

Summits Initiative:

New Directions for Student Support

Wisconsin State-wide Summit*

The Summits initiative is a response to widespread interest for mounting a strategic initiative for new directions for student support. The intent is to encourage advocacy for and initiation of *New Directions for Student Support* and build a leadership network. The focus also is on 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. Wisconsin was the second of these. California is next (in February). 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 Wisconsin Summit was held in Madison, WI on November 5, 2003. Attached to this summary are lists of attendees and others throughout the state who were unable to attend, but indicated interest in new directions.

*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*, (3) the Executive Summary of the Report from the National Summit, and (4) a recent news release. Please feel free to copy and share any of these and refer colleagues to the information on the website (which includes examples of "Where it's Happening" and a growing tool kit to facilitate the process).

The Summits' Initiative is sponsored by the national Center for Mental Health in Schools at UCLA. It is co-sponsored by a growing cross section of organizations that have a stake in new directions for student support. These are listed on the next page.

Please contact the UCLA Center at any time with ideas and information to enhance the initiative.

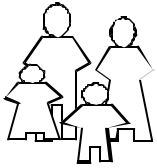
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Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175), with co-funding from the Center for Mental Health Services,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





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| ☐ American School Counselors Association | ☐ Education Development Center |
| ☐ American School Health Association | ☐ Johns Hopkins University Graduate Division of Educ. |
| ☐ Assoc. for Supervision & Curriculum Development | ☐ Minnesota Department of Public Instruction |
| ☐ California Center for Community School Partnerships | ☐ National Alliance of Pupil Service Organizations |
| ☐ California Department of Education | ☐ National Association of School Nurses |
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| ☐ Center for Prevention of Youth Violence, Johns Hopkins University | ☐ National Association of Pupil Services Administrators |
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| ☐ Collab. for Acad., Social, & Emotional Learning | ☐ National Middle Schools Association |
| | ☐ Policy Leadership Coalition of MH in Schools |
| | ☐ Regional VII Comprehensive Center |
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Wisconsin State-wide Summit: New Directions for Student Support

Brief Summary

As at the National Summit, the purpose of the state-wide summit was threefold. First, the focus was on clarifying four fundamental problems that must be addressed in pursuing New Directions for Student Support (i.e., the policy problem, the intervention frameworks problem, the infrastructure problem, the systemic change problem). Second, the intent was to review the recommendations formulated at the National Summit.¹ And, last but not least, the emphasis was on next steps for the Summits Initiative across the country and in the state.

State Summit Conclusions

Once again, participants confirmed that the problems noted by those attending previous summit sessions were consistent with the experiences in their states. It is clear that the current culture in their schools doesn't emphasize student support efforts as a high priority. And, when the need to improve student support is discussed, the tendency is to think in terms of enhancing coordination of "services" and connecting with community agencies. The focus is *not* on rethinking how a school's counselors, psychologists, social workers, nurses, and other student support staff could be used to greater effect. And, there is little discussion about mapping resources or of ways existing resources might be redeployed and braided to enhance effectiveness and scope of impact.

Participants were supportive of the analyses and recommendations emerging from the National Summit. In particular, there was consensus that it is essential to

- C connect new directions for student support with school improvement planning and formulating a strong, data based argument that student support is essential to improving student achievement and closing the achievement gap
- C build district's capacity to facilitate the type of systemic changes necessary for overcoming resistance to and moving effectively in new directions for student support
- C involve leadership from the community and higher education in the initiative.

There was also support for continuing the Outreach Campaign to ensure wider circulation for the recommendations and *Guidelines for a Student Support Component*.²

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 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. These are seen as providing a basis for developing a set of standards, quality indicators, and accountability indices relevant to new directions for student support (and staff wellness) and doing so in ways that clarify for teachers, administrators, and policy makers how essential learning supports are to ensuring that students engage and re-engage in classroom learning .

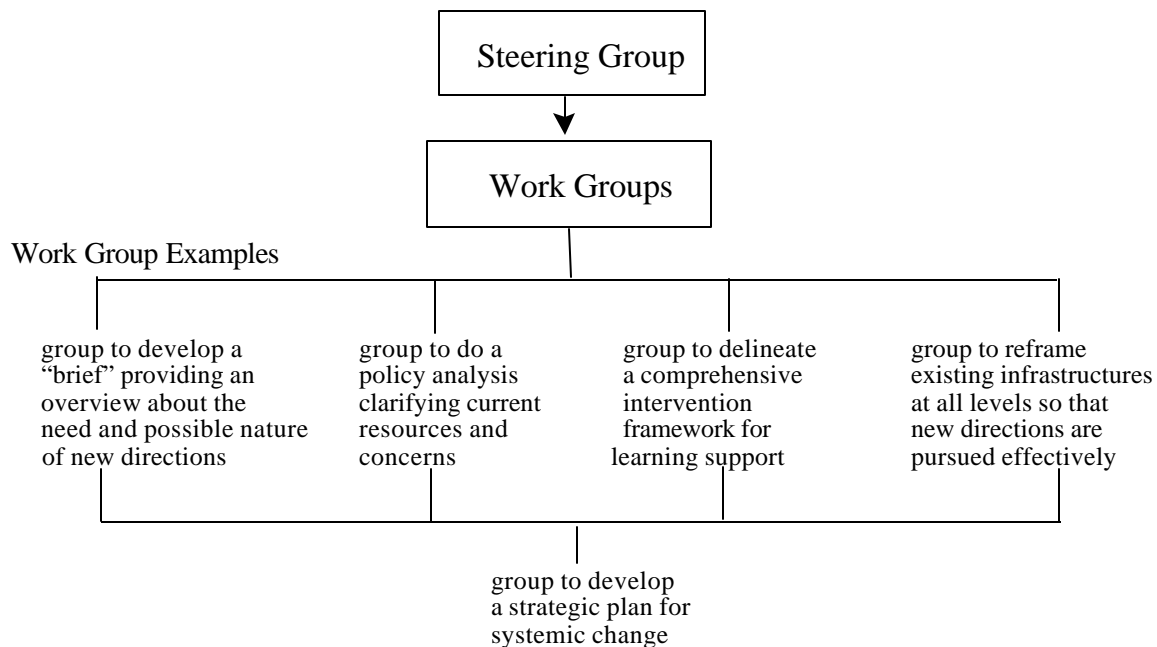
Moving Forward in Wisconsin

With respect to moving forward in new directions, discussion focused on three concerns:

- ℄ the need for *mechanisms* focused specifically on a new directions initiative
- ℄ who might take the lead in establishing such mechanisms
- ℄ how to set the process in motion.

(1) Needed Mechanisms

Based on participant discussion, the following is a graphic representation of the steering and work groups that are needed:



(a) Steering group – This group assumes ownership of the initiative and commits to championing, leading, and guiding the process in ways that ensure effective systemic change and sustainability. It's first functions include:

- ℄ identifying, establishing, and providing direction 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

For a steering group to be effective, its 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. Moreover, such a group should be able to volunteer

some staffing resources to support implementation of steering functions and facilitate work group efforts.

(b) Work groups – These groups flesh out specific ideas about new directions and about how to get from here to there. The facilitators for each work group are key to group effectiveness, cross-group communication, and to interfacing with the steering group. Given that groups will include individuals from around the state, the process generally cannot be face-to-face; rather email can be used and can be supplemented by U.S. mail, FAX, and phone.

(2) Who might take the lead in establishing a Steering Group and helping to form work groups?

A variety of state-level bodies could take the lead. Among those mentioned by Summit participants were:

- C Wisconsin Alliance of Pupil Services Administrators
- C Wisconsin Association of Pupil Services Organizations
- C Wisconsin Department of Public Instruction
- C University of Wisconsin, School of Education (e.g., Educational Psych.)
- C Wisconsin Association of Curriculum and Instruction
- C Association of Wisconsin School Administrators
- C Wisconsin Association of School Boards
- C School Administrators Alliance
- C Wisconsin Education Association Council (WEAC)
- C Cooperative Education Service Agencies (CESA)

(3) Setting the Process in Motion

Two matters arise here:

- C Is there a group ready to volunteer to take on the task of identifying and forming a Steering Group and helping to form work groups?
- C What supportive role might the Center for Mental Health at UCLA and/or any of the Summit co-sponsors play?

Attached to this report is a *Next Steps Response Form* designed as an aid in addressing the above matters.

PLEASE FILL IT OUT and FAX IT BACK.

Summit's Initiative:
New Directions for Student Support
Wisconsin
November 5, 2003

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Summit's Initiative:
New Directions for Student Support
Wisconsin
November 5, 2003
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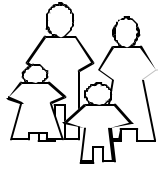
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Summits Initiative:

New Directions for Student Support

Next Steps Response Form

(1) Identifying and Forming a Steering Group

- (a) Is this something with which your organization/agency would be willing to help? Yes No
- (b) If yes, who is the person to contact to discuss this? (Name, title, contact info)

(If that person is not you, please be certain the person is informed that someone will be making contact about this.)

- (c) Is there another organization/agency you think might be willing to do this? If so, indicate who should be contacted? (Name, title, organization, contact info)

(2) Support from the UCLA Center and Summit Co-Sponsors

One way we already plan to help is to follow-up on the responses we receive about establishing a Steering Group (e.g., including providing the group when it is formed with info about functions and how such groups usually operate, etc.).

Which of the following do you think might also be helpful?

- ____(a) establishing a listserv for the Steering and each work group to facilitate cross-group communication?
- ____(b) providing guidelines for work group functioning
- ____(c) providing materials related to Steering and Work Groups efforts
- ____(d) hosting a follow-up state summit where the work group products are used to stimulate action
- ____(e) adding to the compilation of places where it's happening, enhancing the tool kit, and establishing a listserv for those interested in communicating regularly about new directions
- ____(f) identifying districts that have incorporated a major focus on data relevant to student support accountability into their plans for improving their information management systems

Indicate any other ways you think the Center and/or the Summit co-sponsors might help.

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.

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