Why Address What's Missing in School Improvement Planning?

School improvement plans increasingly are shaping strategic changes at schools and districts. In June 2005, the Center for Mental Health in Schools at UCLA issued a policy report entitled:

School Improvement Planning: What's Missing?
http://smhp.psych.ucla.edu/pdfdocs/schoolimprovement/whatsmissing.pdf.

The report stressed that school improvement planning guides tend to ignore or marginalize the ways in which schools address critical factors interfering with learning and teaching. The report called for schools to reframe school improvement policy to redress this deficiency.

The following addresses five frequently asked questions that arise in discussing efforts to ensure school improvement planning fully addresses barriers to learning and teaching.

1) Why expand school improvement planning?
2) What needs to be included?
3) What are the standards and indicators
      for guiding planning to ensure barriers to
      learning and teaching are fully addressed?
4) What's the research-base?
5) What's the cost?

> Why expand school improvement planning?

> As the Carnegie Task Force on Education has stressed:
> *School systems are not responsible for*
> *meeting every need of their students.*
> *But when the need directly affects learning,*
> *the school must meet the challenge.*

- *Leaving No Child Left Behind.* Schools need a better system of learning supports to increase the likelihood that *ALL* students have an equal opportunity to succeed.

- *Enabling Schools to be Effective.* All schools, and especially those high priority schools "in need of improvement," must enhance how they use the considerable resources they expend in addressing barriers to student learning (see Exhibit 1).

Available Data Underscore the Nature and Necessity of Meeting the Challenge.

>National findings related to high school graduation indicate that nearly one-third of all public high school students fail to graduate[1]

>Findings indicate that one-quarter to one-half of all beginning teachers leave teaching within four years and many do so because of the lack of an adequate system of learning supports[2]

>In most states, a significant proportion of schools are designated as "High Priority" (previously Low Performing) Schools

>Evidence is growing that when test score gains are achieved, they mainly occur for young students, are related to noncomplex skills, and tend to plateau after a district shows modest gains over a three year period – (http://smhp.psych.ucla.edu/pdfdocs/plateau.pdf)

> **What needs to be included?**

- *Policy for developing a Comprehensive, Multifaceted, and Cohesive Component for Addressing Barriers to Learning and Accountability for How Resources for "Learning Supports" are Expended.*

  School improvement efforts must focus on better instruction *and also* on enhancing how a school addresses barriers to learning. For this to happen, policy should be established that encompasses greater accountability for using existing resources to develop an effective component of learning supports at every school (see Exhibit 2)

- *A Concise and Coherent Approach.*

  To guide development of a comprehensive learning support system, it is essential to provide a concise and coherent framework for learning support activity at a school (see Exhibit 3)

- *Moving Forward.*

  Developing a comprehensive learning support system calls for

    >reframing the support staff roles and functions

    >redeploying some existing resources by reducing fragmentation, redundancy, and the overemphasis on expensive services

    >redesigning infrastructure mechanisms from the school level on up through the state Department of Education

    >addressing capacity building and systemic change considerations

    >accountability reviews

> **What are the standards and indicators for guiding planning to ensure barriers to learning and teaching are fully addressed?**

    See "Standards with Quality Indicators to Guide Development of an Enabling or Learning Supports Component" (Appended)

> **What's the research-base?**

    An extensive and growing body of literature indicates the value of providing supportive programs and services. Enabling students to learn and teachers to teach improves school attendance, reduces behavior problems, improves interpersonal skills, enhances achievement, and increases bonding at school and at home.[3] A recent statewide example comes from California where data indicate a significant relationship across secondary schools between the state's *Academic Performance Index* (API) scores and three-quarters of the survey indicators on the *Healthy Kids Survey* –
    (http://www.wested.org/chks/pdf/factsheet.pdf)

What will it cost?

- *No New Dollars.*

    A comprehensive approach to ensuring barriers to learning and teaching are fully addressed can be established by reworking how current student support resources are used.[4] The emphasis is on redeploying existing resources by

    >reframing the roles and functions of existing student support staff

    >reducing fragmentation and redundancy

    >reducing the overemphasis on expensive services.[5]

> *What the best and wisest parent wants for (her)/his own child*
> *that must the community want for all of its children.*
> *Any other idea . . . is narrow and unlovely.*
> John Dewey

Endnotes

[1]Who Graduates? Who Doesn't (2004). The Urban Institute, Education Policy Center. Online at – http://www.urban.org/UploadedPDF/410934_WhoGraduates.pdf

[2]Benner, A. D. (2000). "The Cost of Teacher Turnover." Austin, Texas: Texas Center for Educational Research. Online at http://www.sbec.state.tx.us/SBECOnline/txbess/turnoverrpt.pdf >>Hanushek, E, Kain, J., & Rivkin, A. (in press). "Why Public Schools Lose Teachers." *Journal of Human Resources*. >>MacDonald, D. (1999) "Teacher Attrition: A Review of Literature." *Teaching and Teacher Education* 15:839-848. >>Tye, B. & O''Brien, L (2002). "Why Are Experienced Teachers Leaving the Profession?" *Phi Delta Kappan 84,* 24-32.

[3]See *Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base* online at http://smhp.psych.ucla.edu/pdfdocs/briefs/BarriersBrief.pdf. Also see Lists of Empirically Supported/ evidence Based Interventions for School-aged Children and Adolescents annotated at http

[4]The systemic changes needed can be underwritten in many districts through the provisions in the No Child Left Behind Act and in the Individuals with Disabilities Education Act that focus on using some of the allocated funds for integration of programs and services (e.g., to support an facilitator/coordinator to enhance their systems for student support in ways that lead to a comprehensive, integrated, and cohesive component at school, cluster, and district levels).

[5]As the in-classroom and school-wide approaches emerge, the need for out-of-classroom referrals will decline. This allows for rapid and early response when a student is having problems, and it enables student support staff to work more effectively in linking students up with community services.

Exhibit 1. Considerable resources currently are being expended to address barriers to learning, with too little effectiveness.
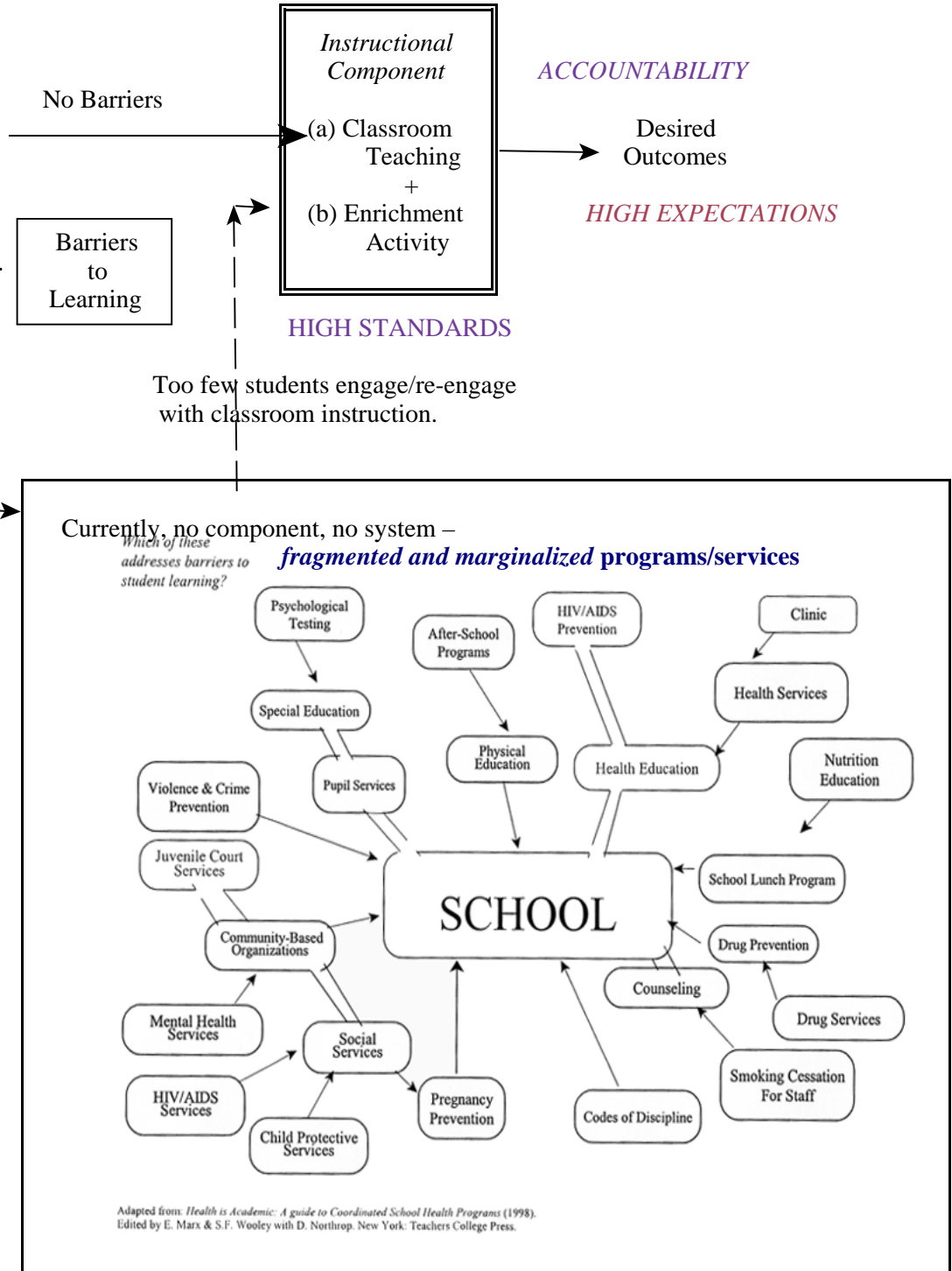
Range of Learners
(categorized in terms of their
 response to academic instruction)

Motivationally
ready & able

No Barriers

Not very
motivated;
lacking
prerequisite
knowledge
& skills;
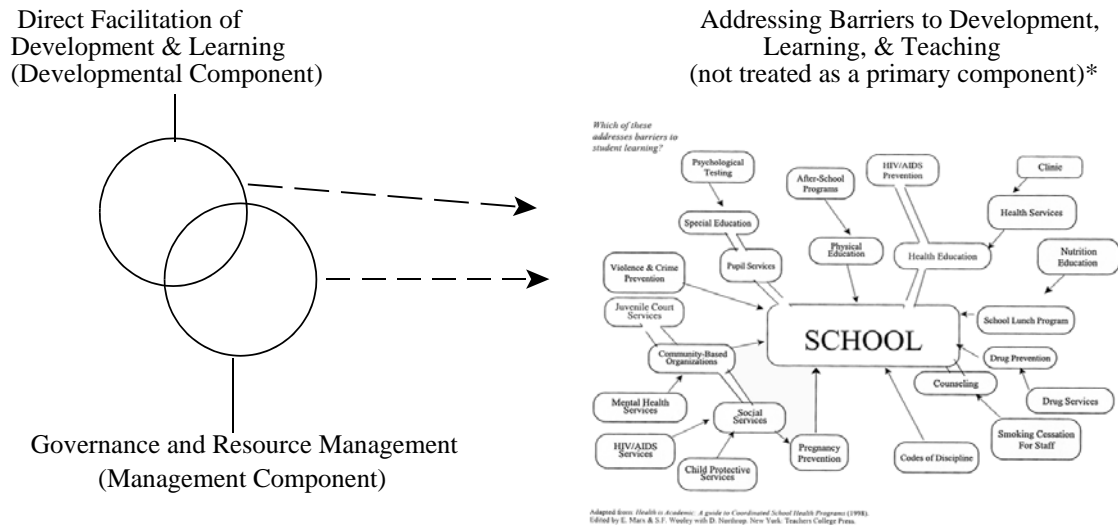different
learning rates
& styles;
minor
vulnerabilities

Barriers
to
Learning

*Instructional
Component*

(a) Classroom
Teaching
+
(b) Enrichment
Activity

ACCOUNTABILITY

Desired
Outcomes

HIGH EXPECTATIONS

HIGH STANDARDS

Too few students engage/re-engage
with classroom instruction.

Avoidant;
very deficient
in current
capabilities;
has a disability;
major health
problems

Currently, no component, no system –
fragmented and marginalized **programs/services**

*Which of these
addresses barriers to
student learning?*

Psychological Testing

After-School Programs

HIV/AIDS Prevention

Clinic

Special Education

Physical Education

Health Education

Health Services

Nutrition Education

Violence & Crime Prevention

Pupil Services

Juvenile Court Services

School Lunch Program

Community-Based Organizations

SCHOOL

Drug Prevention

Counseling

Drug Services

Mental Health Services

Social Services

Smoking Cessation For Staff

HIV/AIDS Services

Pregnancy Prevention

Codes of Discipline

Child Protective Services

Adapted from: *Health is Academic: A guide to Coordinated School Health Programs* (1998).
Edited by E. Marx & S.F. Wooley with D. Northrop. New York: Teachers College Press.
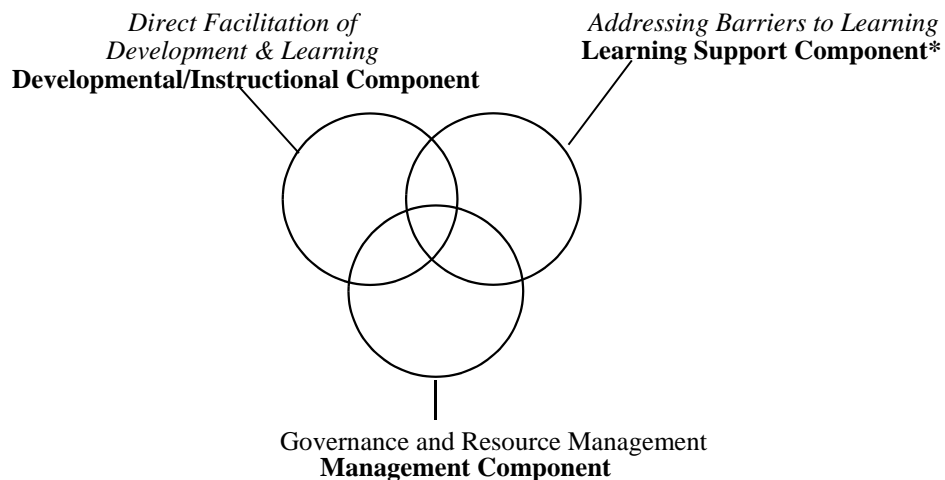
Exhibit 2. Moving from a two- to a three-component approach to school improvement.

(a) Two components and fragmented and marginalized support services.

Direct Facilitation of
Development & Learning
(Developmental Component)

Addressing Barriers to Development,
Learning, & Teaching
(not treated as a primary component)*

Governance and Resource Management
(Management Component)

*While not treated as a primary and essential component,
every school offers some school-owned student "support"
programs and services – some of which links with community-
owned resources. All the activity, however, remains
marginalized and fragmented in policy and practice.

- -

(b) Turning support services into a Comprehensive Learning Support System.

*Direct Facilitation of
Development & Learning*
Developmental/Instructional Component

Addressing Barriers to Learning
Learning Support Component*

Governance and Resource Management
Management Component

*Learning support is established in policy and practice as
primary and essential and is developed into a
comprehensive system by weaving together school and
community resources.

Exhibit 3. A learning support component to address barriers to learning and enhance healthy development at a school site.

Range of Learners
(categorized in terms of their
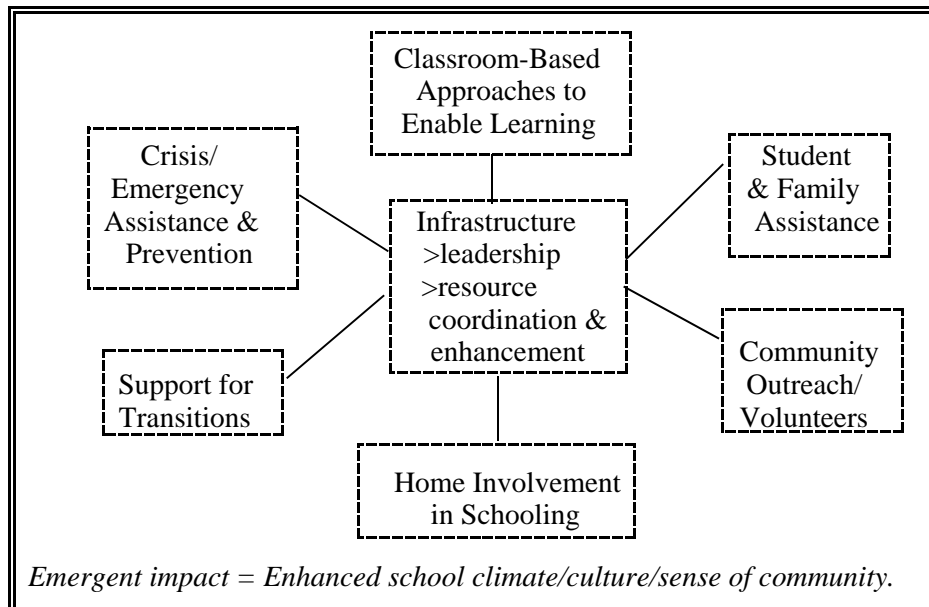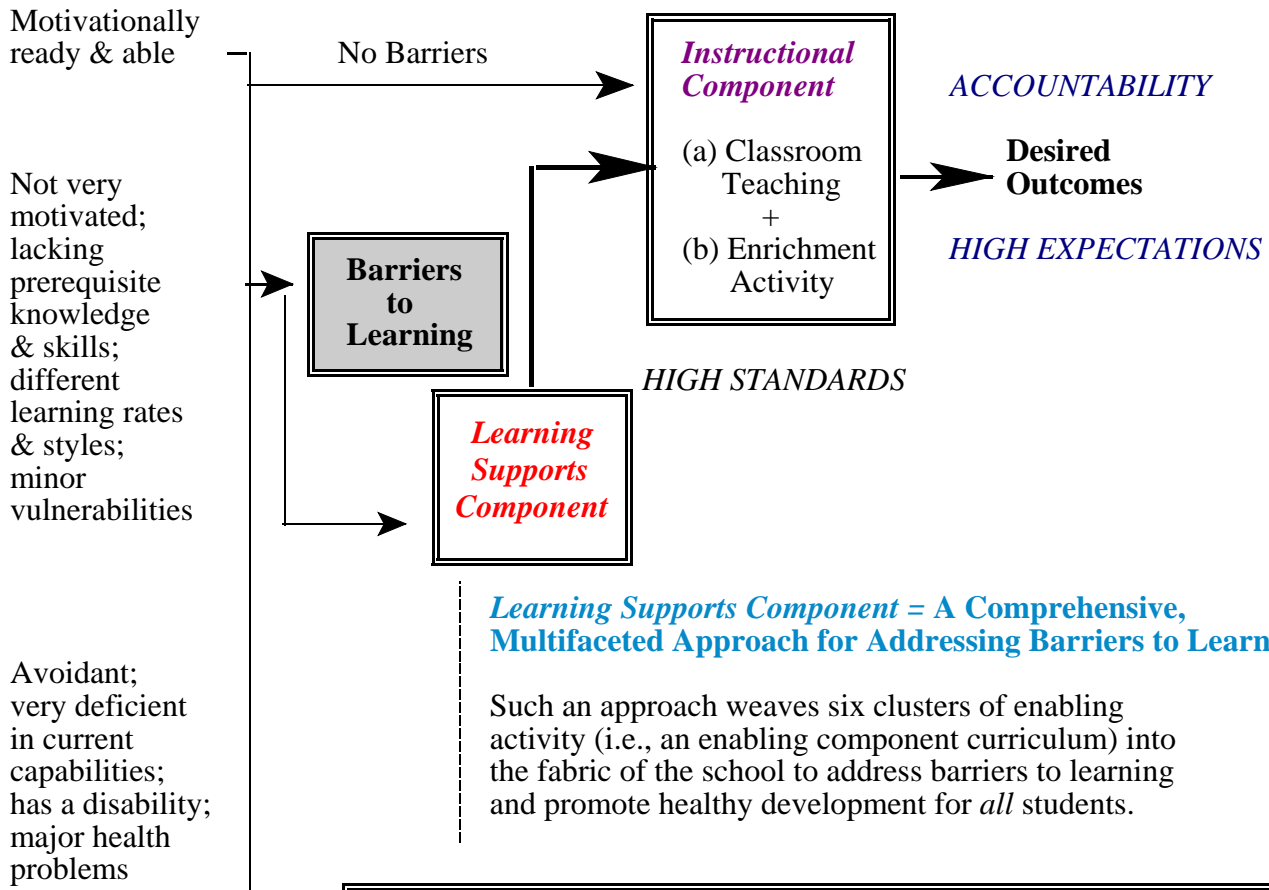 response to academic instruction)

Motivationally
ready & able

No Barriers

*Instructional
Component*

ACCOUNTABILITY

(a) Classroom
Teaching
+
(b) Enrichment
Activity

**Desired
Outcomes**

HIGH EXPECTATIONS

Not very
motivated;
lacking
prerequisite
knowledge
& skills;
different
learning rates
& styles;
minor
vulnerabilities

**Barriers
to
Learning**

HIGH STANDARDS

*Learning
Supports
Component*

*Learning Supports Component = A Comprehensive,
Multifaceted Approach for Addressing Barriers to Learning*

Such an approach weaves six clusters of enabling
activity (i.e., an enabling component curriculum) into
the fabric of the school to address barriers to learning
and promote healthy development for *all* students.

Avoidant;
very deficient
in current
capabilities;
has a disability;
major health
problems

Classroom-Based
Approaches to
Enable Learning

Crisis/
Emergency
Assistance &
Prevention

Infrastructure
>leadership
>resource
coordination &
enhancement

Student
& Family
Assistance

Support for
Transitions

Community
Outreach/
Volunteers

Home Involvement
in Schooling

Emergent impact = Enhanced school climate/culture/sense of community.

Exhibit 4

What does such a component need to look like at a school?

A Comprehensive Learning Support System is conceived as a primary and essential facet of school improvement. The aim is to ensure that every school develops a comprehensive, multifaceted, and cohesive component to address barriers to learning and promote healthy development. Given limited resources, such a component is established by deploying, redeploying, and weaving all existing learning support resources together.

A school with a learning support component redesigns its infrastructure to establish an administrative leader to guide the component's development and be accountable for daily implementation, monitoring, and problem solving. Another facet of the infrastructure is a resource-oriented team that helps establish and evolve the component over a period of years. The administrator and the team use the CPLSS framework in planning and implementing programs in all six content areas (see Exhibit 3), with the aim of establishing an effective continuum of systems to

- promote healthy development and prevent problems
- respond to problems as soon after onset as is feasible
- provide intensive care.

There also are mechanisms for responding when students are identified as having problems. In each instance, an analysis is made of the reasons for the problems. For most students, the problems are resolved through minor situational and program changes. Those for whom such strategies are insufficient are provided additional assistance first in the classroom. For those whose problems require more intensive help, referrals for specialized assistance are made, processed, and interventions are set in motion and carefully monitored and coordinated.

Because there is an emphasis on programs and activities that create a school-wide culture of caring and nurturing, students, families, staff, and the community feel the school is a welcoming and supportive place, accommodating of diversity, and committed to promoting equal opportunities for all students to succeed at school. When problems arise, they are responded to positively, quickly, and effectively. Morale is high.

A Typical Example of Focusing on Helping the Teacher with Student Re-engagement, Rather than Overemphasing Discipline and Referral for Services

Matt, a third grader, has not been doing well at school. He often is in trouble on the school playground before school and during lunch. Before the component was established, his teacher constantly had to discipline him and send him to the principal's office. He had been referred to the Student Success Team but he was among a long list of students who were in line to be reviewed. Now, the focus is on how to enhance what goes on in the classroom and on school-wide changes that minimize negative encounters; this minimizes the need for classroom management, discipline, and referral out for expensive special services.

The focus on enhancing teacher capacity to reengage students in daily learning activities is helping Matt's teacher learn more about matching his individual interests

and skills and how to design the instructional day to provide additional supports from peers and community volunteers. Rather than seeing the solution in terms of discipline, she learns how to understand what is motivating Matt's problem and is able to provide more a personalized approach to instruction and extra in-classroom support that will reengage Matt in learning. Over time, all student support staff (all professional staff who are not involved in classroom instruction) will be trained to go into the classroom to help the teacher learn and implement new approaches designed not just for Matt, but for all students who are not well-engaged in classroom learning.

At the same time, the focus on enhancing support for transition times (such as before school and lunch) increases the recreational and enrichment opportunities available for all students so that they have positive options for interaction. Staff involved in playground supervision are specifically asked to work with Matt to help him engage in an activity that interests him (e.g., a sport's tournament, an extramural club activity). They will monitor his involvement to ensure he is truly engaged, and they, along with one of the student support staff (e.g., school psychologist, counselor, social worker, nurse) will use the opportunity to help him and other students learn any interpersonal skills needed to interact well with peers.

Newcomers: One Example of Support for Transitions and Home Invovlement

To enhance family involvement in schooling, special attention is placed on enhancing welcoming and social support strategies for new students and families. Student support staff work with office staff to develop welcoming programs and establish social support networks (e.g., peer buddy systems for students; parent-parent connections). As a result, newcomers (and all others) are greeted promptly and with an inviting attitude when they come into the school. Those who do not have the correct enrollment records are helped to access what is needed. Parents are connected with another parent who helps them learn about school and neighborhood resources. Upon entering the new classroom, teachers connect the newcomer with a trained peer buddy who will stick with the newcomer for a few weeks while they learn the ropes. Support staff will work with each teacher to identify any student who has not made a good transition, and they will determine why and work together and with the family to turn the situation around.

Crisis prevention:

To reduce the number of crises, student support staff analyze what is preventable (usually related to human relations problems) and then design a range of school-wide prevention approaches. Among these are strategies for involving all school personnel (credentialed and classified) in activities that promote positive interactions and natural opportunities for learning prosocial behavior and mutual respect.

Fewer Referrals, Better Response:

As the in-classroom and school-wide approaches emerge, the need for out-of-classroom referrals declines. This allows for rapid and early response when a student is having problems, and it enables student support staff to work more effectively in linking students up with community services when necessary.

Appendix

Standards for Fully Addressing Barriers to Learning & Teaching*

School improvement planning across the country is "standards-based" and accountability driven. Given these realities, efforts to reform student support in ways that move it from its current marginalized status must delineate a set of standards and integrate them into school improvement planning. Establishing standards is another facet of ensuring high levels of attention and support for development of comprehensive, multifaceted approaches to address barriers to learning in ways that enhance students' strengths.

After standards are formulated, they must be thoroughly incorporated in every school's improvement plan. This is a necessary step toward making the policy commitment visible at every school, and it establishes the framework for ensuring relevant accountability. And, relatedly, efforts must be made to expand the accountability framework so that accountability demands support the ongoing development of comprehensive, multifaceted approaches to addressing barriers and promoting healthy development.

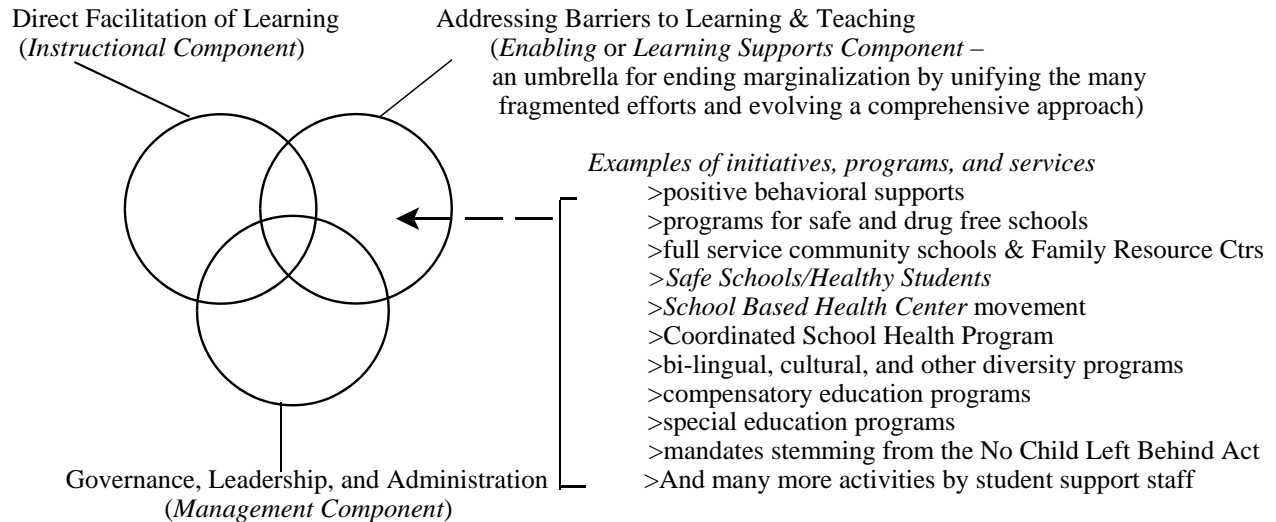*The starting point is policy*

Policy needs to state that every school should develop a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching. Policy commitments must indicate that such a component is essential to ensuring all students have an equal opportunity to succeed at school. Policy statements must indicate that the intent is to enable student learning through a full range of effective and efficient learning support interventions (thus, the label: *Enabling* or *Learning Supports Component*). For the school and community as a whole, the intent is to enhance policy and strategic collaboration to produce a safe, healthy, nurturing environment characterized by respect for differences, trust, caring, and support with the intent of strengthening the well-being of students, families, schools, and neighborhoods.

Policy guidelines should clarify that the component is designed to house all efforts to prevent and minimize the impact of the many problems interfering with learning and teaching and should do so in ways that maximize engagement in productive learning and positive development. This includes programs that promote and maintain safety and physical and mental health, school readiness and early school-adjustment services, social and academic supports, and interventions provided prior to referral for special services and those for meeting special needs. Encompassed are compensatory and special education mandates and a host of special initiatives and projects. With specific respect to the school's mission, all this requires policy, leadership, infrastructure, and accountability that fully integrates the Component into a school's efforts to improve instruction and management (see Exhibit 1 below).

*From: *Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component*. Policy report prepared by the Center for Mental Health in Schools at UCLA. http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf

As a starting point in drafting a set of standards, we began with the *Guidelines for a Comprehensive Approach to Addressing Barriers to Learning* (see Appendix A). We also drew on the lessons learned from the analysis of current school improvement planning guides and from pioneering efforts to develop standards, guidelines, and related quality indicators for an Enabling Component by one school district and the quality student support criteria and rubrics developed by the Hawai`i Department of Education.

For purposes of organizing school improvement around broad, systemic concerns, it helps to cluster such concerns into a set of circumscribed key areas for action. Our analyses suggest five key areas: (1) framing and delineating intervention functions, (2) reworking infrastructure, (3) enhancing resource use, (4) continuous capacity building, and (5) continuous evaluation and appropriate accountability based on delineated standards and quality indicators.

Using these key areas for action, the following five major standards (along with related quality indicators) have been formulated to guide development of an Enabling or Learning Supports Component.

Area: *Framing and Delineating Intervention Functions*

    Standard 1. **Establishment of an overall *unifying intervention framework* for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching.**

An Enabling or Learning Supports Component is fully integrated into the school's comprehensive education plan. The Component is operationalized into a comprehensive, multifaceted, and cohesive intervention framework. One facet of this framework is the continuum delineating the scope of desired intervention. The other facet is a conceptualization that organizes the "content" arenas for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote healthy development (see Exhibits 2 and 3). Because of the importance of each of the content arenas, specific standards for each are delineated as an addendum after the following quality indicators are stated.

Exhibit 2. Six content arenas for a component to address barriers to learning

Pioneering research has organized learning supports programs into the following six content arenas:*

- *enhancing regular classroom strategies to enable learning* (e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)

- *supporting transitions* (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)

- *increasing home and school connections*

- *responding to, and where feasible, preventing school and personal crises*

- *increasing community involvement and support* (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)

- *facilitating student and family access to effective services and special assistance as needed.*

A positive *school climate and culture* is an emergent quality that stems, in part, from effectively and efficiently addressing barriers to learning and teaching and promoting the well-being of students, their families, and staff.

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*Specific examples of the work in each arena are provided in a set of self-study surveys. These are available online at no cost from the website of the Center for Mental Health in Schools at UCLA. See: *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs* at http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf

In addition, two books written by the co-directors of the Center for Mental Health in Schools at UCLA include an extensive discussion of the six arenas and new directions for addressing barriers to learning. The books are entitled:
>>The School Leader's Guide to Student Learning Supports (2006)
>>The Implementation Guide to Student Learning Supports (2006)
See: http://www.corwinpress.com/author.aspx?aid=530711

Exhibit 3. Matrix for reviewing scope and content of a component to address barriers to learning*

Scope of Intervention

	Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care
Classroom-Focused Enabling			
Crisis/ Emergency Assistance & Prevention			
Support for transitions			
Home Involvement in Schooling			
Community Outreach/ Volunteers			
Student and Family Assistance			

Organizing around the

Content/ "curriculum"

for addressing barriers to learning & promoting healthy development

Accommodations for diversity (e.g., differences & disabilities)

Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)

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*General initiatives and specific school-wide and classroom-based programs and services can be embedded into the matrix. Think about those related to positive behavioral supports, programs for safe and drug free schools, full service community schools and Family Resource Centers, special project initiatives such as the *School Based Health Center* movement, the *Safe Schools/Healthy Students* projects, and the *Coordinated School Health Program*, efforts to address bi-lingual, cultural, and other diversity concerns, compensatory and special education programs, and the mandates stemming from the No Child Left Behind Act.

Standard 1 addendum: Specific Standards for the Content Arenas of an Enabling or Learning Supports Component

While the number and labels for designated content arenas may differ, as Standard 1 states: Schools need to deal with a conceptualization that organizes the "content" arenas for addressing barriers to learning and teaching, with due appreciation for the role played by efforts to promote healthy development. And, as the relevant quality indicator in Standard 1 indicates: Rather than a fragmented, "laundry-list" of programs, services, and activities, the learning supports need to be organized into a concise content or "curriculum" framework that categorizes and captures the essence of the multifaceted ways schools need to address barriers to learning. To illustrate standards for content arenas, the following uses the six arenas designated in Exhibits 2 and 3.

>*Standard 1a. Continuous enhancement of regular classroom strategies to enable learning* (e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)

>*Standard 1b. Continuous enhancement of a programs and systems for a full range of transition supports* (e.g., assisting students and families as they negotiate school and grade changes, daily transitions, etc.)

>*Standard 1c. Continuous enhancement of programs and systems to increase and strengthen home and school connections*

>*Standard 1d. Continuous enhancement of programs and systems for responding to, and where feasible, preventing school and personal crises* (including creating a caring and safe learning environment)

>*Standard 1e. Continuous enhancement of programs and systems to increase and strengthen community involvement and support* (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)

>*Standard 1f. Continuous enhancement of programs and systems to facilitate student and family access to effective services and special assistance as needed.*

About School Climate and Culture

As noted in Exhibit 2, a positive *school climate and culture* emerges, in part, from effectively and efficiently addressing barriers to learning and teaching and promoting the well-being of students, their families, and staff. Therefore, school climate is not treated as a separate arena, rather it is an anticipated emergent quality. From this perspective, it becomes an overall quality indicator for the entire school (i.e., for the impact of improvements related to all three components).

Area: *Reworking Infrastructure*

Standard 2. Establishment of an *integrated infrastructure* framework for a comprehensive, multifaceted, and cohesive component for addressing barriers to learning and teaching.

Developing and institutionalizing a comprehensive component for learning supports requires infrastructure mechanisms that are integrated with each other and are fully integrated into school improvement efforts. Along with a unified approach for providing learning supports, the need at a school is to rework infrastructure to support efforts to address barriers to learning in a cohesive manner and to integrate the work with efforts to promote healthy development and with instruction and with the management/governance mechanisms (see example in Exhibit 4). More specifically, infrastructure must be designed with respect to mechanisms for daily (1) governance, (2) leadership, (3) planning and implementation of specific organizational and program objectives, (4) coordination and integration for cohesion, (5) communication and information management, (6) capacity building, and (7) quality improvement and accountability.

Area: *Enhancing Resource Use*

Standard 3. Appropriate Resource Use and Allocation for Developing, Maintaining, and Evolving the Component.

Appropriate use of resources is based on up-to-date gap and outcome analyses and established priorities for improving the Component. Resource allocation involves (re)deployment of available funds to achieve priorities. Cost-efficiencies are achieved through collaborations that, in common purpose, integrate systems and weave together learning support resources within the school, among families of schools, from centralized district assets, and from various community entities (see Exhibit 5).

Area: *Continuous Capacity Building*

Standard 4. Capacity Building for Developing, Maintaining, and Evolving the Component.

Capacity building involves enhancing ongoing system and stakeholder development and performance. The work requires allocation of resources to provide effective and efficient mechanisms and personnel to carry out a myriad of capacity building functions.
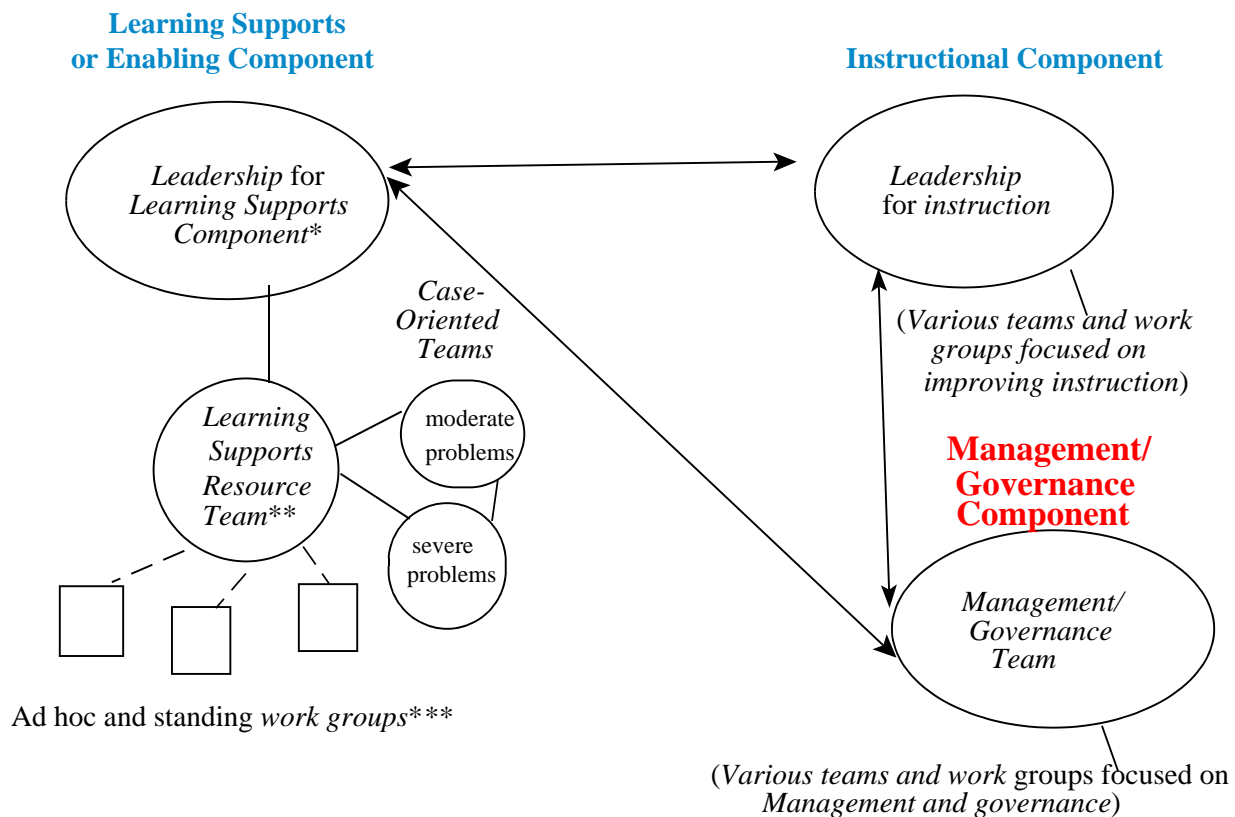
Area: *Continuous Evaluation and Appropriate Accountability*

Standard 5. Formative and Summative Evaluation and Accountability are Fully Integrated into All Planning and Implementation.

Formative evaluation provides essential data related to progress in improving processes and achieving benchmarks and outcomes. In the initial phase of Component development, formative evaluation focuses heavily on feedback and benchmarks related to specific developmental tasks, functioning of processes, and immediate outcomes. Formative evaluation is an ongoing process with an increasing focus on intermediate and then long-range outcomes. Summative data on intermediate outcomes are gathered as soon as the Component is operating as an integrated system. Summative data on long-range outcomes are gathered after the Component has operated as an integrated system for two years. Accountability indicators should fit the phase of Component development. This means the primary focus is on developmental benchmarks in the early phases. When the accountability focus is on student impact, the primary emphasis is on the direct enabling outcomes for students that each arena of the Component is designed to accomplish (as outlined below and discussed in the next section of this report). As these accountability indicators show solid impact, they can be correlated with academic progress to estimate their contribution to academic achievement.

Exhibit 4. Example of an integrated infrastructure

The following example illustrates the type of infrastructure that needs to emerge at the school if it is to effectively develop a comprehensive component to address barriers to learning. Note especially the links among the three components, and the connection within the various groups involved in planning, implementing, evaluating, and sustaining learning supports.

Learning Supports
or Enabling Component

Instructional Component

Leadership for *Learning Supports Component**

Case-Oriented Teams

*Learning Supports Resource Team***

moderate problems

severe problems

Ad hoc and standing *work groups****

Leadership for *instruction*

(*Various teams and work groups focused on improving instruction*)

Management/ Governance Component

Management/ Governance Team

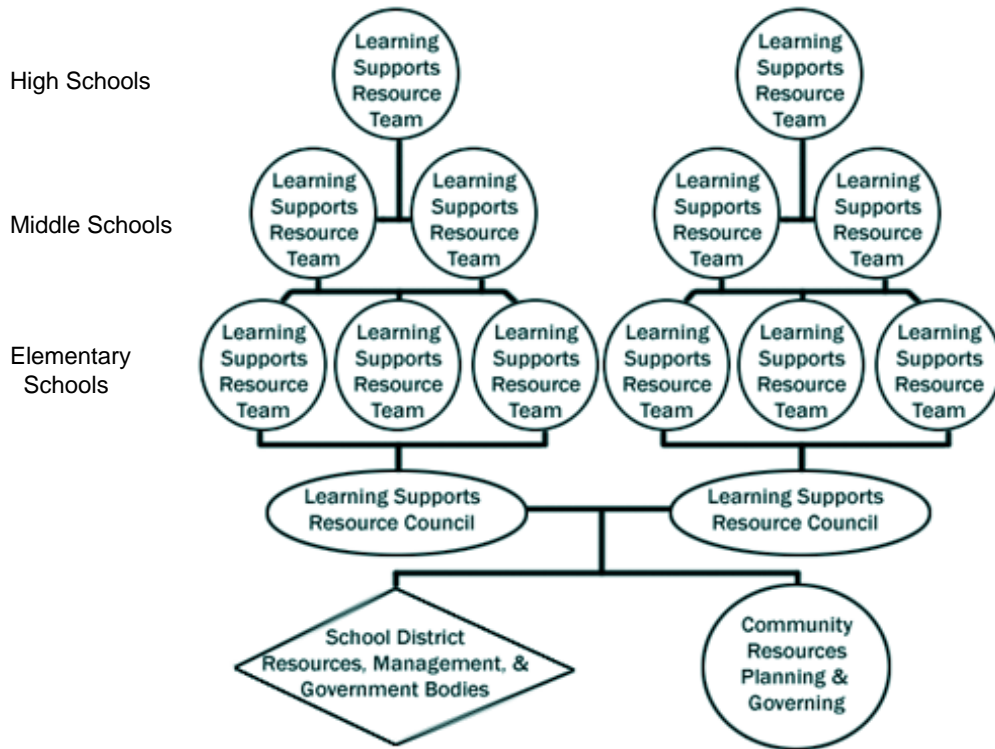(*Various teams and work* groups focused on *Management and governance*)

   *A Learning Supports or Enabling Component Leadership Group consists of advocates/champions whose responsibility is to ensure the vision for the component is not lost. It meets as needed to monitor and provide input to the Learning Supports Resource Team.

  **A Learning Supports Resource Team is the key to ensuring component cohesion, integrated implementation, and ongoing development. It meets weekly to guide and monitor daily implementation and development of all programs, services, initiatives, and systems at a school that are concerned with providing learning supports and specialized assistance.

 ***Ad hoc and standing work groups – Initially, these are the various "teams" that already exist related to various initiatives and programs. Where redundancy exists, work groups can be combined. Others are formed as needed by the Learning Supports Resource Team to address specific concerns. These groups are essential for accomplishing the many tasks associated with such a team's functions.

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Exhibit 5. Resource-oriented mechanisms across a family of schools

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About Resources

Efforts to coalesce all resources used for student/learning supports to create a cohesive Component draw on several sources. Included are traditional general fund allocations for student support services, a portion of the funds allocated for compensatory and special education, school-based and linked community resources, and funding for special projects. For more on this, see the following Center documents related to *Financial Strategies to Aid in Addressing Barriers to Learning*:

>Quick Training Aid at http://smhp.psych.ucla.edu/qf/funding_qt/

> Introductory packet at http://smhp.psych.ucla.edu/pdfdocs/Financial/fund2000.pdf

>*Using Federal Education Legislation in Moving Toward a Comprehensive, Multifaceted, and Integrated Approach to Addressing Barriers to Learning* (e.g., Creating a Cohesive System of Learning Supports) at http://smhp.psych.ucla.edu/pdfdocs/federallegislation.pdf