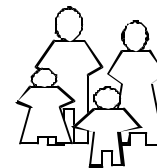


Summits Initiative:



## ***New Directions for Student Support***

### ***California Statewide Summit***

Sacramento

February 13, 2004

The Summits' Initiative is sponsored by the national Center for Mental Health in Schools at UCLA\* and co-sponsored by:

- |   |   |
|---|---|
| ◻ American School Counselors Association  | ◻ Indiana Department of Education                       |
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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, Department of Psychology, UCLA.

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### *About the Summits Initiative*

The Summits Initiative: *New Directions for Student Support* is designed as a strategic effort to move student support efforts in new directions and into a central position in improving schools and enhancing outcomes for all students. It represents a major response to the growing and widespread imperative for closing the achievement gap and leaving no child behind.

The initiative already has mobilized a great deal of interest and energy from educational leaders and school staff and from their organizations across the country. (There are currently 29 co-sponsoring groups.) At this stage, the emphasis is on increasing proactive advocacy for *New Directions for Student Support*, building a leadership network nationally and in every state, and delineating specific recommendations and action steps for getting from here to there.

The Initiative began in October 2002 with a national Summit. This was followed by a series of regional summits. Based on the exceptional response, the decision was made to proceed with state-wide summits. California was the third of these, following Minnesota and Wisconsin. The Indiana Summit is planned for April, 2004 and several others are in the planning stages. At an appropriate time, a policy makers' summit on student support will be organized to clarify new directions and encourage adoption of major recommendations.

Throughout the process, efforts across the country to move in new directions are being identified and showcased. Technical assistance and training for localities and states is being provided. And, mutual support networks are being developed for sharing of effective practices, lessons learned, and data on progress.

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\*While all Summit information can be accessed at <http://smhp.psych.ucla.edu> and many stakeholders already have received the introductory pamphlet on the initiative and some other documents, attached to this report are several key documents for sharing with others. These are (1) an overview about the initiative and the concept paper entitled *New Directions for Student Support*, (2) a document outlining *Guidelines for a Student Support Component*, (3) the Executive Summary of the Report from the National Summit, and (4) a recent news release. Please feel free to copy and share any of these and refer colleagues to the information on the website (which includes examples of "Where it's Happening" and a growing tool kit to facilitate the process).

## California Statewide Summit: New Directions for Student Support

The California Summit was held in Sacramento, CA on February 13, 2004. Attached to this summary is a list of attendees, as well as a list of others throughout the state who were unable to attend, but indicated interest in new directions.

In general, the goals for each state summit are to:

1. Clarify basic frameworks for new directions in student support
2. Highlight where it is happening
3. Mobilize local action toward new directions for student support
4. Provide resource aids for moving forward
5. Develop a mechanism within the state for supporting new directions for student support.

The objectives for the day were to:

Clarify new directions thinking about the nature of student support through clarifying four fundamental problems that must be addressed in pursuing New Directions (i.e. the policy problem, the intervention frameworks problem, the infrastructure problem, the systemic change problem).

Highlight ways to enhance the policy and practice priority status of this component of schools

Foster an exchange of information about policy and practice around the country

Facilitate proactive strategic planning and problem-solving for next steps state-wide and at local levels related to moving student support from the margins to a central position in school improvement policy and planning

### California State Summit Participant Perspectives

*New Directions for Student Support is an Imperative.* Based on the discussion and written input, participants generally supported the Summits Initiative and its message that moving in new directions has become an imperative. This reflected their awareness of budget constraints, increased accountability for results, and the enhanced role student supports must play in efforts to close the achievement gap.

*Changes Must Be Made Using Existing Resources.* Most felt that the current context for fiscal and academic decision making means that new directions must be pursued using existing resources (people, programs) in a more potent manner. It was stressed that a key in all this is being able to convey in a brief and compelling way what New Directions would look like, spelling out how to redeploy what is available, and how to move from where we are (on the margins of school improvement) to where we need to be.

*Needed, More and Better Data:* As has been highlighted at every Summit, participants stressed the need for data on the connections between student supports and learning outcomes. (A recent report from WestEd evaluating work in California was shared to show the type of linkage between learning supports and academic achievement that policy makers want to see. The report is available at [www.wested.org/hks](http://www.wested.org/hks).) Also stressed was the need for better data collection on the direct outcomes of student support programs (e.g., reduced truancy, increased attendance, reduced dropout, increased graduation rates, etc) to support the importance of student supports, especially as new directions are pursued.

*Where's it Happening?* It was agreed that increased efforts should be made to document and share any place where a major effort is being made to pursue New Directions for Student Support. Showcasing where it is happening and building from best practices and lessons learned was seen as fundamental to enhancing readiness for change and providing prototypes to emulate.

### **Next Steps in Moving Forward in California**

With respect to moving forward in new directions, discussion centered on the need for *mechanisms* focused specifically on a new directions initiative, who might take the lead in establishing such mechanisms, how to set the process in motion, and a series of suggestions for enhancing impact.

*Needed Mechanisms:* It was recognized that (1) a steering and (2) work groups are needed:

(1) Steering Group to Guide Next Steps -- This group should assume ownership of the initiative and commit to championing, leading, and guiding the process in ways that ensure effective systemic change and sustainability. It's first functions would include:

- identifying, establishing, and providing direction to work groups
- ratifying the "brief" that provides an overview of the need for and general concepts for moving in new directions in California
- supporting, reviewing and, as appropriate, ratifying work group products

It is recognized that, for a steering group to be effective, its membership should consist of high level "power brokers" who have the vision, commitment, position, and status to lead in new directions and also clear away barriers to progress. Moreover, it is hoped that some staffing resources to support implementation of steering functions and facilitate work group efforts can be volunteered by the organizations represented on such a group.

Some Summit participants indicated willingness to be part of a statewide steering group and also recommended others not at the February 13<sup>th</sup> meeting who should be invited to join the process. Participants who said they would like to be on the steering group are:

Wade Brynson, Asst. Superintendent, State Department of Education  
Howard Blonsky, San Francisco Unified Pupil Services/CA Association of School SW  
Lynn Covarrubias, Program Manager, Systems of Support, Sweetwater Union HSD  
Joe Dear, Consultant, CA Commission on Teacher Credentialing  
Dorinda Dee, Asst. Superintendent, Lawndale  
Michele Hobza, Director, Integrated Support Services, Sacramento City USD  
Mariaelena Huizar, Parent Program Specialist, San Bernardino Co. Superintendent of Schools  
Phil Kauble, Director, Student Support Services, LA County Office of Ed  
Diane Lappi, Executive Director, Capistrano USD  
Renee Newton, Center for Community-School Partnerships  
Meredith Rolfe, Learning Support and Partnerships Div., Safe and Healthy Kids, CA DOE  
Robert Slaby, Superintendent, Salinas City School District

Others who were “nominated:”

David Brown, Executive Director, Western Accreditation of Schools and Colleges  
Melissa Brown, Asst. Superintendent, Sacramento City USD  
Mary Jo Buettneis, Chula Vista Community Collaboration  
Karen Caucino, CASSW  
Amy Dean, staff for state senator Dede Alpert  
Dennis Doyle, Asst. Superintendent Chula Vista El. SD  
Linda Mook, CA Federation of Teachers  
Eric Rofes, Coordinator Education Summit, Humboldt State U., Dept of Ed  
Margaret Shellada, CA Federation of teachers  
Loretta Whitson, Executive Director, CA Association of School Counselors  
(Someone also suggested Maria Shriver.)

The UCLA Center will facilitate organization of the Steering Group over the next 1-2 months.

(2) Work groups – These ad hoc groups will be formed to flesh out specific ideas about new directions and about how to get from here to there. Facilitators for each work group should be established to ensure group effectiveness and cross-group communication and to interface with the steering group. Given that groups will include individuals from around the state, the process would use email, supplemented by U.S. mail, FAX, and phone.

Examples of work group products might be a series of briefs that

- provide an overview about the need and possible nature of new directions for student support in California.
- clarify existing resources and concerns about how they are currently deployed
- outline a comprehensive intervention learning supports framework for new directions
- describe how existing infrastructure might be reframed at all levels so that new directions are pursued effectively
- clarify what must happen to get from here to there (how to effect systemic changes)

*Legislation:* Participants were informed by Assemblymember Leland Yee that he is introducing a bill for new directions for student support. The bill, AB 2569, calls for adoption in all schools of a Comprehensive Pupil Learning Support System (CPLSS). The initial version of the bill is online at: [www.leginfo.ca.gov/pub/bill/asm/ab\\_2551-2600/ab\\_2569\\_bill\\_20040220\\_introduced.html](http://www.leginfo.ca.gov/pub/bill/asm/ab_2551-2600/ab_2569_bill_20040220_introduced.html)

*Reach Out Again to Influential State Professional and Community Organizations:* Enhanced involvement of state organizations in the Summits Initiative was recommended with information shared through websites, newsletters, and at state meetings (e.g., school boards; PTA; Teachers Associations; Administrators Associations; all pupil service organizations; United Way, California Endowment, League of Women Voters, Foundation Consortium, etc.). Once the Steering group is functional, the UCLA Center will facilitate communications from the Steering Group to relevant organizations.

*Embed New Directions for Student Support in Training and in Accountability Documents:* It was recognized that work would have to be undertaken with University preservice and inservice programs (and with researchers as well). And, it was suggested that eventually the initiative should explore ways to have the Western Association of School and College Accreditation address this matter.

**As a participant or someone who is interested in New Directions for Student Support, we encourage you to send a copy of this document to anyone or any organization that you feel should be part of the network of people and programs that is coming together around this important matter.**

**Summit's Initiative:**  
***New Directions for Student Support***  
**California**  
**February 13, 2004**

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**Summit's Initiative:**  
***New Directions for Student Support***  
**California**  
**February 13, 2004**  
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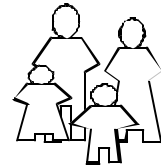
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*Summits Initiative:*

California's New Directions for Student Support



*Next Steps Response Form*

(1) If you have not already done so, please indicate:

(a) Would you like to be part of the Steering Group (see description in the Report)? YES NO

(b) Any others who should be asked to be part of the Steering Group:

Name

Contact Info

(c) What types of work products do you think are needed to move things forward?

(d) Which of these products would you be willing to help develop as part of a workgroup?

(2) With respect to the Yee Legislation, what statements would you like to have introduced at the legislative hearing?

Your Name \_\_\_\_\_ Title \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone (\_\_\_\_) \_\_\_\_\_ Fax (\_\_\_\_) \_\_\_\_\_ E-Mail \_\_\_\_\_

*Thanks for completing this form. Return by FAX to (310) 206-8716.*

The Center for Mental Health in Schools is co-directed by Howard Adelman and Linda Taylor under the auspices of the School Mental Health Project in the Dept. of Psychology, UCLA.

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