

Summits Initiative:

New Directions for Student Support

Attached is a brief summary from the Midwest Regional held in Chicago on May 23, 2003.

We are pleased to report that we are receiving widespread indications of interest in upcoming Regional Summits, as well as interest in participating in planning State Summits. Tentatively, the next Regional will be on the west coast. Discussions already are underway about a State Summit in Wisconsin in November. Other states are exploring possible dates.

With respect to State Summits, please see the guidelines included in the attached report, and let us know who we should be contacting.

The Summits' Initiative is sponsored by the national Center for Mental Health in Schools at UCLA. 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.

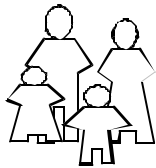
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Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175), with co-funding from the Center for Mental Health Services,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

Both are agencies of the U.S. Department of Health and Human Services.



Summits Initiative:



New Directions for Student Support

About the Summits Initiative

In response to widespread interest for mounting a strategic initiative for new directions for student support, the Summits Initiative began in October 2002 with a national Summit. The plan is to continue the initiative with a series of regional and state-wide summits. These will be designed to encourage advocacy for and initiation of *New Directions for Student Support* and will build a leadership network. The focus also will be on delineating specific action steps for getting from here to there. At an appropriate time, the leadership network will organize a policy makers' summit on student support to clarify new directions and encourage adoption of major recommendations.

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

The Summits' Initiative is sponsored by the national Center for Mental Health in Schools at UCLA*

and co-sponsored by:

- C American School Counselors Association
- C American School Health Association
- C Association for Supervision and Curriculum Development
- C California Center for Community School Partnerships
- C Collaborative for Academic, Social, and Emotional Learning
- C Center for Cooperative Research and Extension Services for Schools, School of Education, UC Davis
- 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 Coalition of Community Schools
- C Education Development Center
- C Johns Hopkins University Graduate Division of Education
- C National Alliance of Pupil Service Organizations
- C National Association of School Nurses
- C National Association of Pupil Services Administrators
- C National Association of School Psychologists
- C National Association of State Boards of Education
- C School Social Work Association of America

*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. Write: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095- 1563 Phone: (310) 825-3634 |Fax: (310) 206-8716|
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Midwest Regional Summit: New Directions for Student Support

Brief Summary

The second Regional Summit was held on May 23, 2003 in Chicago, IL. Attached to this summary are lists of attendees and others in the geographic area who expressed interest in the Summits Initiative.

Objectives

As at the National Summit, the purpose of the Midwest Regional was threefold:

- (1) to clarify four fundamental problems that must be addressed in pursuing *New Directions for Student Support*
 - ⌄ the policy problem
 - ⌄ the intervention frameworks problem
 - ⌄ the infrastructure problem
 - ⌄ the systemic change problem
- (2) to review the recommendations formulated at the National Summit¹
- (3) to ratify and enhance next steps for the Summits Initiative.

Midwest Regional Summit Outcomes

- ⌄ Support was expressed for the analyses and recommendations emerging from the National Summit.
- ⌄ Participants also endorsed the Outreach Campaign and recommended wider circulation for the Guidelines for a Student Support Component.² They also supported the idea of more direct follow-ups with superintendents, school boards, and legislators (see Appendix A).

¹Recommendations from the national summit are available online in an Executive Summary and full report (<http://smhp.psych.ucla.edu>). Click on the green button on the homepage (labeled Summits for New Directions). Also online are a concept paper and resource aids compiled in a separate document entitled: *Rethinking Student Support to Enable Students to Learn and Schools to Teach*. The aids include examples of policy, infrastructure, and other resources that can be adapted locally.

²The materials for the Outreach Campaign and the Guidelines for a Student Support Component are also online.

- C Participants agreed to begin identifying key leaders in their states who might be interested in organizing their State Summit for new directions for student support. See guidelines in Appendix B (also online).
- C Representatives of associations and regional centers expressed interest in helping organize State Summits.
- C Other recommendations included
 - >using the Guidelines for a Student Support Component as a basis for developing a set of standards relevant to the new directions for student support and doing so in ways that clarifies for teachers, administrators, and policy makers how essential learning supports are to ensuring that students engage and re-engage in classroom learning
 - >developing draft examples of legislation for new directions for student support
 - >developing a section of the website that provides specific descriptions of states and districts that are pursuing new directions for student support
 - >identifying districts that have incorporated a major focus on data relevant to student support accountability into their plans for improving their information management systems
 - >establishing a listserv for those interested in communicating regularly about new directions
 - >other potential co-sponsors who should be contacted.

Appendix A

Draft of One Recommendation Rewritten as a Letter to a Superintendent or Board Member

Dear (Superintendent's name; Board Member's name):

As you know, the *No Child Left Behind Act* has made it essential that schools develop greater capacity for providing learning supports to address barriers to effective learning and teaching. Last October (2002) a strategic initiative for new directions for student support was inaugurated with a national Summit. The initiative is continuing with a series of regional and state-wide summits designed to ensure that all schools develop effective learning support systems.

As a step in this direction, the Summit Initiative is sharing the following recommendation with administrators across the country.*

School policy needs to ensure that effective learning support systems are developed to ensure all students have an equal opportunity to succeed at school. In particular, all school improvement plans need to include a section that describes the type of *learning support component* the school intends to develop.

- C This learning support component should encompass a comprehensive, multifaceted, and cohesive approach to addressing barriers to effective learning and teaching.
- C Such a component should be fully integrated with initiatives for improving instruction at every school.

*The basis for this recommendation and other guidelines for its implementation are available in the Executive Summary from the National Summit on *New Directions for Student Support*. Other recommendations also are included. This document and full report are online (<http://smhp.psych.ucla.edu>). Also online are a concept paper and resource aids compiled in a separate document entitled: *Rethinking Student Support to Enable Students to Learn and Schools to Teach*. The aids include examples of policy, infrastructure, and other resources that can be adapted locally.

Appendix B

~~~~~ **Do You Want a State Summit for *New Directions for Student Support*?** ~~~~~

If you want leaders in your state to focus on enhancing the impact for student support, here are some steps you can take:

1. Act as a Catalyst for Creating a State Summit

Are you in a position to contact high level leaders across the state to discuss the value of a State Summit and to establish a planning group? (Such a group should include high level personnel concerned with learning supports from the state department of education, large districts, state associations.) If not, contact one or more of the state/local associations who are concerned with student support and ask them to take the lead in establishing a State Summit.

- C In making contacts, it may be useful to share the Executive Summary of the report from the National Summit and/or the concept paper developed for the Summits' Initiative (*New Directions for Student Support*). Both these documents are online at <http://smhp.psych.ucla.edu>
- C Highlight that success in meeting the demands of the *No Child Left Behind Act* requires a focus on developing a comprehensive, multifaceted, and integrated approach for addressing barriers to student learning at every school.
- C Stress that accomplishing this requires rethinking student supports in ways that end the policy marginalization of student supports and current fragmentation, counterproductive competition, and over-specialization.

2. Suggest the Following as Guidelines for Summit Planning

- C Limit attendance to those who can lead in new directions, and take special steps to ensure that key decision makers attend.
- C Add influential co-sponsors from around the state to the existing list of associations and centers that have signed on as co-sponsors.
- C As pre-summit preparation, provide all participants with the agenda, Executive Summary for the report from the National Summit, and/or the concept paper developed for the Summits' Initiative. (Our Center can supply copies of these documents and help with mailings.)
- C Plan the Summit as a *strategic intervention* (not another conversation). The goal of the day is for leaders to leave with action plans for next steps and a high level of motivation to follow through. The day should be designed to (a) convey a clear statement of need for change, (b) present frameworks for moving forward, (c) provide examples of places that are moving toward major new directions for providing learning supports to address barriers to learning, (d) highlight ways that new directions will connect with and enhance other high profile efforts to improve outcomes for children and youth, and (e) facilitate discussion of and commitment to specific next action steps and mechanisms for ensuring actions are taken.
- C Plan to end the day with sharing next steps and the mechanisms for change at state and local levels.

3. Use Our Center as a Resource for Planning the Summit and for Post Summit Action

- C We will be pleased to be a resource as you consider a State Summit, and if you want, we can help with planning and implementation (including supplying documents, preparing and mailing invitations and meeting materials, developing a Summit report, and much more).

Let us know if you are interested in further exploring any of this. You can contact us by:
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