

To: District and State Collaborative Network for Developing Comprehensive Systems for Learning Support

From: Howard Adelman & Linda Taylor

10/27/11

Re: Alignment of initiatives and resources in developing a comprehensive system of learning supports

By now, hopefully you all have had a chance to review the webpage for the collaborative network (<http://smhp.psych.ucla.edu/network/network.html>). We will regularly update (and correct) the online listing of participants and will post under *Information Exchange* the major communications after they are emailed to you. This will provide a record of matters that participants identify as key to enabling districts and their schools as they move to develop a *Comprehensive System of Learning Supports*. It will also provide a resource for new participants to catch up.

Last week, we highlighted Mike Hickman's concern about impact data relevant to a comprehensive system of learning supports.

This week Mae Hingtgen raises the following:

“Although there are so many issues surrounding the concept of learning supports these days (bullying, poverty, engagement, violence, social/emotional/civic skill development, etc) or more truthfully because there are so many issues, my main priority right now is alignment. As a district we are engaging in initiatives that will help us develop a better support system for students, but I want to ensure that every initiative is in alignment with our vision for learning supports - not to mention curricular demands!”

This is another matter that will be a constant focus for the collaborative network as it is already for our Center.

Moving student and learning supports out of a marginalized and fragmented status in school improvement policy and practice requires a unifying intervention framework and integrating and redeploying existing resources. Education funding cutbacks are making these matters even more pressing than in the past.

In our work, some of the first steps in moving forward to develop a comprehensive system of learning supports involve *mapping and analysis of resources*, followed by their *realignment and redeployment*, and then *priority setting* the year's developmental activity.

For some aids related to these steps, you might visit the Center's online toolkit (<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>). See, for example, in Section

B (Reframing Interventions):

>*Moving toward a Comprehensive System of Learning Supports: MAPPING & ANALYZING LEARNING SUPPORT*

(The direct URL is:

<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

This tool covers a six step process that can be used by school improvement planners and decision makers to chart all current activities and resource use (e.g., school, district, community) as a basis for evaluating the current state of development, doing a gap analysis, and setting priorities for moving forward.

>*Initial Listing of Current Resources Used at a School for Addressing Barriers to Learning and Teaching*

(The direct URL is: <http://smhp.psych.ucla.edu/pdfdocs/listingresources.pdf>)

This tool provides an organizer for delineating the names, roles, functions, and schedule of student and learning supports staff at a school.

In Section A, (Example of Funding Stream Integration), see:

>*Funding Stream Integration to Promote Development and Sustainability of a Comprehensive System of Learning Supports*

(The direct URL is: <http://smhp.psych.ucla.edu/pdfdocs/fundingstream.pdf>

The Louisiana Department of Education has developed a manual and tools to assist local education agencies in understanding how to integrate multiple funding sources to accomplish efforts such as the development of the state's design for a Comprehensive Learning System. The Louisiana SEA is one of those that is pioneering development of a comprehensive system of learning supports. (See their design at <http://www.louisianaschools.net/lde/uploads/15044.pdf> .)

Finally, if you have some time, you might take a spin through the toolkit and let us know what we should rework and what else you think we should add.

For example, with respect to additions, we have been discussing whether to include the following recently developed resource (and if so where to put it in the toolkit):

>*Establishing a Comprehensive System of Learning Supports at a School: Seven Steps for Principals and Their Staff*

<http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf>

We will be including the concern about alignment in our ENEWS next week to see if others across the country have something they are willing to share on the matter.

**If you have ideas to share about any of the above,
please let us hear from you so we can follow-up with more
information for the collaborative network and others.**
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