



National Initiative: New Directions for Student Support

To: Network for the National Initiative: New Directions for Student Support

February 2006: Brief Update on Status and Opportunities

(Full information online at: <http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm>)

Statewide Summits

With the January 30th statewide summit in New Jersey, 10 states have now held summits (California, Connecticut, Indiana, Iowa, Minnesota, New Jersey, New York, Pennsylvania, Texas, and Wisconsin). In addition, our new directions work in Hawai'i over the years has been statewide.

Leadership Institutes

To further facilitate thinking and moving in new directions for student support, Leadership Institutes have been inaugurated as follow-ups to Statewide Summits. Key educational leaders across a state are encouraged to bring teams. (While the intent is to work specifically with those in a given state, Leadership Institutes are also accommodating a few individuals and teams from other states who are ready to move in New Directions for Student Support.)

While invitations to a Leadership Institute are sent to key leaders, we continue to encourage everyone concerned with moving forward in new directions for student support to act as catalysts in helping mobilize key leaders to attend and to bring a team.

At the Institutes, the agenda for the day includes:

- C Why New Directions for Student Support are an imperative
- C Framing the full continuum of comprehensive and integrated interventions
- C Building the infrastructure to develop new directions for learning supports
- C Getting from where we are to where we need to be: System change

Leadership Institutes have been held already in Minneapolis/St. Paul, Minnesota (August, 2005) and in Dallas Texas (September, 2005).

Two more are scheduled for California – one in Los Angeles on March 10 and another in Sacramento on March 20. Several more are in the planning stage (e.g., in Iowa).

As with the Summits, there are no fees for attending — other than travel costs.

Let us know if you are interested in having a New Directions Leadership Institute in your state. Contact ltaylor@ucla.edu

Ongoing Training and TA

If you are associated with a district that is ready to move forward and want to explore ways we might be able to help, contact ltaylor@ucla.edu And, the Center continues to provide free and ready online access to a range of resources for learning supports.

Another Guidance Tool

In response to requests, we have developed a one sheet guide entitled: *A Calendar for Enhancing Student Support by Integrating a Comprehensive Learning Supports Component into School Improvement Planning* (see the next page).



This national initiative is hosted and facilitated by the Center for Mental Health in Schools. 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,

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 #U45 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.



A Calendar for Enhancing Student Support by Integrating a Comprehensive Learning Supports Component into School Improvement Planning

Spring – Getting Started and Looking Ahead to the Coming Year

***Establish and build the capacity for mapping and analysis of the resources currently allocated for all learning support activity and personnel at the school

One way to do this is to coalesce those at the school who are most concerned with addressing barriers to learning and teaching into a “Learning Supports Resource Team.”

See:

>*Developing Resource-Oriented Mechanisms to Enhance Learning Supports*

http://smhp.psych.ucla.edu/pdfdocs/conteu/developing_resource_oriented-mechanisms.pdf

***Map and analyze resources using a comprehensive intervention framework that provides an umbrella for all personnel and activity currently used to support learning at school

See:

>*Resource Mapping and Management to Address Barriers to Learning:*

An Intervention for Systemic Change

<http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf>

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

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

Summer/Fall – Becoming a Major Partner in School Improvement

***Plan a system of learning supports (e.g., an enabling/learning support component) and integrate it fully into the school improvement plan (include standards and quality indicators for accountability)

See:

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

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

***Formulate prioritized recommendations for strengthening learning supports

In doing this, review school data to determine which problems are affecting many students and are most in need of programmatic intervention to enable learning and teaching (e.g., attendance, newcomer transitions, excessive referrals for specialized services and special education). Then, identify what would be the best use of existing resources and personnel to address these problems.

***Request access to (and, better yet, participation at) planning & decision making tables

Winter – Making it Happen

*Interact formally with decision makers in planning for next year through offering specific recommendations based on plans for redeploying existing resources that ensure there is movement toward developing a comprehensive and multifaceted approach to addressing barriers to learning and teaching

*Help to ensure available funds, space, and other resources for programs, capacity building (including staff development) are allocated in ways that ensure learning supports are not marginalized and fragmented

See:

>*The School Leader’s Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* – <http://smhp.psych.ucla.edu/corwin/bookannouncement.htm>

Two Specific Examples of States Stepping Out

Here's a couple of examples of states moving in new directions for student support in major ways.

Iowa

Iowa is now moving on to implement their design for systems of learning supports through its Area Education Agencies (e.g., AEAs 9 and 10).

See:

C the general design –
<http://smhp.psych.ucla.edu/pdfdocs/iowasystemofsupport.pdf>

C the March/April 2006 AEA 9 newsletter –
http://www.aea9.k12.ia.us/download/00/communicationpdfs/02_13_2006.pdf

California

In addition to the March Leadership Institutes, we have been informed by the Assembly Speaker Pro Tem, Leland Yee, that the modified legislation for a Comprehensive Pupil Learning Support System has been reintroduced for the current session by his colleague and co-author, Assembly Member Karnette. The new number for the bill is AB 2003.

The bill is online at –
http://www.leginfo.ca.gov/pub/bill/asm/ab_2001-2050/ab_2003_bill_20060209_introduced.pdf

The modified legislation proposes a "pilot" in which "The State Department of Education shall develop a request for a grant application, to be submitted by school districts pursuant to this chapter. The State Department of Education shall award funding pursuant to this act to five school districts." If passed, "four hundred thousand dollars (\$400,000) shall be apportioned to each school district that is selected by the State Department of Education ... per calendar year for three years. Each of these school districts shall identify a feeder pattern of one elementary school, one middle or junior high school, and one high school to receive funding."

Leland Yee's office is asking all those interested in supporting this legislation to send letters or emails to Assembly Speaker Fabian Nunez, State Capitol, Rm 219, Sacramento CA 95814 Fax #916.319.2146
Email– speaker.nunez@assembly.ca.gov

Contacting and Making Presentations to Key Decision Makers

Information, reports, tools, and more are being sent and presentations are being made by core group members to legislators, superintendents, principals, boards, at association meetings, etc.

Is there anyone you want us to contact and is there anything special you want us to send them (e.g., concept papers, frequently asked questions, documents such as those appended at the end of this email)?

Please provide names and contact info and what you think we should send them.

Don't Forget About the Resource Toolkit

See, for example:

>>"Example of a Formal Proposal for Moving in New Directions" (e.g., proposal to a Superintendent, Student Support Director, Principal, Board, etc. about Integrating a Comprehensive Approach for Addressing Barriers to Learning into School Improvement Planning)

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

(online and in hardcopy)
<http://smhp.psych.ucla.edu/toolkit.htm>

As you can tell, things are moving along a good clip. As always, we value your input on how to maximize the initiative's impact, including info on upcoming events where there could be an opportunity to engage decision makers in exploring New Directions.

We look forward to hearing from you and to continuing to work with you in the best interests of young people, their families, and their schools.

Respectfully submitted,

Howard Adelman and Linda Taylor

APPENDIX

More Resources for Creating Readiness and Building Capacity

(1) **Making the Case** – Here's a few more brief documents to help create readiness:

- > *Talking Points - Five Frequently Asked Questions About:
Why Address What's Missing in School Improvement Planning?*
<http://smhp.psych.ucla.edu/summit2002/q&aschoolimprove.pdf>
- > *Costs of Not Addressing Barriers to Learning*
<http://smhp.psych.ucla.edu/pdfdocs/costs.pdf>
- > *Data on the Plateau or Leveling Off Effect of Achievement Test Scores*
<http://smhp.psych.ucla.edu/pdfdocs/plateau.pdf>
- > *Data Related to the Need for New Directions for School Improvement*
<http://smhp.psych.ucla.edu/pdfdocs/data.pdf>

(2) **Building the Work into School Improvement Planning Guides** – See:

- > *School Improvement Planning: What's Missing?*
<http://smhp.psych.ucla.edu/whatsmissing.htm>
- > *Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component*
<http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>

(3) **Stressing the need for a Unifying Framework.** See:

- > *Another Initiative? Where Does it Fit? A Unifying Framework and an Integrated Infrastructure for Schools to Address Barriers to Learning and Promote Healthy Development*
<http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf>

Corwin Publications on New Directions written by the Center's Co-directors:

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

>>> *The Implementation Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* – <http://www.corwinpress.com/book.aspx?pid=11371>

Those concerned with improving systems often use the metaphor of focusing first on “picking low hanging fruit.”

That's O.K. as long as they remember that after the easy pickings, one needs to be willing to go a bit out on a limb because that's where the rest of the fruit is.

Of course, its risky, limbs do break.

But if we want enough good fruit for the many youngsters in need, it's worth the risk; indeed, risk is a necessity.