

Thursday, February 21, 2019 10:00 AM

**Legislation for moving school improvement policy to a three component approach**

Hi,

As you know, the prevailing school improvement framework *primarily* emphasizes two components – (1) instruction and (2) management/governance. Improving school improvement requires transforming student/learning supports into a unified, comprehensive, and equitable *third component* (e.g., a learning supports component) to more effectively address barriers to learning and teaching and re-engage disconnected students.

We can now report that the rationale and legislative prototype for moving school improvement policy to a three component approach (\*see below) has been sent to education committee members in all state legislatures, as well as to almost every state board of education and chief state school officer.

We will be following up this initial contact with them over the coming month.

If you support a move to a three component framework for improving schools, we encourage you to follow-up with these key decision makers and others in your networks. (If you do so, please copy us.)

We hear there already are plans to move in this direction in some states. If so, let us know so we can coordinate with you.

And if there is anyone else you want to be sure we send to, let us know.

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\*As a reminder, here is the essence of the message we sent:

ESSA has stimulated states to revisit school improvement. At this time our Center at UCLA is contacting education committee members in every state legislature 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>

Let us know if you need additional information.

Best wishes,

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