the most critical tasks confronting school boards.

How Many Are Affected?

Some estimates indicate that 40% of young people are in bad educational shape and at risk for failing to fulfill their promise. Obviously, the percentage is smaller in some schools; but, in many urban schools, the reality is that over 50% manifest significant learning, behavior, or emotional problems. Until the barriers hindering the progress of these students are addressed effectively, average achievement test scores for many schools and districts will change little over time, initial gains will level off, and efforts to improve instruction will be judged a failure.

What's Needed?

While emphasis on standards, high expectations, assessment, waivers, accountability, and no excuses is important, such demands are not enough to turn around schools where large numbers of students are performing poorly. In many districts, a school-by-school analysis shows most sites effectively address only a small proportion of students who manifest learning, behavior, and emotional problems. And, most efforts are directed at severe problems and responding to crises. Prevention and early-after-onset interventions are rare. Moreover, efforts generally are fragmented and are *marginalized* in policy and daily practice. What's needed is a comprehensive, multifaceted approach for addressing barriers to learning and teaching.

Trends to counter fragmentation and reduce redundancy, waste, and lack of effectiveness have stressed (a) developing “integrated” services and (b) linking community services to schools in order to increase student/family access. Ironically, many of these efforts have increased fragmentation by co-locating community services on campuses without integrating them with existing school programs and services. Moreover, the dearth of services available in poor communities generally turns increased referrals into long waiting lists.

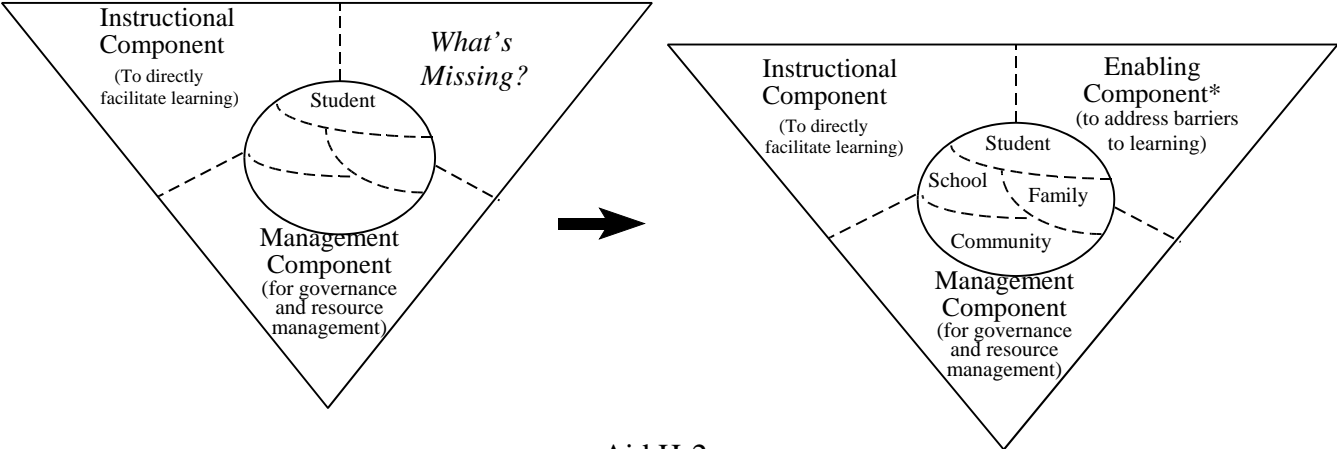
Because efforts to address barriers is so marginalized, schools devote relatively little serious attention to improving student support systems and integrating the activity with instruction. This neglect is seen in the lack of attention given this matter in consolidated plans and program quality reviews and in the token way these concerns are dealt with in the inservice education agenda for administrative and line staff. As a result, schools continue to operate with virtually no comprehensive frameworks to guide thinking about *potent* programs for addressing barriers to learning.

Comprehensive frameworks are needed to shape development of a continuum of learning support systems focused on individual, family, and environmental barriers. Such a continuum must be multifaceted and integrated, encompassing systems of prevention, systems to address problems as soon after onset as feasible, and systems to assist those with chronic and severe problems. A policy emphasis on developing these systems is the key not only to unifying fragmented activity, but to using all available resources in the most productive manner.

A Basic Policy Shift

Documented failures of so many reforms over the last thirty years suggest it is time for a basic policy shift. As highlighted in Figure 1, such a shift should move away from the inadequate two component model that dominates school improvement efforts. There is no way to avoid the fact that better achievement requires more than good instruction and well-managed schools. Also essential is an enabling or learning supports component that comprehensively addresses barriers. Such a component must be treated as a fundamental facet of school improvement. When policy and practice are viewed through the lens of this third component, it becomes evident how much is missing in current efforts to ensure *all* young people *truly* have an equal opportunity to learn at school.

Figure 1. Moving from a two to a three component framework for school improvement.



The three component framework calls for elevating efforts to address barriers to learning and teaching to a high level of policy. The usefulness of the concept of an enabling component in formulating policy is evidenced in its adoption by states and localities as a framework for school improvement. As it spreads, the concept is referred to using a variety of terms. For example, the California and Iowa Departments of Education and districts such as the Los Angeles Unified School District call their enabling component a “Learning Supports” component. This is also the terminology used by the New American Schools’ Urban Learning Center comprehensive school reform model. Some states use the term “Supportive Learning Environment.” The Hawaii Department of Education calls it a “Comprehensive Student Support System” (CSSS). Following Hawai`i’s lead, the Speaker Pro Tem of the California Assembly has introduced legislation for a “Comprehensive Pupil Learning Support System.”

**What
Are the
Benefits?**

The most fundamental benefits to be accrued from school boards increasing their focus on these concerns are enhanced student academic performance and achievement. The reality is that the best instructional reforms cannot produce the desired results for a large number of students as long as schools do not have a comprehensive approach for addressing external and internal barriers to learning and teaching.

In reviewing the benefits of their board’s enhanced focus on addressing barriers to learning, one district stressed that the work contributed to

- formulating a policy framework and specific recommendations for ways to improve efforts to address barriers to student learning and enhance healthy development
- continuous school improvement in addressing barriers (e.g., more early intervention in dealing with the problems of social promotion, expulsion, dropout, and too many inappropriate referrals for special education)
- morale-boosting open forums where line staff and community stakeholders had opportunities to propose changes, offer ideas, and raise concerns
- more integrated and mutually sensitive connections with community agency resources
- regular access by board members and district staff, *without fees*, to an array of invaluable expertise from the community in exploring how the district should handle complex problems arising from health and welfare reforms and the ways schools should provide learning supports
- expanding the informed cadre of influential advocates and stakeholders in support of district reforms

Analyses indicate that schools can build an Enabling or Learning Supports Component by developing programs in six basic areas (see below).

Figure 2. An enabling component for a school site.

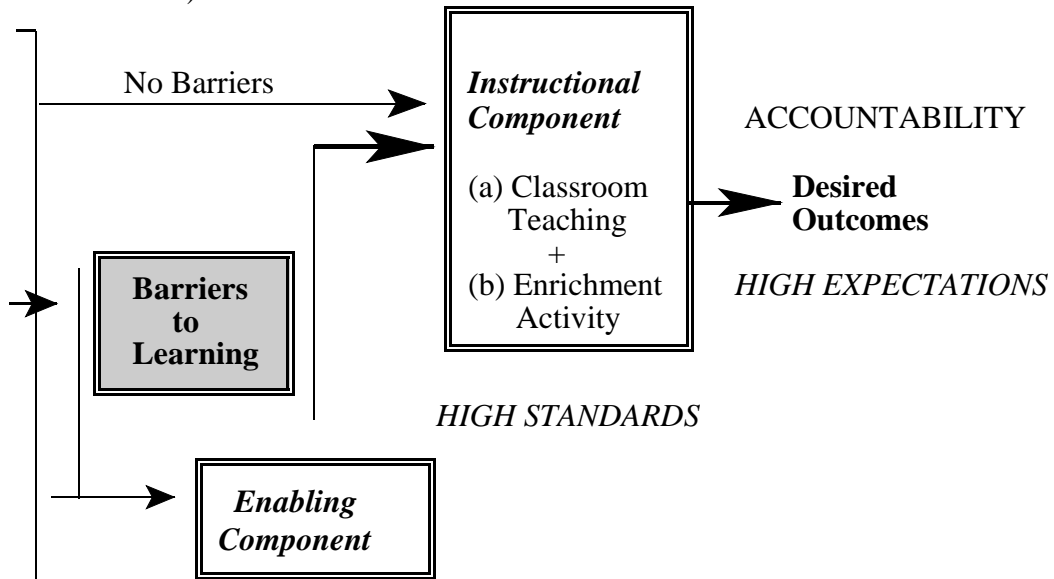
Range of Learners

(categorized in terms of their response to academic instruction)

Motivationally ready & able

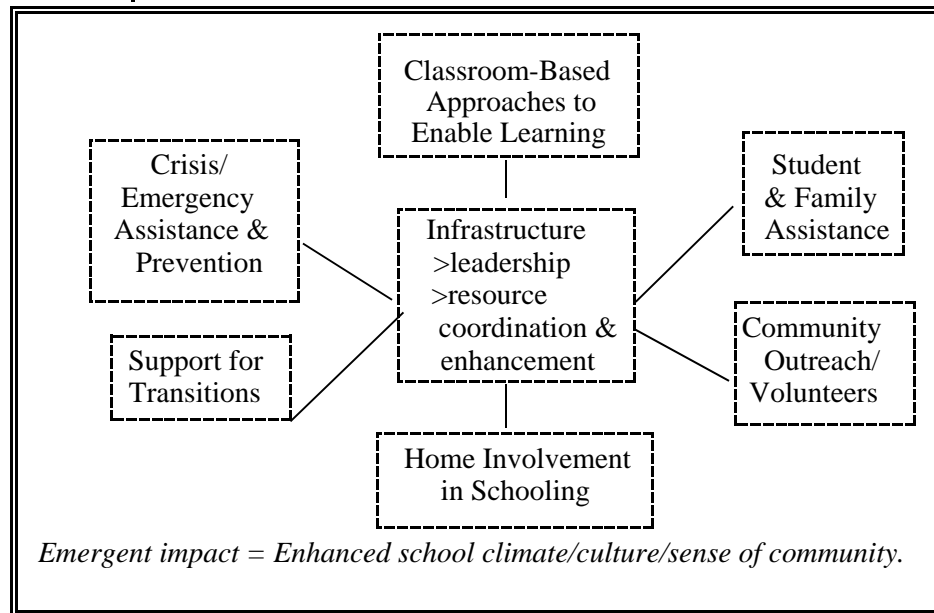
Not very motivated; lacking prerequisite knowledge & skills; different learning rates & styles; minor vulnerabilities

Avoidant; very deficient in current capabilities; has a disability; major health problems



The Enabling Component = A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning

Such an approach weaves six clusters of enabling activity (i.e., an enabling component curriculum) into the fabric of the school to address barriers to learning and promote healthy development for *all* students.



**Enhancing
a School
Board's
Focus on
Barriers to
Learning**

Most school boards do not have a standing committee giving full attention to the problem of how schools address barriers to learning and teaching. This is not to suggest that boards are ignoring such matters. Indeed, items related to these concerns appear regularly on every school board's agenda. The problem is that each item tends to be handled in an ad hoc manner, without sufficient attention to the "Big Picture." One result is that the administrative structure in most districts is not organized in ways that coalesce the various programs and services used to address barriers. The piecemeal structure reflects the marginalized status of such functions and both creates and maintains fragmented policies and practices.

Given that every school endeavors to address barriers to learning and teaching, school boards should carefully analyze how their committee structure deals with these functions. Because boards already have a full agenda, such an analysis probably will require use of an ad hoc committee. This committee should be charged with clarifying whether the board's structure, time allotted at meetings, and the way the budget and central administration are organized allow for a thorough and cohesive overview of all functions schools pursue to enable learning and teaching. In carrying out this charge, the committee should consider work done by pupil services staff (e.g., psychologists, counselors, social workers, attendance workers, nurses), compensatory and special education, safe and drug free schools programs, dropout prevention, aspects of school readiness and early intervention, district health and human service activities, initiatives for linking with community services, and more. Most boards will find (1) they don't have a big picture perspective of how all these functions relate to each other, (2) the current board structure and processes for reviewing these functions do not engender a thorough, cohesive approach to policy, and (3) functions related to addressing barriers to learning are distributed among administrative staff in ways that foster fragmentation.

If this is the case, the board should consider establishing a standing committee that focuses indepth and consistently on the topic of how schools in the district can enhance their efforts to improve instruction by addressing barriers in more cohesive and effective ways.

**What a
Standing
Committee
can Do**

The primary assignment for a standing committee is to develop a comprehensive policy framework to guide reforms and restructuring so that *every school* can make major improvements in how it addresses barriers interfering with student learning. Developing such a framework requires revisiting existing policy with a view to making it more cohesive and, as gaps are identified, taking steps to fill them.

mapping

Current policies, practices, and resources must be well-understood. This requires using the lens of addressing barriers to learning to do a complete mapping of all district owned programs, services, personnel, space, material resources, cooperative ventures with community agencies, and so forth. The mapping process should differentiate between (a) regular, long-term programs and short-term projects, (b) those that have the potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit all or most students at every school site and those designed to serve a small segment of the district's students. In looking at income, in-kind contributions, and expenditures, it is essential to distinguish between "hard" and "soft" money (e.g., the general funds budget, categorical and special project funds, other sources that currently or potentially can help underwrite programs). It is also useful to differentiate between long- and short-term soft money. It has been speculated that when the various sources of support are totaled in certain schools as much as 30% of the resources may be going to addressing barriers to learning. Reviewing the budget through this lens is essential in moving beyond speculation about such key matters.

analysis Because of the fragmented way policies and practices have been established, there tends to be inefficiency and redundancy, as well as major gaps in efforts to address barriers to learning. Thus, a logical focus for analysis is how to reduce fragmentation and fill gaps in ways that increase effectiveness and efficiency. Another aspect of the analysis involves identifying activities that have little or no effects; these represent resources that can be redeployed to help underwrite the costs of filling major gaps.

rethinking policy A framework offering a picture of the district's total approach for addressing barriers to learning should be formulated to guide long-term strategic planning. A well-developed framework and accompanying standards and quality indicators are essential tools for evaluating all proposals in ways that minimize fragmented and piecemeal approaches. These tools also provide guidance in outreaching to connect with community resources in ways that fill gaps and complement school programs and services. That is, they help clarify cohesive ways to weave school and community resources together, thereby avoiding the creation of a new form of fragmentation.

systemic reforms The above tasks are not simple ones. And even when they are accomplished, they are insufficient. The committee must also develop policy and restructuring proposals that enable substantive systemic changes. These include essential capacity building strategies (e.g., administrative restructuring, leadership development, budget reorganization, developing stakeholder readiness for changes, well-trained change agents, strategies for dealing with resistance to change, initial and ongoing staff development, monitoring and accountability). To achieve economies of scale, proposals can capitalize on the natural connections between a high school and its feeders (or a "family" of schools). Centralized functions should be redefined and restructured to ensure that central offices/units support what each school and family of schools is trying to accomplish.

Ensuring the Work Bears Fruit The committee's efforts will be for naught if the focus of their work is not a regular topic on the board's agenda and included as a coherent section of the budget. Moreover, the board's commitment must be to addressing barriers to learning in powerful ways that enable teachers to be more effective – as contrasted to a more limited commitment to providing a few mandated services or simply increasing access to community services through developing coordinated/integrated school-linked services.

Given the nature and scope of necessary changes and the limited resources available, the board probably will have to ask for significant restructuring of the district bureaucracy. (Obviously, the aim is not to create a larger central bureaucracy.) Moreover, it is essential to adopt a realistic time frame for fully accomplishing the substantive changes that are needed.

Establishing and building the capacity of a board committee to address barriers to learning is a challenging undertaking. Problems arise, but most are the rather common ones associated with committee and team endeavors. And, most can be anticipated and minimized. The document underscores some key concerns and suggests strategies for countering them.

Committee Composition

The nature and scope of the work call for a committee that encompasses

- one or more board members who chair the committee (all board members are welcome and specific ones are invited to particular sessions as relevant)
- district administrator(s) in charge of relevant programs (e.g., student support services, Title I, special education)
- several key district staff members who can represent the perspectives of principals, union members, and various other stakeholders
- nondistrict members whose jobs and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand .

To be more specific:

- >It helps if more than one board member sits on the committee to minimize proposals being contested as the personal/political agenda of a particular board member.
- >Critical information about current activity can be readily elicited through the active participation of a district administrator (e.g., an associate/assistant superintendent) responsible for “student support programs.”
- >Similarly, a few other district staff usually are needed to clarify how efforts are playing out at schools across the district and to ensure that site administrators, line staff, and union considerations are discussed. Consideration also should be given to including representatives of district parents and students.
- >Finally, the board should reach out to include members on the standing committee from outside the district who have special expertise and who represent agencies that are or might become partners with the district in addressing barriers to learning. For example, in one district, the committee had key professionals from post secondary institutions, county departments for health, and social services, public and private organizations for youth development and recreation, and the United Way. The organizations all saw the committee’s work as highly related to their mission and readily donated the staff time.

Concluding Comments

As school boards strive to improve schools, the primary emphasis is on high standards, high expectations, assessment, accountability, and no excuses. These are all laudable guidelines for reform. They are simply not sufficient.

It is time for school boards to deal more effectively with the reality that, by themselves, the best instructional reforms cannot produce desired results when large numbers of students are not performing well. It is essential to enhance the way every school site addresses barriers to learning and teaching. Each school needs policy support to help evolve a comprehensive, multifaceted, and well-integrated approach for addressing barriers and for doing so in ways that weave the work seamlessly with the school's efforts to enhance instruction and school management.

Progress along these lines is hampered by the marginalized status of programs and personnel whose primary focus is on enabling learning through learning supports that effectively address barriers. Most school boards do not have a standing committee that focuses exclusively on this arena of policy and practice. The absence of such a structural mechanism makes it difficult to focus powerfully and cohesively on improving the way current resources are used and hinders exploring the best ways to evolve the type of comprehensive and multifaceted approaches that are needed to produce over time major gains in student achievement.

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Resource Aid I

Levels of Competence and Professional Development

The framework on the following page stresses the need to articulate different levels of competence and clarify the level of professional development at which such competence is attained. It also highlights types of certification that might be attached to the different levels of competence and professional development.

Key outcome criteria for designing preservice programs (including internship) are conceived as developing at least the minimal level of competence necessary to qualify for initial employment. The appropriate certification at this level is described as a preliminary credential.

Criteria for professional development at Level II is defined as the level of competence necessary to qualify as a proficient school practitioner. This competence can be developed through on-the-job inservice programs designed to "Induct" new professionals into their roles and functions. Such an induction involves providing support in the form of formal orientation to settings and daily work activity, personalized mentoring for the first year on-the-job, and an inservice curriculum designed specifically to enhance proficient practice. At the end of one school year's employment, based on supervisor verification of proficient practice, a "clear credential" could be issued.

Both with respect to ongoing professional development and career ladder opportunities, availability of appropriate on-the-job inservice and academic programs offered by institutions for higher education is essential. These should be designed to allow professionals to qualify as master practitioners and, if they desire, as supervisors/administrators. At the same time, it is important to appreciate that few school districts are ready to accept formal certification at these levels as a requisite for hiring and developing salary scales. Thus, such certification is seen as something to be recommended -- not required.

Because of the many controversies associated with renewal of certification, the best solution may be to tie renewal to participation in formal on-the-job inservice programs. This presupposes that such inservice will be designed to enhance relevant competencies for pupil service personnel.

Framework.

Levels of Competence and Professional Development and Possible Types of Certification

O N G O I N G P R O F E S S I O N A L D E V E L O P M E N T	LEVELS OF COMPETENCE	LEVELS OF PROFESSIONAL DEVELOPMENT	POSSIBLE TYPES OF CERTIFICATION
	Competencies to qualify as a <i>supervisor/ administrator</i>	Level IV Professional Development for Supervision/Adminin.	Supervisory/ Administrative (recommended but not required)
	Competencies to qualify as a <i>master practitioner</i>	Level III Inservice for Mastery	Master Practitioner (recommended, but not required)
	Competencies to qualify as a <i>proficient school practitioner</i>	Level II Inservice for Induction (program to provide support for beginning professionals – orientations, mentoring, and inservice professional devel.)	Clear Credential
	Minimal Competencies necessary to qualify for <i>initial employment</i>	Level I Preservice Education – including practicum and internship	Preliminary Credential

Note:

Cross-cutting all levels of competence are foundational knowledge, skills, and attitudes related to such topics as (a) human growth, development, and learning, (b) interpersonal/group relationships, dynamics, and problem solving, (c) cultural competence, (d) group and individual differences, (e) intervention theory, (f) legal, ethical, and professional concerns, and (g) applications of advanced technology.

Generating Generic and Specialized Competencies.

To guide professional program design and evaluation and for purposes of evaluating candidates for certification, lists of competencies need to be generated. As already stressed, such competencies can be grouped with respect to cross-cutting foundational knowledge, skills, and attitudes and four general areas of function. Thus, *the foundational step* in listing competencies involves delineating what is to be learned related to each *cross-cutting area*.

As noted with respect to the four general areas of professional functions, the necessary competencies in each of these areas can be divided into those common to all pupil services personnel ("generics"), those common to more than one specialty but not shared by all (specialty overlaps), and specialized competencies unique to one specialty.

Logically the nature and scope of competencies listed for each level of professional development varies. The process in generating competencies at each level should be done in steps. At Level 1, this involves delineating cross-cutting foundational knowledge, skills, and attitudes and then generating those generics and specialized competencies that provide at least the minimal level of competence necessary to qualify for initial employment. At subsequent levels of professional development and with respect to each area of function, the first step involves delineating generics and the second step encompasses delineating specialized competencies for each specialization. In generating specialized competencies for school psychologists, and social workers, speciality overlaps and perhaps previously unidentified generics are likely to emerge.

Note: The essential competencies for carrying out child welfare and attendance functions are seen as readily embedded in both the school counselor and school social work specialization and perhaps eventually in the school psychology specialization.

Steps for Generating Generic and Specialized Competencies

Foundational Step: Delineate **cross-cutting foundational knowledge, skills, and attitudes**

(e.g., related to topics such as (a) human growth, development, and learning, (b) interpersonal/group relationships, dynamics, and problem solving, (c) cultural competence, (d) group and individual differences, (e) intervention theory, (f) legal, ethical, and professional concerns, and (g) applications of advanced technology)

**AREAS OF
FUNCTION**

NATURE AND SCOPE OF COMPETENCIES FOR LEVEL ____

First Step: Delineate **generic competencies**

(1)
Direct
Interventions

- 1) _____
 - > _____
 - > _____
 - > _____
 - > _____
 - > _____
 - > _____
 - > _____
 - x) _____
-

(2)
Interventions to
Enhance Systems
within Schools

- 1) _____
 - > _____
 - > _____
 - > _____
 - > _____
 - > _____
 - > _____
 - x) _____
-

(3)
Interventions to
Enhance School-
Community
Linkages &
Partnerships

- 1) _____
 - > _____
 - > _____
 - > _____
 - > _____
 - > _____
 - > _____
 - x) _____
-

(4)
Supervision/
Administration

- 1) _____
- > _____
- > _____
- > _____
- > _____
- > _____
- > _____
- > _____
- x) _____

**AREAS OF
FUNCTION**

NATURE AND SCOPE OF COMPETENCIES FOR LEVEL _____

Second Step: Delineate specialized competencies

(greater breadth & depth, *as well as* added new facets of knowledge, skills, & attitudes)

	<i>School Counselor</i>	<i>School Psychologist</i>	<i>School Social Worker</i>
(1) Direct Interventions	1) _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	x) _____	_____	_____

(2) Interventions to Enhance Systems within Schools	1) _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	x) _____	_____	_____

(3) Interventions to Enhance School- Community Linkages & Partnerships	1) _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	x) _____	_____	_____

(4) Supervision/ Administration	1) _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	> _____	_____	_____
	x) _____	_____	_____

J. Example of a Formal Proposal for New Directions

(e.g., to a Superintendent, Student Support Director, Principal, Board, etc.) –

This tool is a draft of a design proposal for

*Integrating a Comprehensive Approach for Addressing Barriers to
Learning into School Improvement Planning*

It is meant to provide an example.

Feel free to adopt or adapt all or any part of this document.

Proposal to: (Superintendent, Student Support Director, Principal, Board)

Assuring No Child is Left Behind:
*Strengthening our School Improvement Planning for
Addressing Barriers to Student Learning*

It is not enough to say that all children can learn or that no child will be left behind; the work involves . . .

“achieving the vision of an American education system that enables all children to succeed in school, work, and life.”

(From the 2002 mission statement of the
Council for Chief State School Officers – CCSSO)

Our District has a long-history of assisting teachers in dealing with problems that interfere with school learning. We do a great deal, but the efforts are fragmented and often marginalized, and there are significant gaps in our school improvement planning to assure no child is left behind. As a result, our efforts are less effective than they can be.

Fortunately, we have the opportunity and are at a place where we can take the next steps in strengthening our systems for addressing barriers to learning and teaching. Therefore, after careful consideration, we are proposing development of a comprehensive, multifaceted, and cohesive approach. This proposal highlights how we need to

- (1) reframe our learning support interventions and delineate related standards for school improvement planning
- (2) rethink our organizational and operational infrastructure to integrate learning supports fully into school improvement implementation
- (3) proceed in moving from where we are to where we need to be in ensuring all students have an equal opportunity to succeed at school.

Strengthening Our School Improvement Planning for Addressing Barriers to Student Learning*

The Challenge School systems are not responsible for meeting every need of their students. But when the need directly affects learning, the school must meet the challenge.

Carnegie Council on Adolescent Development (1989)

At no time in our history has the educational imperative for the academic achievement of all students been so crucial. Not every student comes to school motivationally ready and able to learn. Some experience barriers that interfere with their ability to profit from classroom instruction. If every student is to have an equal opportunity to succeed in school, we must rethink how learning supports are organized and delivered to address barriers to learning.*

Meeting the Challenge

Meeting the challenge requires developing a comprehensive, cohesive approach to delivery of learning supports as an integral part of a school's improvement efforts. In proposing such an approach, we draw on research and pioneering initiatives emerging around the country (see reference list). To guide the education system's role in providing learning supports, such efforts begin with a three component model for school improvement (see Figure 1).

The intent of this proposal is to enable student learning through a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching (thus, the label: *Enabling or Learning Supports Component*). With specific respect to the school's mission, this requires policy, leadership, infrastructure, and accountability that fully integrates such a component into a school's efforts to improve instruction and management. Policy guidelines are needed that

- (a) declare such a component is essential to ensuring all students have an equal opportunity to succeed at school and
- (b) clarify that the component is designed to house all efforts to prevent and minimize the impact of the many problems interfering with learning and teaching.

The efforts to be integrated include programs that promote and maintain safety, physical and mental health, school readiness and early school-adjustment services, social and academic supports, and interventions provided prior to referral for special services and those for meeting special needs. This encompasses compensatory and special education mandates and a host of special initiatives and projects (see Figure 2).

*The notion of barriers to learning encompasses external and internal factors. Even the best schools find that *too many* youngsters are growing up in situations where significant external barriers regularly interfere with their reaching full potential. Some youngsters also bring with them intrinsic conditions that make learning and performing difficult. As a result, at every grade level there are students who come to school every day not quite ready to perform and learn in the most effective manner.

Figure 1. A three component framework for school improvement.

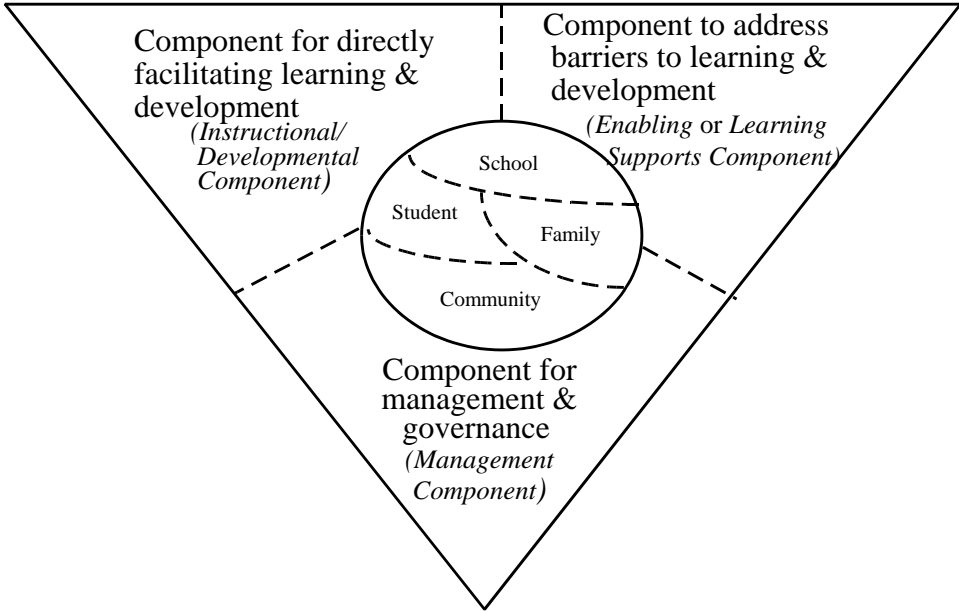
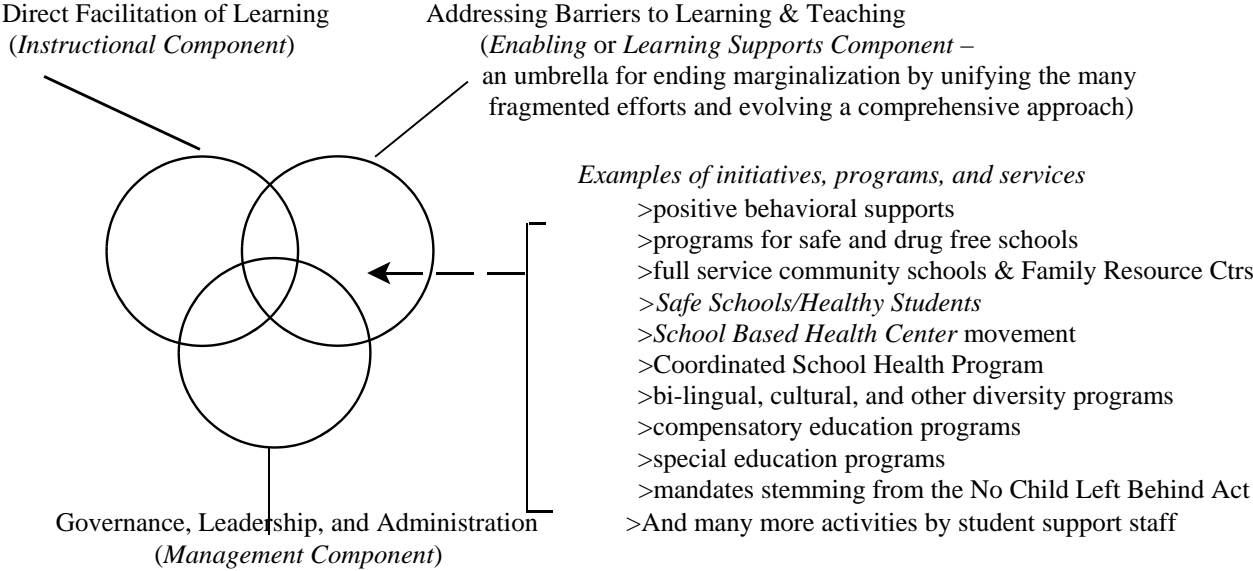


Figure 2. An Enabling or Learning Supports Component provides an umbrella for school improvement planning related to addressing barriers to learning.*



*Addressing barriers is not at odds with the “paradigm shift” that emphasizes strengths, resilience, assets, and protective factors. Efforts to enhance positive development and improve instruction clearly can improve readiness to learn. However, it is frequently the case that preventing problems also requires direct action to remove or at least minimize the impact of barriers, such as hostile environments and intrinsic problems. Without effective direct intervention, such barriers can continue to get in the way of development and learning.

Design Features

As indicated, the proposal calls for supportive policy that facilitates development, implementation, and sustainability of an *Enabling or Learning Supports Component** in ways that complement and are fully integrated into efforts to improve teaching and learning and management of resources.

Given limited resources, we propose to establish an Enabling or Learning Supports component by deploying, redeploying, and weaving together all *existing resources* used for learning supports.

In developing the component to address barriers to learning, a major emphasis is on preventing problems and enhancing youngsters' strengths.

At the same time, essential supports and assistance are provided to those who need something more to address barriers and engage or re-engage them in schooling and *enable* learning.

This proposal highlights the:

- *Comprehensive and cohesive intervention frameworks* that will be developed to address desired outcomes and guide the weaving of resources, programs, and services into a comprehensive, multifaceted, and cohesive systemic approach for addressing barriers and supporting student learning, development, and well-being.
- *Infrastructure framework* that will organize the functions and processes needed to implement a system of learning supports and connect the various system levels (school, feeder pattern, district). The infrastructure focus is on mechanisms that permit a school to make optimal use of its resources, reframe the roles of personnel, and integrate the instruction, management, and learning supports components.
- *Processes involved in facilitating the necessary systemic changes and capacity building* for successfully implementing a system of learning supports.

*The usefulness of the concept of an Enabling or Learning Supports Component as a broad unifying focal point for policy and practice is evidenced in its growing adoption around the country. The concept was incorporated into the New American Schools' Urban Learning Center Model, which the U. S. Department of Education recognized as an evolving demonstration of comprehensive school reform. In states such as Iowa, California, and Hawai'i, the focus is on *systems of learning supports*. Hawai'i's version is called a *Comprehensive Student Support System* and has been mandated by legislation. Building on Hawai'i's work, a proposal in the California Assembly calls for a "Comprehensive Pupil Learning Support System."

Intervention: Proposed Frameworks

Because of the many factors that can cause student problems, a school must be prepared to use a wide range of responses. Moreover, attention must be given not only to responding to problems, but to preventing them. This means that a component to address barriers to learning must be comprehensive and multifaceted. To be effective, it must be implemented in an integrated and systematic manner.

A Framework of Six Content Areas

As illustrated in Figure 3 and described briefly in Appendix A, six content areas are proposed to encompass efforts to address barriers to learning effectively.*

- *Enhancing regular classroom strategies to enable learning* (e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)
- *Supporting transitions* (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)
- *Increasing home and school connections*
- *Responding to, and where feasible, preventing school and personal crises*
- *Increasing community involvement and support* (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)
- *Facilitating student and family access to effective services and special assistance as needed.*

A positive *school climate and culture* is an emergent quality that stems, in part, from effectively and efficiently addressing barriers to learning and teaching and promoting the well-being of students, their families, and staff.

By defining the content that makes up the component in terms of six areas, a broad unifying framework is created within which a continuum of learning supports programs can be organized.

*This framework was developed as part of research on education support programs. The six programmatic arenas are conceived as the curriculum of a component to address barriers to learning. There is a growing science base that supports an array of activities related to each arena. The research base is reviewed in the following online documents:

- *A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning*
- *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base*

Download at – <http://smhp.psych.ucla.edu>

Figure 3. Addressing barriers to learning at a school site.

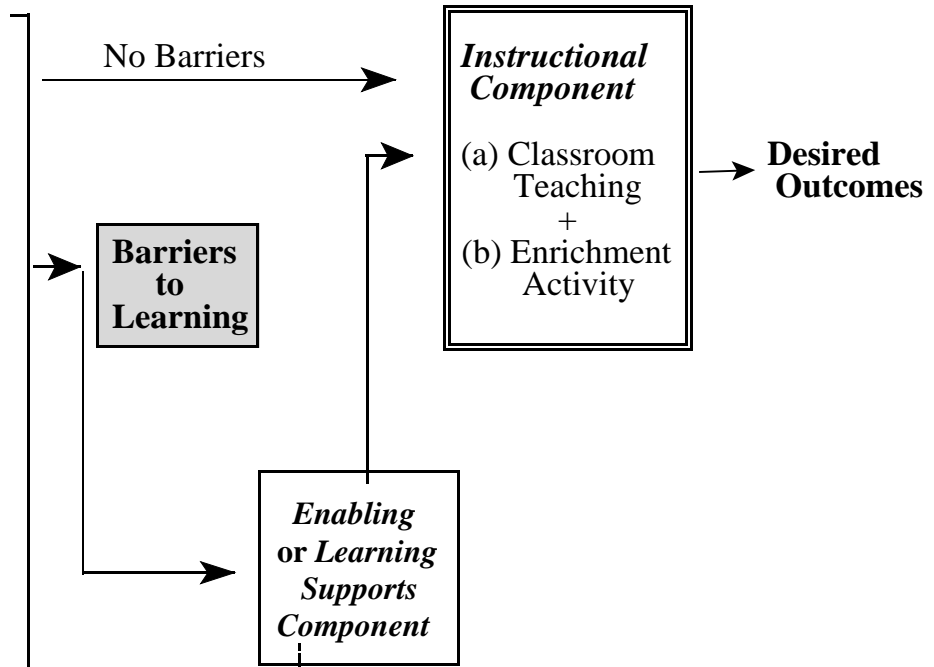
Range of Learners

(categorized in terms of their response to academic instruction at any given point in time)

I = Motivationally ready & able

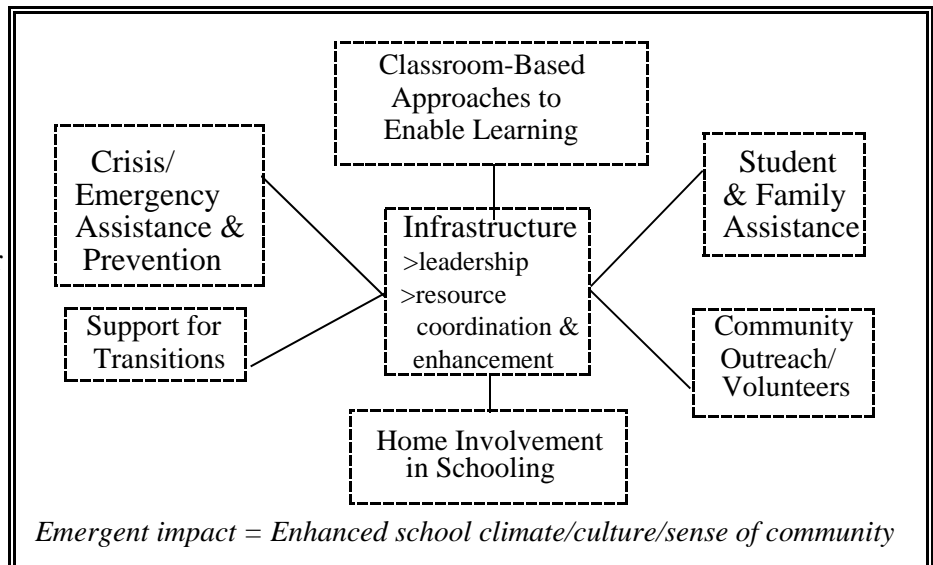
II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities

III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems



Component to Enable Learning:
A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning

Such an approach weaves six clusters of enabling activity (i.e., an enabling component curriculum) into the fabric of the school to address barriers to learning and promote healthy development for *all* students.



Adapted from:
 H.S. Adelman & L. Taylor
 (e.g., 1994, 2006).

A Continuum of Interventions to Meet the Needs of All Children and Youth

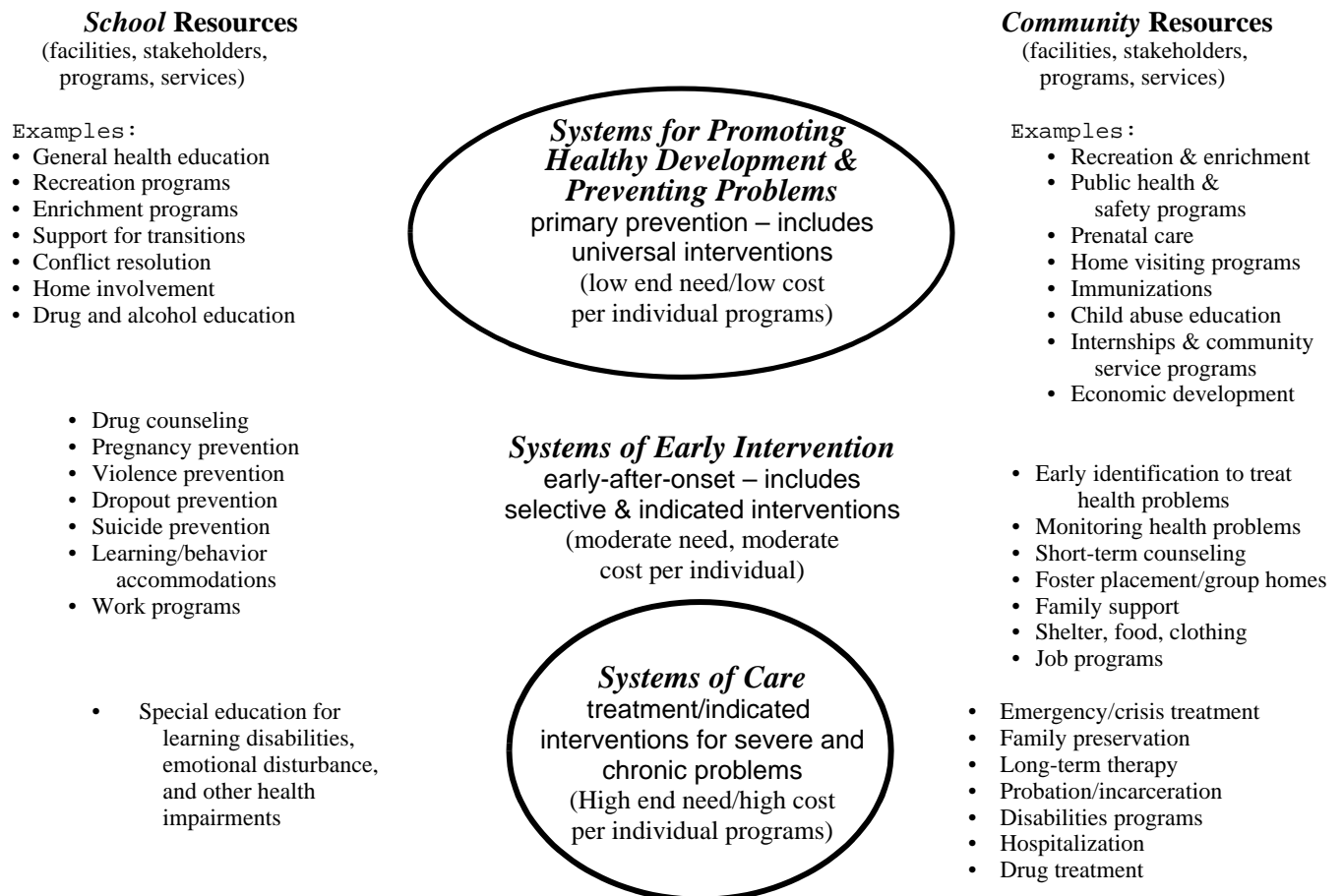
Schools and communities are already implementing some programs and services that address the six content areas. Currently, many of these operate in isolation of one another and do not provide a cohesive, comprehensive approach. By viewing the programs along a continuum of student needs, schools and communities are more likely to provide the right interventions for the right students at the right time. As illustrated in Figure 4, such a continuum encompasses efforts to positively affect a full spectrum of learning, physical, social-emotional, and behavioral problems by

- promoting healthy development and preventing problems;
- intervening as early after the onset of problems as is feasible; and
- providing special assistance for severe and chronic problems.

The continuum provides a guide for mapping resources and identifying gaps and redundancies, thus increasing effectiveness and efficiency of learning supports. When fully developed, the component will address the continuum of student needs and developmental levels.

Appendix A includes an illustration of how the six areas and the continuum mesh to delineate the overall proposed intervention framework.

Figure 4. A continuum of interconnected systems of intervention



*Standards for
Delineating
Intervention
Functions
in School
Improvement
Planning**

Overall Standard. Establishment of an overall *unifying intervention framework* for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching.

This standard calls for fully integrating an Enabling or Learning Supports Component into the school’s improvement planning and implementation. The Component is to be operationalized into a comprehensive, multifaceted, and cohesive intervention framework (see Appendix A). This framework delineates a continuum of intervention and organizes the “content” arenas for addressing barriers to learning and teaching.

Because of the importance of each of the content arenas, specific standards for each are delineated below.*

***Specific Standards for the Content Arenas of
an Enabling or Learning Supports Component***

Rather than a fragmented, “laundry-list” of programs, services, and activities, learning supports will be organized into a concise content or “curriculum” framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning. To illustrate standards for content arenas, the following uses the six arenas designated above and described in Appendix A.

- >***Standard a. Continuous enhancement of regular classroom strategies to enable learning*** (e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)
- >***Standard b. Continuous enhancement of a programs and systems for a full range of transition supports*** (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)
- >***Standard c. Continuous enhancement of programs and systems to increase and strengthen home and school connections***
- >***Standard d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing school and personal crises*** (including creating a caring and safe learning environment)
- >***Standard e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support*** (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)
- >***Standard f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.***

*Quality indicators, for evaluation and accountability are available for each standard. Learning supports outcome indicators also have been delineated (see Center for MH in Schools, 2005b).

Rethinking Infrastructure: Integrating Learning Supports Fully into School Improvement Implementation

As used here, the term *infrastructure* refers to the foundation on which an Enabling or Learning Supports Component is established, sustained, and evolved. The specific focus is on framing the set of organizational and operational *mechanisms* that allow the component to function and work in an effective, efficient, and fully integrated way with the other components of school improvement. Of particular concern are designated administrators, leaders, teams, and work groups.

An effective component to address barriers to student learning requires a cohesive set of infrastructure mechanisms that provide the means for a school to (a) arrive at wise decisions about allocating resources for learning supports activity; (b) maximize integrated planning, implementation, maintenance, and evaluation of systematic activity; (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others; and (d) upgrade and modernize interventions to reflect the best models and use of technology. Implied in all this are new roles and functions for administrators and student support staff (drafts of sample job descriptions are available).

Reworking Infrastructure

Ending the marginalization of efforts to address barriers to learning and teaching in school improvement planning and implementation requires significant changes in the organizational and operational infrastructure at a school and ultimately at district, regional, and state levels.

Developing and institutionalizing a comprehensive component for learning supports requires infrastructure mechanisms that are integrated with each other and are fully integrated into school improvement efforts.

Along with a unified approach for providing learning supports, the need at a school is to rework infrastructure to support efforts to address barriers to learning in a cohesive manner and to integrate the work with efforts to improve instruction and with the mechanisms for management/governance. More specifically, infrastructure must be designed with respect to mechanisms for long-term and daily

- governance and administration
- leadership
- planning and implementation of specific organizational and program objectives
- coordination and integration for cohesion
- communication and information management
- capacity building
- quality improvement and accountability.

Examples

Figure 5 provides an example of the type of infrastructure a school should consider. Note especially the links among the three components and the connection within the various groups involved in planning, implementing, evaluating, and sustaining learning supports.

In building the infrastructure, the focus will begin with school level mechanisms. Once these are established, mechanisms can be developed that enable the feeder pattern to work together to increase efficiency and effectiveness and achieve economies of scale. System-wide mechanisms can then be redesigned based on what must be done centrally to support the work at each school and family of schools (e.g., see Figure 6).

(For more on this see Resource References.)

School-Site Resource-Oriented Team*

Creation of resource-oriented team at a school provides an essential mechanism for enhancing attention to developing a comprehensive, multifaceted, and cohesive approach. A resource-oriented team encourages programs to function in an increasingly cohesive way. It is a vehicle for building working relationships and can play a role in solving turf and operational problems. It encourages weaving together existing school and community resources.

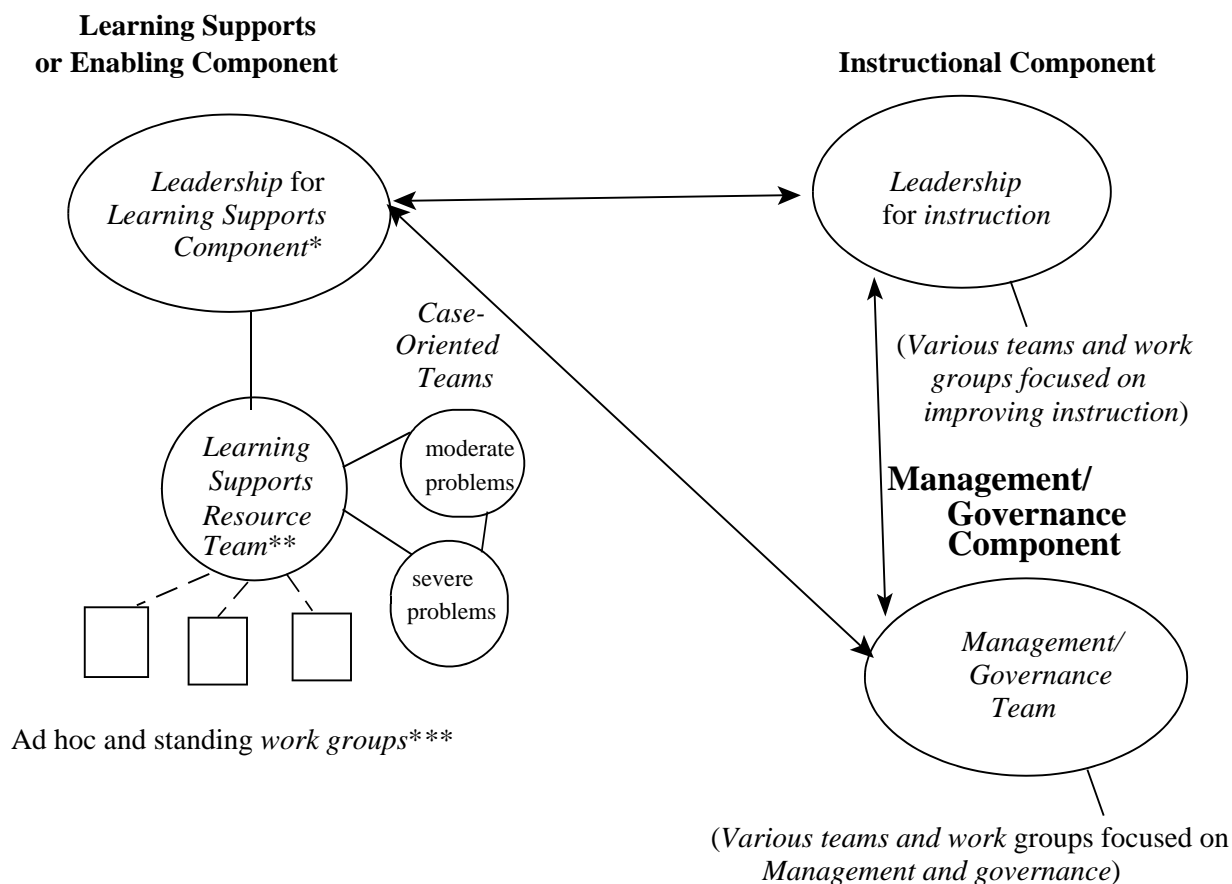
A resource-oriented team both manages and enhances *systems* for coordination, integration, and strengthening of interventions. Such a team must be part of the structure of every school (see Figure 5 where such a team is designated as a *Learning Supports Resource Team*). Then, a representative must be designated to connect with the feeder pattern and with a District-wide steering group (see Figure 6).

Key functions of resource-oriented mechanisms include:

- >aggregating data across students and from teachers to analyze school needs
- >mapping resources in school and community
- >analyzing resources
- >identifying the most pressing program development needs at the school
- >coordinating and integrating school resources & connecting with community resources
- >establishing priorities for strengthening programs and developing new ones
- >planning and facilitating ways to strengthen and develop new programs and systems
- >recommending how resources should be deployed and redeployed
- >developing strategies for enhancing resources
- >social "marketing"

*A resource-oriented team differs from an individual case-oriented team. That is, its focus is not on reviewing specific students, but on clarifying resources and their best use. This is a role that existing case-oriented teams can play if they are asked to broaden their scope.

Figure 5. Example of an integrated infrastructure

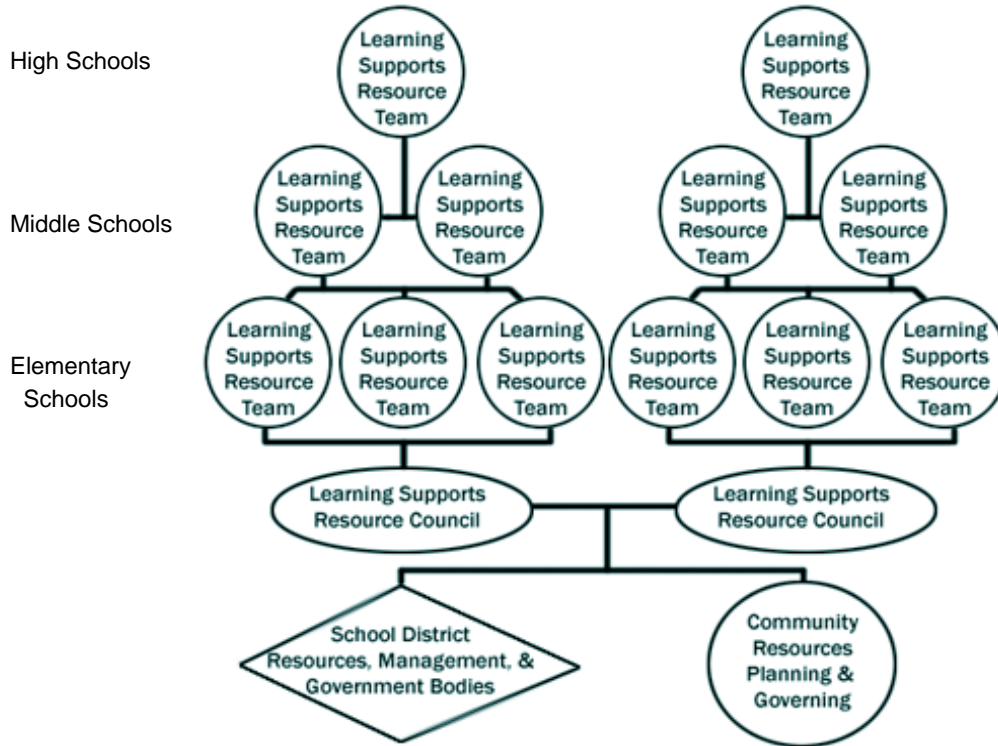


*Leadership for a Learning Supports or Enabling Component consists of a group of advocates/champions whose responsibility is to ensure the vision for the component is not lost. The group meets as needed to monitor and provide input to the Learning Supports Resource Team. Administrative leads for the Component provide essential guidance and assistance. Such leadership ensures daily implementation, monitoring, and problem solving. Specific leadership functions include (a) evolving the vision and strategic plans for preventing and ameliorating problems; (b) ensuring coordination and integration of enabling activity; and (c) ensuring integration with instructional and management components.

**A Learning Supports Resource Team is a resource-oriented mechanism. Such a mechanism is the key to ensuring component cohesion, integrated implementation, and ongoing development. It meets weekly to guide and monitor daily implementation and development of all programs, services, initiatives, and systems at a school that are concerned with providing learning supports and specialized assistance. This team can be responsible for (a) identifying and analyzing activity and resources with a view to improving efforts to prevent and ameliorate problems; (b) ensuring there are effective systems for prereferral intervention, referral, monitoring of care, and quality improvement; (c) guaranteeing effective procedures for program management and communication among school staff and with the home; and (d) exploring ways to redeploy and enhance resources. This last function includes clarifying which activities are nonproductive and suggesting better uses for the resources, as well as reaching out to connect with additional resources in the school district and community.

***Ad hoc and standing work groups – Initially, these are the “teams” that already exist related to various initiatives and programs. Where redundancy exists, work groups can be combined. Others are formed as needed by the Learning Supports Resource Team to address specific concerns. These groups are essential for accomplishing the many tasks associated with such a team’s functions.

Figure 6. Resource-oriented mechanisms across a family of schools



Note: Appropriate use of resources is based on up-to-date gap and outcome analyses and established priorities for improving the Enabling or Learning Supports Component. Resource allocation will involve (re)deployment of available funds to achieve priorities. Cost-efficiencies will be achieved through collaborations that, in common purpose, integrate systems and weave together learning support resources within the school, among families of schools, from centralized district assets, and from various community entities

**Systemic Change and Capacity Building:
Getting From Where We Are to Where We Want to Be**

This proposal begins the process of moving from where we are to where we propose to go.

Next will come establishment of a District steering group to develop a specific action plan for systemic change and capacity building. The work will be framed around the following four overlapping phases of implementation that involves major systemic changes.

- 1) *creating readiness* – enhancing motivation and capability for developing a comprehensive, multifaceted, and cohesive component to address barriers to learning,
- 2) *initial implementation* – developing the component in stages using a well-designed guidance and support infrastructure,
- 3) *sustaining and institutionalizing* – ensuring there is an infrastructure to maintain and enhance productive changes,
- 4) *ongoing evolution* – using mechanisms to improve quality and provide continuing support and creative renewal.

One way to assist a school in implementing a process for turning existing student support programs and practices into a system of learning supports is to provide a designated change agent to work with the administration and staff. Such a professional can provide a temporary, but necessary, mechanisms to facilitate changes related to intervention and infrastructure at a school and for a family of schools (for more on this see Resource References.).

**Addressing Barriers to Learning
is Essential to School Improvement**

For some students, improvement in school performance and academic achievement is hampered because of the absence of comprehensive, multifaceted, and cohesive school-wide approaches to address barriers to learning and teaching. This proposal formulates essential next steps toward ensuring such an approach is fully integrated into school improvement planning and implementation. By doing so, we will move closer to fulfilling the intent of assuring every child has an equal opportunity to succeed at school.

Appendix A

Overall Intervention Framework

The six content areas proposed to encompass efforts to address barriers to learning effectively (illustrated in Figure 3 of this proposal) can be viewed as the “curriculum” for an Enabling or learning Supports Component. The focus begins in the classroom, with differentiated classroom practices as the base of support for each student. This includes:

- Addressing barriers through a broader view of “basics” and through effective accommodation of learner differences
- Enhancing the focus on motivational considerations with a special emphasis on intrinsic motivation as it relates to learner readiness and ongoing involvement and with the intent of fostering intrinsic motivation as a basic outcome
- Adding remediation as necessary, but only as necessary.
(Remedial procedures are added to instructional programs for certain individuals, but only after appropriate nonremedial procedures for facilitating learning have been tried. Moreover, such procedures are designed to build on strengths and are not allowed to supplant a continuing emphasis on promoting healthy development.)

Beyond the classroom, policy, leadership, and mechanisms ensure school-wide programs address barriers to learning and teaching. Students and families feel they are truly welcome at school and experience a range of social supports. Some activity involves partnering with other schools; some requires weaving school and community resources and programs together. An array of programs focuses on prevention and early intervention to ensure that the supports provided and the delivery process correspond to the severity, complexity, and frequency of each student’s needs. School and community programs enhance a caring atmosphere by promoting cooperative learning, peer tutoring, mentoring, human relations, and conflict resolution. Emerging from all this is an overall school climate that encourages mutual support and caring and creates a sense of community. Such an atmosphere plays a key role in preventing learning, behavior, emotional, and health problems.

Each areas is described in a bit more detail below; specific examples for each area are delineated in a set of self-study surveys online at <http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf>

- (1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development.** This arena provides a fundamental example not only of how an enabling or learning supports component overlaps regular instructional efforts, but how it adds value to improving instruction. Classroom efforts to enable learning (a) prevent problems, (b) facilitate intervening as soon as problems are noted, (c) enhance intrinsic motivation for learning, and (d) re-engage students who have become disengaged from classroom learning. This is accomplished by increasing teachers' effectiveness so they can account for a wider range of individual differences, foster a caring context for learning, and prevent and handle a wider range of problems when they arise. Effectiveness is enhanced through personalized staff development and opening the classroom door to others who can help. One objective is to provide teachers with the knowledge and skills to develop a classroom infrastructure that transforms a big class into a set of smaller ones. Such a focus is essential for increasing the effectiveness of regular classroom instruction, supporting inclusionary policies, and reducing the need for specialized services.

- (2) **Responding to, minimizing impact, and preventing crises.** Schools must respond to, minimize the impact of, and prevent school and personal crises. This requires school-wide and classroom-based systems and programmatic approaches. Such activity focuses on (a) emergency/ crisis response at a site, throughout a school complex, and community-wide (including ensuring follow-up care), (b) minimizing the impact of crises, and (c) prevention at school and in the community to address school safety and violence reduction, suicide prevention, child abuse prevention, and so forth.
- (3) **Enhancing school capacity to handle the variety of transition concerns confronting students and their families.** Students and their families are regularly confronted with a variety of transitions – changing schools, changing grades, encountering other daily hassles and major life demands. Many of these interfere with productive school involvement. A comprehensive focus on transitions requires school-wide and classroom-based systems and programs to (a) enhance successful transitions, (b) prevent transition problems, and (c) use transition periods to reduce alienation and increase positive attitudes toward school and learning. Examples of programs include school-wide and classroom specific activities for welcoming new arrivals (students, their families, staff) and rendering ongoing social support; counseling and articulation strategies to support grade-to-grade and school-to-school transitions and moves to and from special education, college, and post school living and work; and before and after-school and inter-session activities to enrich learning and provide recreation in a safe environment.
- (4) **Enhancing home involvement.** This arena expands concern for parent involvement to encompass anyone in the home influencing the student’s life. In some cases, grandparents, aunts, or older siblings have assumed the parenting role. Older brothers and sisters often are the most significant influences on a youngster’s life choices. Thus, schools and communities must go beyond focusing on parents in their efforts to enhance home involvement. This arena includes school-wide and classroom efforts for strengthening the home situation, enhancing family problem solving capabilities, and increasing support for student well-being. Accomplishing all this requires a range of school-wide and classroom-based systems and programs to (a) address the specific learning and support needs of adults in the home, such as offering ESL, literacy, vocational, and citizenship classes, enrichment and recreation, and mutual support groups, (b) help those in the home improve how basic student obligations are met, such as providing guidance related to parenting and how to help with schoolwork, (c) improve forms of basic communication that promote the well-being of student, family, and school, (d) enhance the home-school connection and sense of community, (e) foster participation in making decisions essential to a student's well-being, (f) facilitate home support of student learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a *parent or family center* if one has been established at the site. Outcomes include indices of family member learning, student progress, and community enhancement specifically related to home involvement.

- (5) Outreaching to the community to build linkages and collaborations.** Schools can do their job better when they are an integral and positive part of the community. For example, it is a truism that learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (not just the school) provide learning opportunities. *Anyone in the community who wants to facilitate learning might be a contributing teacher.* This includes aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, college students, etc. They all constitute what can be called *the teaching community*. When a school successfully joins with its surrounding community, everyone has the opportunity to learn and to teach. Another key facet of community involvement is opening up school sites as places where families, and other community residents can engage in learning, recreation, enrichment, and find services they need. This encompasses outreach to the community to collaborate to enhance the engagement of young people to directly strengthen youngsters, families, and neighborhoods. In this respect, increasing attention is paid to interventions to promote healthy development, resiliency, and assets.
- (6) Providing special assistance for students and families.** Specialized assistance for students and their families is designed for the relatively few problems that cannot be handled without adding special interventions. The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, social, physical and mental health assistance available in the school and community are used. As community outreach brings in other resources, these are linked to existing activity in an integrated manner. Additional attention is paid to enhancing systems for triage, case and resource management, direct services for immediate needs, and referral for special services and special education as appropriate. Ongoing efforts are made to expand and enhance resources. While any office or room can be used, a valuable context for providing such services is a center facility, such as a family, community, health, or parent resource center.

Combining the six content arenas with the continuum of interventions illustrated in Figure 3 of the proposal provides a “big picture” of what we mean by the phrase *a comprehensive, multifaceted, and integrated approach*. The resulting matrix creates a unifying umbrella framework to guide rethinking and restructuring the work of all staff who provide learning supports at a school (see Exhibit A-1).

The matrix can be used to guide mapping and analysis of the current scope and content of a how a school, a family of schools, and a school district address barriers to learning, development, and teaching.

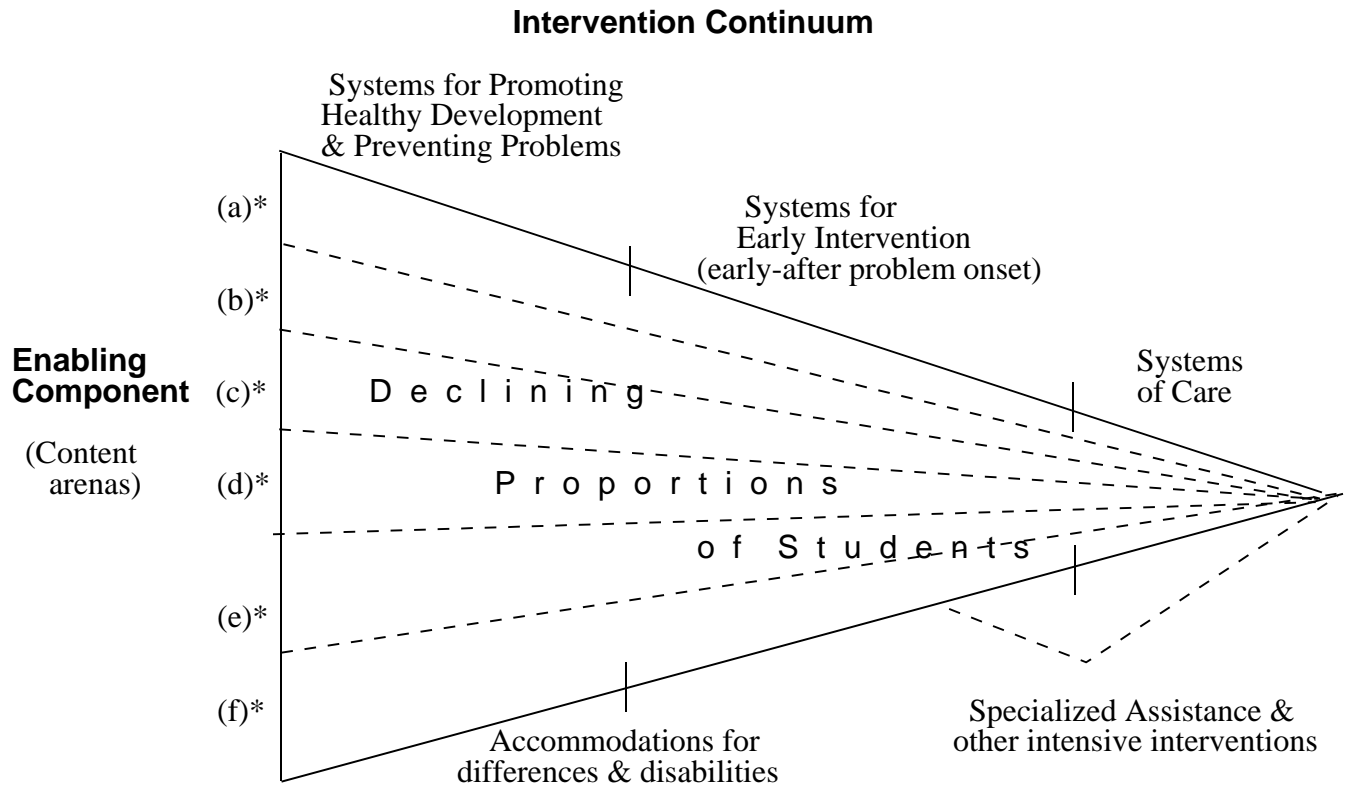
Exhibit A-2 captures the essence of the matrix but is intended to convey another message. The aim in developing such a comprehensive approach is to prevent the majority of problems, deal with another significant segment as soon after problem onset as is feasible, and end up with relatively few needing specialized assistance and other intensive and costly interventions.

Exhibit A-1. A Unifying Umbrella Framework to Guide Rethinking of Learning Supports*
 (a tool for mapping and analyzing)

		Scope of Intervention		
		Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care
Organizing around the Content/ "curriculum" (for addressing barriers to learning & promoting healthy development)	Classroom-Focused Enabling			
	Crisis/ Emergency Assistance & Prevention			
	Support for transitions			
	Home Involvement in Schooling			
	Community Outreach/ Volunteers			
	Student and Family Assistance			
		Accommodations for differences & disabilities	Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)	

* Note that specific school-wide and classroom-based activities related to positive behavior support, "prereferral" interventions, and the eight components of Center for Prevention and Disease Control's Coordinated School Health Program are embedded into the six content ("curriculum") areas.

Exhibit A-2. Comprehensive Approach to Reduce Learning, Behavior, and Emotional Problems



- (a) = Classroom-based approaches to enable and re-engage students in classroom learning
- (b) = Support for transitions
- (c) = Home involvement in schooling
- (d) = Community outreach/volunteers
- (e) = Crisis/emergency assistance and prevention
- (f) = Student and family assistance

Resource References

For examples of places using an Enabling or Learning Supports Component as an umbrella concept for addressing barriers to learning, see the following documents:

Iowa State Department of Education working with the Iowa Collaborative for Youth Development (2005). *Fulfilling a Promise, Investing in Iowa's Future: Enhancing Iowa's Systems of Supports for Learning and Development*
>Brief Summary online: <http://smhp.psych.ucla.edu/pdfdocs/iowabriefsummaryofdesign.pdf>
>Full document online: <http://smhp.psych.ucla.edu/pdfdocs/iowasystemofsupport.pdf>

Hawai'i Department of Education (2004). *Comprehensive Student Support System*.
Overview online: <http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/hawaii.pdf>

California's Proposed Legislation (2005). *Comprehensive Pupil Learning Support System*.
Online: [http://smhp.psych.ucla.edu/summit2002/ab171\(1-20-05\).pdf](http://smhp.psych.ucla.edu/summit2002/ab171(1-20-05).pdf)

Multnomah Education Service District (2005). *Policy for Learning Supports to Enhance Achievement*. Online: <http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/multnomah.pdf>

Center for Mental Health in Schools (2004). *Where's it happening? New directions for student learning*. Los Angeles: Author at UCLA. Available online:
<http://smhp.psych.ucla.edu/pdfdocs/wheresithappening/wheresithappening.html>

This proposal draws on the extensive work done at UCLA related to *addressing barriers to learning* and teaching and developing *new directions for student support*. See the following resources for the science-base for the proposed work:

Adelman, H.S. (1996a). Restructuring education support services and integrating community resources: Beyond the full service school model. *School Psychology Review*, 25, 431-445.

Adelman, H.S. & Taylor, L. (1997). Addressing barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry*, 67, 408-421.

Adelman, H.S. & Taylor, L. (2000). Moving prevention from the fringes into the fabric of school improvement. *Journal of Educational and Psychological Consultation*, 11, 7-36.

Adelman, H.S., & Taylor, L. (2002). So you want higher achievement test scores? It's time to rethink learning supports. *The State Education Standard, Autumn*, 52-56.

Adelman, H.S., & Taylor, L. (2002). Building comprehensive, multifaceted, and integrated approaches to address barriers to student learning. *Childhood Education*, 78, 261-268.

Adelman, H.S., & Taylor, L. (2002). School counselors and school reform: New directions. *Professional School Counseling*, 5, 235-248.

Adelman, H.S., & Taylor, L. (2003). Rethinking school psychology. *Journal of School Psychology*, 41, 83-90.

Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning*. Thousand Oaks, CA: Corwin Press.

- Adelman, H.S., & Taylor, L. (2006). *The implementation guide to student learning supports in the classroom and schoolwide: New directions for addressing barriers to learning*. Thousand Oaks, CA: Corwin Press.
- Center for Mental Health in Schools, (2000). *School-community partnerships: A guide*. Los Angeles: Author at UCLA. Available online: <http://smhp.psych.ucla.edu/pdfdocs/Partnership/scpart1.pdf>
- Center for Mental Health in Schools, (2001). *Organization Facilitators: A Change Agent for Systemic School and Community Changes*. Los Angeles: Author at UCLA. Available online: <http://smhp.psych.ucla.edu/pdfdocs/Report/orgfacrep.pdf>
- Center for Mental Health in Schools (2003). *Guidelines for a Student Support Component*. Los Angeles: Author at UCLA. Available online: <http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf>
- Center for Mental Health in Schools, (2003). *Creating the Infrastructure for and Enabling (Learning Support) Component to Address Barriers to Student Learning*. Los Angeles: Author at UCLA. Available online: http://smhp.psych.ucla.edu/qf/infrastructure_tt/infraindex.htm or at http://smhp.psych.ucla.edu/qf/infrastructure_tt/infrastructurefull.pdf
- Center for Mental Health in Schools (2004). *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs*. Los Angeles: Author at UCLA. Available online: <http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf>
- Center for Mental Health in Schools (2005a). *School improvement planning: What's missing*. Los Angeles: Author at UCLA. Available online: <http://smhp.psych.ucla.edu/whatsmissing.htm>
- Center for Mental Health in Schools (2005b). *Addressing what's missing in school improvement planning: Expanding standards and accountability to encompass an enabling or learning supports component*. Los Angeles: Author at UCLA. Available online: <http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>
- Center for Mental Health in Schools (2005c). *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base*. Los Angeles: Author at UCLA. Available online: <http://smhp.psych.ucla.edu/pdfdocs/briefs/BarriersBrief.pdf>.
- Center for Mental Health in Schools, (2005d). *Developing Resource-Oriented Mechanisms to Enhance Learning Supports*. Los Angeles: Author at UCLA. Available online: http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf



We Can Help You Move in New Directions

The Center at UCLA can help in many ways.

Besides the many helpful resources that are online (see <http://smhp.psych.ucla.edu>), below are a few other ways the Center can help. Indicate with a checkmark below what you would like and email it to ltaylor@ucla.edu We will respond quickly.

Areas where help is desired:

- (1) design work for new directions and related strategic planning
- (2) strategic planning for systemic change related to implementing the design
- (3) capacity building as new directions are implemented
- (4) Other (specify) _____

Other Opportunities for Assistance and Networking

- (1) Send me the free monthly electronic news (*ENEWS*) and the quarterly topical newsletter (*Addressing Barriers to Learning*)
- (2) Add me to the *Practitioner Listserv* (connects those working in and with schools related to mental health and psychosocial concerns and provides links to Center technical assistance)
- (3) Contact me about joining the *Consultation Cadre*
- (4) Add me to the *Policy Leadership Cadre for Mental Health in Schools*

Your Name _____ Title _____

Agency _____

Address _____

City _____ State _____ Zip _____

Phone (____) _____ Fax (____) _____

Website _____ E-Mail _____

Thanks for completing this form. Return it by FAX to (310) 206-8716 *or* mail to address below.

*The national Center for Mental Health in Schools was established in 1995 and operates under the auspices of the School Mental Health Project at UCLA. The Center is one of two national centers funded in part by 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. Both are agencies of the U.S. Department of Health and Human Services.

Center co-directors are Howard Adelman and Linda Taylor; the Center coordinator is Perry Nelson.



For an overview of resources available from the Center scan the website at <http://smhp.psych.ucla.edu> or contact us at Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563; email: smhp@ucla.edu; ph: (310) 825-3634 or Toll Free (866) 846-4843.



Infrastructure for Learning Supports at District, Regional, and State Offices

Ending the marginalization of efforts to address barriers to learning and teaching in school improvement planning requires significant changes in the organizational and operational infrastructure at a school. It also requires substantial changes at district, regional, and state offices.

Currently, most units (e.g., divisions, offices, special initiatives and projects) that deal with various facets of student/learning supports are marginalized, fragmented, and often counter productively competitive.

Because so many programs have evolved in a piecemeal manner, it is not unusual for staff to be involved in "parallel play." This contributes to widespread counter productive competition and wasteful redundancy. Effectiveness is compromised. So are efforts to take projects, pilots, and demonstration programs to scale. The problem often is blamed on "silo" funding. While this is a concern, the negatives can be minimized through bringing all the work together under an umbrella intervention concept and rethinking infrastructure.

Minimally, it is important to clarify how all the units, middle managers, and coordinators who focus on student/learning supports integrate their efforts.

- Do they report to one or several top managers?
- With respect to top management, is there leadership for a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning or is the emphasis mainly on administrative matters?
- At the Superintendent's leadership/cabinet table, is there potent leadership for a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning?

Optimally, it would be well to integrate all efforts focusing on student/learning supports into one unit (e.g., a Division for a System of Learning Supports – note a "system" of supports, not support "services") headed by an Associate Superintendent.

>>Such a Division needs to play five key roles:

- (1) A leadership role in designing, implementing, sustaining, and going to scale with respect to a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning
- (2) A role in gathering and providing information for schools to use in school improvement planning and implementation to effectively address barriers to learning (e.g., ways to end the marginalization, fragmentation, and counter productive competition and use best practices)
- (3) A role in the regular analyses of aggregated and disaggregated data to update and refine information for purposes of identifying priorities; making recommendations for deploying and redeploying resources for system change, school-by-school development, formative and summative evaluation, sustainability, district scale up, and accountability. This includes data on
 - (a) needs
 - (b) resource availability and use (strengths, weaknesses, gaps)
 - (c) system development progress
 - (d) short-term, intermediate, and long-term outcomes
- (4) A role in establishing effective, integrated connections between school and community resources
- (5) A role in ensuring all mandates for student support are met in the most effective and integrated way.

These roles encompass a variety of functions such as

- >enhancing understanding and readiness for necessary systemic changes
- >being a catalyst and advocate for systemic change
- >designing and strategically planning systemic changes
- >being a coach and facilitator for the systemic changes
- >working to enhance an integrated infrastructure for a learning supports component to address barriers to learning and teaching
- >mapping and analyzing resource use
- >identifying priorities
- >planning and helping to implement ways to build capacity for the work
- >social marketing of learning supports
- >and so forth

References

Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Development.

Online: <http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf>

Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component

Online: <http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>