NEW DIRECTIONS FOR STUDENT SUPPORT INITIATIVE

Report from the
Pennsylvania Statewide Summit in Harrisburg
November 14, 2005

The following is a brief summary from the statewide Pennsylvania Summit on New Directions for Student Support.

Also included are additional copies of some key initiative materials for you to share with others.

As the report indicates, the process has begun to establish a network of core advisors throughout the state. The UCLA Center will work with this group in taking next steps to create readiness for new directions for student support in Pennsylvania and in continuing the work across the country. Some work groups will be established as specific tasks are identified.

You will be sent updates as the initiative moves forward in Pennsylvania and nationally, and hopefully you will be part of the initiative network’s core of advisors or a work group.

At the end of the report is a response form to help expand and guide next steps. Please take a few minutes to fill it out and fax it back.

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

Howard Adelman & Linda Taylor, facilitators for the initiative*

*The New Directions for Student Support Initiative is facilitated by the 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, 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.
Participants

The Summit* was designed for key leaders in education, and a wide range from across the state participated. Appendix A lists those who participated on November 14 and those who, although unable to attend, expressed their interest in participating in the next steps as the initiative evolves. All participants expressed commitment to establishing an ongoing and sustainable initiative to strengthen learning supports for all students.

Summit Focus

Objectives for the day were to:

C Articulate why new directions for student support are an imperative

C Clarify four fundamental areas of concern that must be addressed in pursuing an initiative for new directions (i.e. the policy problem, the intervention frameworks problem, the infrastructure problem, the systemic change problem)

C Highlight ways to enhance priorities related to policy and practice for addressing barriers to student learning

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

C 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

Related to these objectives, there was an in-depth focus on

> basic frameworks for new directions in student support

> where new directions are being pioneered

> local action toward new directions for student support

> resource aids for moving forward

> a mechanism within the state for supporting new directions for student support.

*Statewide Summits are one facet of the New Directions for Student Support Initiative. The initiative is sponsored and facilitated by the national Center for Mental Health in Schools at UCLA. For a brief, overview description of the initiative and a list of the over 30 organizations that have joined in as co-sponsors to date, see Appendix B. More information on the Initiative is at http://smhp.psych.ucla.edu/summit2002/ndannouncement.htm
Participants’ Perspectives on New Directions for Student Support

Based on the discussion and written input from participants, the following were identified as key comments and suggestions related to moving forward in pursuing new directions for student support in Pennsylvania schools.

1. Creating a climate of support at state, district, and school-community levels

   a. Getting the information to key stakeholder groups -- to develop a stronger understanding and valuing in the general community, schools, and among decision makers about student support (“Support support is essential and involves more than tutoring.” “Current support is fragmented and marginalized in policy and practice.”)

      >Parents (e.g., use established school-home communication mechanisms, such as information nights, newsletters, etc., to clarify the need for new directions for student support.)

      >Students (engage students in dialogues and political conversations about what they experience as barriers to learning; be certain to include voice of those students who often have been disenfranchised; consider student summits and focus groups)

      >Staff (engage district and school staff through circulating information about new directions for student support; follow-up with inservice presentations and focused discussions)

      >Decision makers (engage district and school administrators, school board, union, legislators through circulating information about new directions for student support; follow-up with presentations and focused discussions)

   b. Using data to emphasize the needs and benefits – with an emphasis on addressing barriers to learning and teaching and enhancing well-being

      >Use data related to the AYP plateau effect as an opportunity to (a) engage schools in conversations about new directions for student support and (b) introduce stakeholders at all levels to frameworks for moving in new directions

      >Share research data showing the importance and value of a comprehensive and cohesive approach to student support (e.g., the impact on school attendance, drop out rates, special ed referrals; highlight data indicating the potential impact on achievement scores and on closing the achievement gap)

      >Use data on crises situations, bullying, etc. to show the urgency for change

   c. Sharing examples of where the work has begun – learning from others; building on what’s working

      >Provide information from states implementing new directions

      >Develop/adapt/adopt general descriptions and documents with specific details for sharing

      >Provide concrete examples (e.g., of a district/school plan)
d. Recruiting champions for systemic change – including providing them with resources and developmental opportunities about why systemic changes are essential, what the changes might look like, and how to bring them about

- Identify and reach out to change “sponsors” (e.g., reach out to superintendents, board members, mayors)
- Approach organized groups for support (e.g., Children’s Cabinet; Commission on Children)
- Provide all with brief concept documents (e.g., “White Paper,” a document covering frequently asked questions)

2. Strategies for moving forward with new directions for student support

a. Build on and tie into current initiatives, mechanisms, and opportunities – such as

- All district policies focused on school reform (e.g., federal and state standards, laws requiring LEAs to address barriers to student learning)
- Ch. 12 Student Service Plans
- District sharing (where it already is underway)
- The Student Assistance Program in all 501 school districts (infrastructure for student assistance, PA Network for Student Assistance Services, private and public community service agencies, CASSP worker)
- The work of the Intermediate Units
- Initiative for schoolwide effective behavior supports
- Community Schools, Communities that Care, Parent Resource Centers, High School Learning Communities
- Response to intervention initiative (RTI) – state initiative through PaTTAN (PA Training and Technical Assistance Network of Special Education Bureau – three centers responsible for training folks and providing technical assistance)
- 21st Century grant; school health councils (CDC concept); ABG Social & Health Funds; SDFS & other grants
- The many initiatives developed by the state’s LIU system which provides workshops and information
- New opportunities to move districts and state to adopt overarching frameworks arising from initiatives for early intervening (special ed) and school wellness

b. Build Capacity through Leadership and Staff Development – enhance mechanisms and time used for training to build

- A cadre of well-connected and well-informed leaders for the new directions at each level (e.g., leaders at PDE, region, districts, schools who can lead the way to a policy shift; reframe roles, functions, job descriptions, certification; guide mapping, analyses, and redeployment of resources as reflected in the student support content/scope matrix; guide stakeholders to more prevention and early-after-onset interventions; etc.)
- More effective horizontal and vertical communication of concepts and practices for the new directions
- Staff understanding across departments and within schools for more effective regular ed and classroom student support interventions
- Understanding on the part of staff providing student/learning supports that they have to start looking at things more globally/systemically (e.g., the difference between focusing on individuals and making systemic changes; case- vs. resource-oriented)
- A cadre of change agents
- A technologically-supported information management system to handle, sort, and use massive amount of info/data
“To me, the history of change in the US educational system is one of a painfully slow and meandering journey. As such, the change necessary is radical change; not unexamined and not without data—but clearly 180 degree change. For radical change to occur, the (IMO) focus needs to be on the concept of leadership in this culture and how to encourage and prepare leaders at all levels for inclusive dialogue and strategies.”

Summit Participant

c. Develop capacity for “marketing” new directions for student support

> take a step back and look at assessing needs as an aggregate
> develop/adapt/adopt “PR” documents
> collate available information on cost-benefit analyses and science-base
> coalesce and prepare stakeholders (e.g., champions from among administrators, staff, unions, students and their families, community leaders, etc.) who will do the social marketing of new directions for student support
> identify all available media for communication (e.g., newsletters, newspapers, direct mailing – including email, education and commercial TV, association journals, etc.)

3. Anticipating and addressing potential barriers to moving forward

a. Basic concerns about funding and time – as would be expected related to all efforts to improve schools and schooling, many respondents stressed the need for more financial support for planning, implementing, and evaluating changes; building capacity; networking; technical support (“How can we do the work in an urban district with zero discretionary funds?”)

b. Building and coalescing a critical mass – participants recognized the need for outreach to involve a wide range of stakeholders

A few of the challenges mentioned:
• convincing all (teachers, community, school boards) that addressing barriers to learning and teaching are essential to enhancing achievement readiness and performance – particular concern about mobilizing and maintaining support for prevention and early intervention
• sharing concepts and frameworks in a consistent way with key stakeholders
• involving higher education (“they train our teachers and support staff.” “We shouldn’t have to re-train once they are in schools.” “We need to share a common framework.”)
• braiding across silos to minimize inappropriate competition within the schools and between school and community resources
• change can be threatening
• leadership at every level is fragmented
• PDE is understaffed with high mobility; also state student support allocations need to be revisited
• having enough examples and data to overcome sense it can’t happen
• problem of overcoming tendency to just assimilate (“this is just like...”) and facilitate accommodation of new ideas (“this is different from what we have been doing and requires change in thinking and infrastructure”)
• convincing PDE to insert a comprehensive approach to addressing barriers to learning and teaching into SIP Guidelines/Quality Review Process
• problems related to facilitating district policy and implementation changes
A Few Specific Suggestions Offered About Moving Forward in PA

1. Urge each school to find some appropriate mechanism to begin the “Learning Support Resource Management” function (e.g., redeploy time from some appropriate team such as an SAP)
   • Use the “Student Support Scope/Content Matrix” in local school improvement mapping processes beginning now
   • Work with pre- and in-service teacher training (particularly higher ed efforts to reform) to incorporate concepts and frameworks for new directions for student support
   • Make this a requirement under Chapter 4 and the new E-strategic planning process
   • Help those ready to start or who are doing something that can be expanded to be a comprehensive approach (e.g., “Philadelphia is developing district policy adopting a system of student support.” “Interface with the behavioral health systems transformation process already underway in Philadelphia.” “Mechanicsburg ASD has begun a coaching resource model for social work, behavior support, math, reading and language arts instruction that works with school-based CASSP and psychologists and/or WRAP providers to look at students and classroom instruction.” “Radnor SD seems to be on the radar; Lower Merion SD could be.” Others places were cited as having some initiative involving school and community.)
   • Contact districts that are ready to move and bring them together for discussion and to identify ways to provide them with technical support.
   • Bring behavioral health on school grounds with continuous collaboration of school-community behavioral health
   • Ensure use of conceptual frameworks that are research based around resilience research (e.g., “I know SAP is a good beginning, but I’d like to be part of a workgroup that improves our work and really addresses all kids.” “DuBois Area School District is doing intensive training helping teachers, administrators and other staff to deconstruct deficit model of youth and reframe to a positive youth development model as more staff come on board the climate has improved and students are more engaged in learning”)
   • Develop a network of urban schools
   • Incorporate these concepts/frameworks in higher education classroom/course content for preservice teachers
   • Develop preservice and inservice materials to present in classroom/workshops that are geared specifically about teacher/classrooms
   • Design and deliver workshops; mix up the audience (i.e., include legislators along with students, teachers, administrators in the same workshops.) Encourage the diversity of all voices to hear each other.
   • Continue discussion with statewide organization of pupil services administrators.
   • Require that school districts and county agencies develop annual plans together.
   • Organize training and technical assistance through PaTTAN as a way to add clout to the concept and indicate state level support.
Next Steps in Pennsylvania

What next? Moving ideas into action and setting initial priorities

1. Examples of steps participants indicated they were ready to do individually

a. In Districts

> Using Info from Summit to Inform Key Stakeholders (“Send a personal email to our superintendent requesting time to share this information.” “Go back and present the information to Superintendent and Assistant Superintendent to garner support.” “Meet with community and students services administrator and coordinators to plan for presentation/sharing with superintendent, school board and other department leaders.” “Communicate and share information with key stakeholders, including administrators, counselors, parents, school board, students.” “Initiate conversations/awareness building within the district.” “Small outreach sessions designed for specific particular audiences that address the needs and issues of that group, putting into perspective their individual piece of the big picture.” “Share information with superintendent; discuss how it fits and whether our district is ready to move.” “Replicate materials and make a brief presentation to superiors.”)

> Incorporating Ideas into Professional development (“For all staff on systemic change, change process, cultures impact on change.” “Train our regional superintendents, regional leadership teams, and principals.”)

> Motivating/activating others (“Provide vision of how it can look in our school district; begin to build coalition internally to move in new directions; work with our county and higher ed partners.” “Figure out how to engage teachers and parents in this change effort; provide a convincing vision of how traversing through this process will get all of us, kids and adults, to a different place together because of raised consciousness, capacity and interest to learn more.”)

> Enhancing Current Programs (“Re-examine how to include parents and students in school-based behavior health.” “Use student support framework in efforts to sustain SS/HS initiative; adapt available documents to fit the district.” “Connect new directions to the current district initiative.” “Work through existing networks (CASSP, PaTTAN, etc.) to the extent possible.” “Look to connect service deliverers and involve them in defining needed student support.” “Focus on improving student supports to increase student achievement.”)

> Pursuing Systemic change and alignment (“Connecting/coordinating all departments together.” “Mobilize others to establish a local planning group; begin to draft district plan.” “Begin gathering data; formulate a group for initiative planning.” “Focus on systemic change, rather than isolated programs, projects, and pilots.” “Use this framework to shape student services delivery in my school district.” “We are in the process of defining roles and mapping.” “Seek administrative oversight for student support team.” “Will look for tools about the process of changes/steps; want to be efficient and effective.” “Look at baseline data and changes association with moving in new directions.”)

> Keeping up with Information on New Directions (“Continuing to access to documents and programs/systems used by other agencies/schools.”)

b. In Intermediate Units

> Presenting and catalyzing (“Work with superintendents via the monthly superintendent meetings hosted by the IUs.” “Serve as a catalyst for local and regional implementation and use of the framework.” “Share framework and standards.” “Urge inclusion within current...
school improvement initiatives.”)

>**Influencing New Chapter 12 Regulations** (“Be a part of state level discussion re. how to integrate new directions frameworks.” “Work with colleagues to build this info into school improvement planning process and Chapter 12.” “Stay in communication with PDE re. impending regulatory changes re. comprehensive student services plan.” “There will be very high readiness as soon as Chapter 12 is final and requires planning. Our schools respond to mandates.”)

>**Strengthening networks to engage others in enhancing student support** (“We need large scale efforts at the state and regional levels coinciding with local and individual championing of such a framework to begin changing ways of thinking about student support as central, not marginalized, to school improvement.” “Linkage between PDE and at least one existing Pa IU network -- the curriculum coordinators, at least.” “There are effective PDE PaIU LEA links now that are a strong foundation as soon as regulation drives.”)

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“There are many pieces in place and/or on the horizon. Is the coordination only in the hands of individual districts? Intermediate Units could gather information/resources on a county-wide basis and help to implement a vision.”

Summit Participant

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c. **In the State Department**

>**Getting the policy and decision makers involved** (“I am ready to share this info with my supervisor.” “After I digest all the information, consult with supervisor and colleagues.” “Follow up sessions with key leaders of education, health, and public welfare.” “Address human service directors; overcome challenge of categorical supervision; present concepts; engage provider networks.” “Share this materials with those districts and communities I work with.” “Continue the dialogue. It’s a great way to develop support for change.”)

d. **In Associations and Organizations**

>**Learning more about what others are doing** (e.g., about public policy campaigns in states that have enacted policy/legislation; how others make it relevant to legislators)

>**Sharing ideas and info** (e.g., with other members, including the presidents of counselor, psychology, social work, and school nurse boards; at meetings of professional organizations; statewide newsletter article; articles in national association journal)

**(2) Organized Steps Related to Supporting the Work**

a. **Core Advisors** – a group of participants indicated readiness to be core advisors to guide next steps. This group will play a key role in advising the national and state efforts and championing, leading, and guiding the process in ways that ensure effective systemic change and sustainability. Its first functions include:

- identifying, establishing, and providing directions related to tasks and next steps
- ratifying a "brief" that provides an overview of the need for a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning and teaching
- supporting, reviewing, and, as appropriate, ratifying work group products
**Action step:**

Over the next 1-2 months, the UCLA Center will facilitate the initial work of the network’s Core Advisors. The initial group of core advisors will evolve over time. Ultimately, the advisors need to help establish a Steering body consisting of a high level group of "power brokers" who have the vision, commitment, position, and status to lead in new directions and also clear away barriers to progress.

The following individuals already have indicated interest in being Core Advisors:

> Janet Sloand Armstrong, Director, Special Ed, Lancaster-Lebanon IU 13
> Maggie Beall, Pa State Education Association
> Lonnie Barnes, D&A Program Analyst, Pa Department of Health, Bureau of Drug and Alcohol
> Donald Burkins, Director, Instructional Services, Lincoln IU #12
> Michael Chiaradonna, Instructional Consultant
> John DeFrank, Director of Alternative Ed, Lebanon School District
> Myrna Delgado, Chief, Division of Student and Safe School Services, PA Dept. of Ed
> Joel Dixon, Supervisor of Pupil Services, Mechanicsburg Area School District
> Joyce Dukes, Manager, School District of Philadelphia
> Danny Jones, Coordinator of Student Assistance Program, School Dist. City of Erie
> Mavis Kelley, Director Safe Schools/Healthy Students, Harrisburg School District
> Susan Lozada, Director of Community and Student Services, Allentown School District
> Jeffrey McCombie, Pupil Personnel Services Director, DuBois Area School District
> Monica McHale-Small, Student Services Program Director, West Chester Area School District
> Parthenia Moore, Assistant Superintendent, Harrisburg School District
> Stan Mrozowski, Dir. Children’s Bureau, DPW Office of Mental Health and Substance Abuse
> Judy Nuss, Coordinator of Social and Emotional Learning, Harrisburg School District
> Stephen Paesani, Children & Adolescent Training Specialist, Behavioral Health Training and Education Network
> Terrence Riley, Program Specialist, Lincoln Intermediate Unit No. 12
> Beth Sprentz, Region IX Coordinator, Pa Network for Student Assistance
> Eloise Stoehr, Supervisor of Pupil Services, Upper St. Clair School District
> Susan Tarasevich, SAP Training Service Coordinator, Western Psychiatric Institute and Clinic

**b. Work Groups** – As needed, work groups will be formed to flesh out specific ideas about new directions and about how to get from there to there. Facilitators for each work group will be established to ensure group effectiveness and cross-group communication and to interface with core advisors. Given that groups will include individuals from across the state, the process will 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. These could

- 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:**

As soon as the Core Advisors identify specific tasks, they will help establish work groups to pursue top priority tasks.
In addition to those volunteering as core advisors, the following indicated interest in participating on work groups:

>Maggie Beall, Pa State Education Association
>Joan Benso, Pres/CEO, PA Partnerships for Children
>Deb Chiaradonna, Emotional Support Services, Lower Merion School District
>Elizabeth Coyle, Assistant Professor, Elizabethtown College
>Joyce Dukes, Manager, School District of Philadelphia
>Ted Foor, Assistant Professor, Penn State, Harrisburg
>Mavis Kelley, Director, Safe Schools/Healthy Students, Harrisburg School District
>William King, Assistant to the Superintendent, Scranton School District
>Jeffrey McCombie, Pupil Personnel Services Director, DuBois Area School District
>Monica McHale-Small, Student Services Program Director, West Chester Area S D
>Stephen Paesani, Children & Adolescent training Specialist, Behavioral Health Training and Education Network
>Evan Pattishall, Penn State Counseling Center
>Beth Sprentz, Region IX Coordinator, Pa Network for Student Assistance
>Susan Tarasevich, SAP Training Services Coordinator, Western Psychiatric Institute and Clinic

In addition to core advisors and volunteers for work groups, the following participants expressed interest in working to provide information about strategies for moving forward in the state:

>Maggie Beall, Pa State Education Association
>Lonnie Barnes, D&A Program Analyst, Pa Dept. of Health, Bureau of Drug and Alcohol
>Elizabeth Coyle, Assistant Professor, Elizabethtown College
>John DeFrank, Director of Alternative Ed, Lebanon School District
>Joel Dixon, Sprv. Pupil Services, Mechanicsburg Area School District
>Lorraine Eck, Chair, Guidance Department, Conewago Valley School District
>Gerry Ifkovits, Chair District Psychological Services, Allentown School District
>Mavis Kelley, Director Safe Schools/Healthy Students, Harrisburg School District
>Michael Lowe, Directions of Counseling, York City School District
>Amy Maisterra, Director, Behavioral Health, School District of Philadelphia
>Jeffrey McCombie, Pupil Personnel Services Director, DuBois Area School District

(3) Steps for Immediately Informing and Including Others in the Initiative

Participants identified many organizations that should be contacted as potential co-sponsors or partners of the initiative and an useful resources in moving in new directions for student support in Pennsylvania. While some were represented at the Summit, further contact with others in their agencies, was seen as essential. The entities mentioned were:

>State decision makers (e.g., legislators)
>Secretaries, deputy secretaries, bureau directors and division chiefs at PDE, MHMR, Health, Public Welfare, Juvenile Corrections, Children’s Cabinet
>State Board
>Superintendent’s Association
>Other state and local agencies
>Education 2010
>Commission for Children and Families
>Local Districts and IUs
>Counties Integrated Children’s Service Plan
>PA Association of Secondary and Elementary School Principals
>PA School Board Association
>PA League of Urban Schools

>PA Association for SAP Professionals
>PA Network for SAP Services
>PTA State Level Reps
>Unions and Guilds (e.g., teachers, support staff)
>PaTTAN
>Higher education local training institutions (e.g., Temple, St. Josephs, Lehigh)
>Business associations and leaders
>United Way
>Faith based community
>Foundations
>Dr. Bob Jarvis, Delaware Valley Minority Student Achievement Consortium, University of Penn
Appendix A

Summits Initiative:
New Directions for Student Support
Pennsylvania: November 14, 2005

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About the Summits Initiative and its Co-Sponsors

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 34 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. Pennsylvania was the ninth of these, following Minnesota, Wisconsin, California, Indiana, Texas, Connecticut, New York, and Iowa. Several other states are in the planning stages.

Follow-up activity with states include Leadership Institutes, technical assistance and specialized training workshops, and “tool” development.

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.
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:

American School Counselor 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 & 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 Educ.
Minnesota Department of Public Instruction
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 Schools Association
Pennsylvania Department of Education
Policy Leadership Cadre for MH in Schools
Regional 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

*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 Website: http://smhp.psych.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.
New Directions for Student Support
Pennsylvania Next Steps – Response Form

(1) Any corrections to the report? NO YES (indicate below or on separate sheet)

(2) Do you think it would be helpful to have a PA specific version of the enclosed 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” (enclosed with the report). YES NO

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

(a) Would you like to be part of the network’s core advisors (see description in the Report)? YES NO

(b) Any others who should be asked to be part of the network’s core advisors:
   Name Contact Info

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

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

(4) Are you associated with a district that is ready to move forward in new directions? YES NO
   If so, do you want to explore ways we might be able to help? YES NO
   If yes, contact ltaylor@ucla.edu

(5) 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 and operates 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.