



## ***NEW DIRECTIONS FOR STUDENT SUPPORT INITIATIVE***

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Attached is a brief summary from the Connecticut Summit on New Directions for Student Support. Also enclosed is a response form to help expand and guide next steps. Please take a few minutes to fill it out and fax it back.

We have also included additional copies of some key summit initiative materials. We hope you will have some ideas about how these can be shared with others.

As you can see in the report, the next step is to establish a Connecticut Steering Group. The UCLA Center will facilitate this over the next month. Some work groups will be established at that point.

You will be sent updates as the initiative moves forward, and hopefully you will be part of the Steering or a work group.

As always, thanks for all you do in the interest of the well-being of children and adolescents.

Howard Adelman & Linda Taylor, Co-Directors  
Center for Mental Health in Schools

Initiative:

## *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) Other Comments:

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

Organization \_\_\_\_\_

Address \_\_\_\_\_

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

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

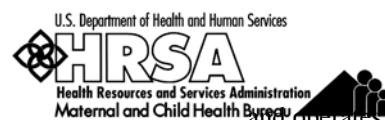
*Thanks for completing this form. Return by FAX to (310) 206-8716.*

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.

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau,

Health Resources and Services Administration. Co-funding comes from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration.

Both HRSA and SAMHSA are agencies of the U.S. Dept. of Health and Human Services.



## ***New Directions for Student Support Initiative\****

### **Connecticut's Statewide Summit in Hartford on November 9, 2004**

A wide range of key leaders in education participated in the Summit and expressed commitment to establishing an ongoing and sustainable initiative to strengthen learning supports for all students. The list of those participating on November 9<sup>th</sup> and those who are interested but were unable to attend is attached.

#### ***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 statewide and at local levels related to moving student support from the margins to a central position in school improvement policy and planning

#### ***Summit goals include:***

1. Clarifying basic frameworks for new directions in student support
2. Highlighting where it is happening
3. Mobilizing local action toward new directions for student support
4. Providing resource aids for moving forward
5. Developing a mechanism within the state for supporting new directions for student support.

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\*The *New Directions for Student Support Initiative* is sponsored by the national Center for Mental Health in Schools at UCLA. Appendix A lists the co-sponsors and offer a brief description of the initiative. More information on the Initiative is at

**<http://smhp.psych.ucla.edu>**

## **Connecticut Leaders' Perspectives on New Directions for Student Support**

Based on the discussion and written input, participants stressed the following matters as key considerations in moving schools forward in pursuing new directions for student support in Connecticut schools:

### ***1. What is needed to create readiness at state, district, and school-community levels?***

- >clarifying for stakeholders the science-base (research/data) for the value of learning supports in improving schools and student outcomes
- >indicating the importance of learning supports in enhancing a sense of hope for disenfranchised youth and for supporting teachers so they can re-engage students in classroom learning
- >strengthening collaboration at all levels to integrate a system of prevention and intervention as early after problem onset as feasible
- >articulating cost-benefit analyses
- >using political advocacy/action to influence state level policy and funding

### ***2. What strategies will help in moving in new directions?***

- >develop a common message to use in social marketing of new directions for student support
- >develop and implement a persistent plan for outreaching to all stakeholders with the same message
- >use collaborative town meetings led by school and elected officials
- >offer decision makers frameworks for using existing resources in more effective and integrated ways
- >build on existing initiatives and mandates (e.g., PJ, NCLB, IDEA)
- >build on state department of education position statements related student support
- >develop tools to support implementation and monitor process and outcomes
- >develop standards for learning supports
- >work to incorporate appropriate accountability measures for learning supports into student information management systems and keep the locus of accountability at the level closest to where children are
- >work to integrate new directions for student support into staff development at preservice and inservice for all school staff
- >work to include collaboration and system change into job descriptions
- >focus first on integrating resources within the school and district, then link with community

### ***3. What current barriers should be anticipated and addressed?***

- > leaders for new directions for student support have not yet built sufficient capacity to influence policy makers, especially with reference to making the case for new directions based on data about need (e.g., dropout, achievement gap, plateau effect), science-base for new directions, and cost-benefits
- > categorical policy and funding (e.g., regular and special education perceived as separate, various psychosocial and mental health concerns treated as “unique” problems)
- > insufficient analyses clarifying what systemic changes are needed and how to sustain changes once they are made
- > too few well-prepared change agents to facilitate the process
- > lack of communication and organization for moving in new directions
- > lack of appreciation of common goals and willingness to braid resources
- > absence of policy to address funding issues and accountability
- > moving forward will be slow until a critical mass of key leaders are committed to the type of systemic changes involved in new directions for student support -- e.g., district superintendents and central office personnel (directors, coordinators), principals and school leaders (including teachers and support staff), board of education members, Regional Education Service Centers/Special Education Resource Centers, Commissioner of Education, bureau chiefs, state consultants
- > current budget problems are decimating student support staff

### ***4. Brainstorming about moving forward in Connecticut?***

- > create and facilitate a state network to support the work; link with national network
- > develop a position paper about new directions for learning support
- > develop some brief and succinct documents for social marketing at local levels (including examples of what it looks like when learning supports are comprehensive)
- > contact and work with Superintendents and Principals who are ready to go and engage their directors of pupil personnel in establishing mechanisms for systemic change
- > outreach to Governor, Legislators, Higher Education, Commissioner, business leaders
- > create a Blue Ribbon Commission to explore a policy paper with DOE
- > use Summit participants as attendee pool for policy planning
- > engage the media

## **Next Steps in Developing a State-wide Initiative for New Directions for Student Support in Connecticut**

As has been the case at each state-wide summit, participants were eager to move ideas into action and to set priorities on where to start.

### **(1) Among the steps summit participants indicated they were ready to do individually are the following:**

- C Talk to the decision makers in the schools and districts about the need and directions for rethinking student support
- C Begin a discussion among pupil services administrators and staff about the need and directions for rethinking student support
- C Look into using redeployed federal funding (IDEA, Title I) to support this work
- C Create district/regional planning groups to see how this fits with district initiatives
- C Restructure student services to develop a more cohesive system for student learning
- C Realign support service personnel by feeder school pattern
- C Work with targeted schools on integrated student support as first phase toward scale up

### **(2) With respect to organizing a state-wide initiative for *New Directions for Student Support*, participants indicated readiness to**

#### **(a) Create a Steering Group to Guide Next Steps\***

This group is to 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 directions to work groups
- >ratifying the "brief" that provides an overview of the need for and general concepts for moving in new directions
- >supporting, reviewing, and, as appropriate, ratifying work group products

#### ***Action step:***

- C Over the next 1-2 months, the UCLA Center will facilitate organization of the initial Steering Group and support its work.

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\*Note: For a steering group to be most effective, its ultimate 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. And, it helps to have some staffing resources to support implementation of steering functions and facilitate work group efforts. This can be established through the contribution of resources by the organizations represented on such a group.

**The following individuals have indicated interest in joining a state-wide steering group:**

Terrlyn Curry Avery, Psychologist, New London  
Sarah Barzee, Assistance Director for Program Development SERC, Middletown  
Vivian Batterson, Staff Development Specialist, EASTCONN  
Alida Begina, Superintendent, Hamden  
Ron Benner, Coordinator of Special Education Trumbull  
Anthony Cavallaro, Director of Pupil Services and Special Education, Branford  
John Daviau, Program Director, The Governor's Prevention Partnership, Hartford  
Dianne Harnad, Dir. Prevention and Intervention, CT Dept. of MH and Addiction Servs.  
Catherine Hogan, CT Association of School Social Workers, Milford  
Marianne Kirner, Director SERC, Middletown  
Ruth Kirsch, Consultant, SERC, Middletown  
Tom Laudadio, Coordinator of Pupil Personnel Services, Danbury  
Michael Regan, Director of Pupil Services, Newtown  
Michael Sanders, Principal, Stamford  
Glenis Vialva, Program Director, Waterbury Youth Service System  
Candace Ward-McKinlay, District Coord. of Psych, Soc. Servs., Guidance & Special Ed.,  
New Britain  
Jon Walek, Director Pupil Services, New Britain

**(b) Establish Work Groups**

Work groups will be formed to flesh out specific ideas about new directions and about how to get from there to here. 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.

- >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 necessary systemic changes)

***Action step:***

- C As soon as the Steering group is in place, they will focus on establishing work groups for specified first priority tasks. Here, too, the UCLA Center will facilitate the organization and initial activity of the work groups.

**Individuals indicating interest in working on next steps (e.g., providing information, joining work groups) include:**

Sue Tenorio, Director, Community Resource Center, Danbury  
Brad Noel, Board Member, Hartford

David Grice, Consultant, SERC  
Christine Carver, Director of Special Services, New London  
Rose Paolino, School Counseling Department Chair, West Haven  
Winston Johnson, Director of Social Work and Psychology, Hartford  
Beryl Williams, School/Family Resource Facilitator, Stamford  
Barbara Slone, Consultant, SERC  
Lynne Gustafson, School Health, Association of School Nurses of Connecticut  
Faine Gauthier, Nursing Supervisor, Wethersfield  
Alice Henley, Consultant, SERC

**(3) Inform and include others in the initiative – Specifically mentioned:**

State Association of Public School Superintendents  
Pupil Services Administrators  
State PTA/PTO  
Governor's Prevention Partnership  
City Councils  
Mental Health Association  
Juvenile Justice  
Departments of Children & Families; Social Services; Mental Health & Addiction,  
Public Health, Mental Retardation, Rehab Services  
Parents and other community members  
Foundations  
State legislators/staffers  
Higher Education  
Community Development Corporations/Business groups  
Ethnic/cultural advocacy groups  
Municipal Youth Services Departments  
Labor Unions  
Support Service Organizations  
PJ Court Monitors and Expert Panel  
Youth Service Bureaus

***Action steps:***

- C As a participant or someone who is interested in *New Directions for Student Support*, you are encouraged 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.
- C As soon as a "brief" that provides an overview of the need for and general concepts for moving in new directions is ratified, the UCLA Center will facilitate its dissemination, along with an invitation to recipients to become part of the initiative.

***(4) Ensure technical assistance is available for information sharing, networking, and capacity building***

- >establish Email listserv for the initiative
- >facilitate linkages with UCLA Center and others doing this work\*



- >Provide workshops related to the work (e.g., on designing learning support infrastructure at district, school, and state department; on systemic change methods; on phasing in new directions; on capacity building of support staff for new roles and functions)
- >develop specific examples of what new directions would look like for students, staff, and families (video)

**\*Participants identified the following as organizations that should be contacted as potential co-sponsors of the initiative and as useful resources in moving in new directions for student support in Connecticut**

National Regional Educational Labs (toolkits, resource, consultation)  
 National Afterschool Alliance (Judy Samuelson)  
 National Center for Community Education  
 Mott Foundation  
 21<sup>st</sup> Century Community Learning Centers (Dr. Robert Stonehill, U.S.D.E.)  
 Fairfield Foundation support for regional collaboration in afterschool programs  
 CT Family Resource Center Alliance  
 Hilton Early Headstart Foundation  
 Graustein Foundation Discovery Projects  
 Stupski Foundation & Center for Performance Assessment (closing achievement gap)  
 Connecticut Department of Children and Families System of Care Kid Care initiative  
 Connecticut School Readiness Program  
 American Educational Research Association  
 New Haven Social Development Office  
 East Hampton CT Roundtable Discussions (Barbara Moore)  
 Amistad Academy, New Haven  
 Offices of Connecticut's Governor and Lieutenant Governor  
 Connecticut Education Association  
 Connecticut Grant from Substance Abuse and Mental Health Services Administration  
 Connecticut Association of Special Education Administrators  
 Connecticut Associations of School Psychologists, of School Nurses, of School Counselors, of School Social Workers  
 Connecticut Association of Boards of Education

## *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 31 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. Indiana was the fourth of these, following Minnesota, Wisconsin, and California. Several other states 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*, and (3) the Executive Summary of the Report from the National Summit. Please feel free to copy and share any of these and refer colleagues to the information on the website (which includes examples to answer the question: "Where's it Happening?" and also offers a growing tool kit to facilitate the process).

*The New Directions for Student Support Initiative* is sponsored by the national Center for Mental Health in Schools at UCLA\* and is co-sponsored by:

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

\*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. Write: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095- 1563 Phone: (310) 825-3634 Fax: (310) 206-8716 E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu) **Website:** <http://smhp.psych.ucla.edu>

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**Summits Initiative:  
New Directions for Student Support  
Connecticut: November 9, 2004**

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