

To: Those who Attended or Expressed Interest in the Leadership Institute for the *National Initiative: New Directions for Student Support* held in Texas on September 19th.

From: Howard Adelman and Linda Taylor

Re: Follow-up Steps

Thank you for your interest in the Initiative.

We are pleased to report that the recent Leadership Institute (in Dallas, TX) was in such demand that we had to go well beyond the 60 person "limit" we intended. In addition to leaders from across the state, participants came from CA, IN, OK, and TN. And, many also attended the Policy Leadership Institute for Mental Health in Schools which was held on the following day. Over the day(s), some used work group time to advance efforts already underway in their schools; others are requesting further assistance from the Center with respect to developing a design and accomplishing related strategic planning for systemic change.

\*\*For those who are thinking about next steps, we offer the following ideas for consideration:

**(1) Building Readiness for Change –**  
**Consider doing some *mapping and analysis of current resource-use***

We find that involving a team in mapping and analyzing current activity and resource use helps create readiness and understanding for change. The work involves:

- >reviewing how learning support resources are currently being used
- >analyzing how they might be more effectively used to address the highest priority concerns related to enabling student learning outcomes.
- >discussing the implications for moving in new directions in order to provide student/learning supports in more systemic and comprehensive ways

Available resource aid from the Center:

>*Resource Mapping and Management to Address Barriers to Learning:  
An Intervention for Systemic Change*

<http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf>

**(2) Designing Change –**  
**Consider establishing a design group**

We find that the process of designing new directions for student support enhances readiness and understanding on the part of leaders and staff. This work builds naturally on mapping and analyzing current activity and resource use and clarifying priorities. It is helpful to convene a diverse group (e.g., including not only learning support leaders, but also leaders for instruction, school improvement, and staff development). The aim is to develop an initial draft to share with relevant stakeholders for feedback (the feedback makes them part of the design process). The final draft is then used for garnering approval to proceed with strategic planning and implementation.

Available resource aid accessible from Center website:

>*Developing Our Youth: Fulfilling a Promise, Investing in Iowa's Future -  
Enhancing Iowa's Systems of Supports for Learning and Development*

<http://smhp.psych.ucla.edu/pdfdocs/iowasystemofsupport.pdf>

**(3) Strategic Planning for Implementing Systemic Change**

When you think about planning system change, the following are considerations:

- >How to garner “policy” support
- >How to ensure there is high level leadership for implementation (built into job descriptions)
- >What other changes in infrastructure are essential (e.g., mechanisms for mapping and analyzing resource-use and using data to identify common problems that can best be addressed through programs for prevention and intervention early-after-onset of problems)
- >How to fully integrate standards and accountability for student/learning supports into school improvement plans, job evaluations, and strategic planning.

Available resource aids from the Center:

- >*Tool Kit: Rethinking Student Support to Enable Students to Learn and Schools to Teach*  
<http://smhp.psych.ucla.edu/toolkit.htm>

#### **(4) Coaching for Systemic Change and Capacity Building as New Directions are Implemented**

It is important to think in terms of a dedicated change agent who can facilitate systemic changes in moving toward new directions for student/learning supports and away from the currently marginalized and fragmented status quo. Such a change agent can guide development of new infrastructure mechanisms, provide information, and can coach the various leaders, staff, and other stakeholders who are involved in planning, implementation, and evaluation.

Available resource aids from the Center:

- >See description of “Organization Facilitator” in *Creating the Infrastructure for and Enabling (Learning Support) Component to Address Barriers to Student Learning*  
[http://smhp.psych.ucla.edu/qf/infrastructure\\_tt/infraindex.htm](http://smhp.psych.ucla.edu/qf/infrastructure_tt/infraindex.htm)  
or at [http://smhp.psych.ucla.edu/qf/infrastructure\\_tt/infrastructurefull.pdf](http://smhp.psych.ucla.edu/qf/infrastructure_tt/infrastructurefull.pdf)

**\*\*We, of course, are ready to help you with any of these steps. To elicit such help, you can initiate an email interchange. Please take a few minutes to jot down and email (ltaylor@ucla.edu) what you are trying to do with respect to New Directions for Student Support and a few specific about how you hope we might help. This will allow us to explore the best way to proceed.**

**\*\*For those not ready to act but who want to be part of the national network for the Initiative,**

>>see the latest progress update at:  
<http://smhp.psych.ucla.edu/summit2002/currentstatus.htm>

>>and then sign up at: <http://smhp.psych.ucla.edu/summit2002/initiativesign-up.html>

We look forward to continuing to work with you in the best interests of young people, their families, and their schools.