
From the Center for MH & Student/Learning Supports at UCLA

We have just completed the following report – See

>Improving Student/Learning Supports Requires Reworking the Operational Infrastructure

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

ABSTRACT

The current trend in improving student/learning supports involves tinkering in ways that make changes that don't make a dent in reducing the opportunity and achievement gaps. Schools need a unified, comprehensive, and equitable system of student/learning supports that embeds a focus on a full range of mental health and psychosocial and educational concerns. To enable such a major system change, school improvement policy must expand from a two- to a three-component framework and ensure that all three are fully integrated and pursued as primary components at schools.

Ultimately, significantly improving student and learning supports requires not only a vision for good schooling, but a way to get there from here. The mechanisms that constitute operational infrastructures are critical drivers for effective implementation and system change. And the reality is that the current operational infrastructure at all levels require major reworking.

Since planned improvements mean little if they don't play out at the school level, this reports begins at that level. Then, based on analyses of what is needed to facilitate and enhance school level efforts, mechanisms are conceived that enable groups or "families" of schools to work together to increase efficiency and effectiveness and garner economies of scale. From this perspective, district level mechanisms are reconceived with a view to supporting each school and family of schools as they change and develop. Also at the district level, establishment of a school-community collaborative is outlined. Finally, we highlight the special operational infrastructure that facilitates adoption, adaptation, and implementation of the major systemic changes involved in improving student/learning supports.