

Follow-up to legislators re. Legislation to move school improvement policy to a three component approach

Hi,

This is a follow-up to information previously sent to you and Education legislative Committee members of every state legislature.

From what we heard back,

Now we hope you will please share this with members of the State and local Boards of Education, Chief State School Officers, and anyone else who should be informed, the information was widely seen as important and would be relevant to the next round of legislation. Also, some legislators have shared the information with colleagues, their state board of education, the chief school officer, and others education leaders.

As a reminder, here is the previously sent message:

ESSA has stimulated states to revisit school improvement. At this time our Center at UCLA is contacting a few legislators in every state about pursuing legislation to move school improvement policy from a two to a three component framework.

Specifically: Drawing from the Center's research, we urge you to read the following brief information and the adaptable prototype for the type of legislation that is needed:

>School Improvement Policy Needs to Move from a Two to a Three Component Guiding Framework <http://smhp.psych.ucla.edu/pdfdocs/why3comp.pdf>

>Prototype Guide for Reframing Fragmented Student and Learning Supports into a Unified, Comprehensive, and Equitable Learning Supports System
<http://smhp.psych.ucla.edu/pdfdocs/reframing.pdf>

>An act to add to the Education Code. Addressing Barriers to Learning and Teaching: Ensuring a Three Component Approach to School Improvement
<http://smhp.psych.ucla.edu/pdfdocs/draftbill.pdf>

Note: A three component framework for school improvement provides a way to fully embed a focus on social-emotional development, which currently is being pursued in fragmented and marginalized ways. As Child Trends' analysis of state statutes and regulations (enacted as of September 2017) concludes:

... Beyond policies that call for specific focus on SEL or character education, 37 states include elements of SEL (such as healthy relationships, interpersonal communication, or self esteem) as part of regulations governing health education standards. Thirty eight states also include mental and emotional health in health education standards.... Such policies, though, are often limited in

their vision of SEL and disconnected from other critical components of healthy school environments. Many existing state policies reflect earlier efforts to build character education, conflict resolution, and similar skills into the fabric of teaching and learning.

[https://www.childtrends.org/state laws promoting social emotional and academic development leave room for improvement](https://www.childtrends.org/state-laws-promoting-social-emotional-and-academic-development-leave-room-for-improvement)

Let us know if you need additional information.

Also, if you want us to send this message to others, just send us the email addresses.

Best wishes,

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