

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

From: Howard Adelman & Linda Taylor

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How are student and learning supports conveyed on SEA, LEA, and school websites?

We are suggesting that everyone take a look at their websites to see what is conveyed to the public about SEA, LEA, and school efforts to address barriers to learning and teaching and re-engage disconnected students.

On most websites, we find that student and learning supports are not conceived and presented as a unified and comprehensive system. Rather, the picture that emerges is that of a highly fragmented and disconnected set of programs and services.

Because of this we are widely circulating a website prototype for a learning supports system. See <http://smhp.psych.ucla.edu/lswweb.htm>

We hope that reviewing what is online will stimulate more places to rethink how student and learning support resources are used. We suggest the goal should be to develop a unified and comprehensive system of learning supports to enhance benefits to students, families, staff, and community stakeholders (e.g., a system that significantly increases equity of opportunity, reduces absenteeism, and counters student and teacher dropouts). With this goal clearly stated, the website should then indicate how such a system is evolving.

At the very least, given that websites are a major window into the operation of SEAs, LEAs, and schools, it seems important in this time of increased public scrutiny for everyone to review and explore how to improve student and learning supports and enhance the way the work is presented on their websites.

Re: Info about the learning supports work by the Ohio Dept. of Education

Krista Allison and her colleagues at the Ohio Department of Education are cohosting with the Great Lakes East Comprehensive Center a webinar designed to move forward with supporting district development of a comprehensive system of learning supports.

The webinar is scheduled for April 23. Its objectives are:

- >to continue to address critical needs faced by students, families, and professionals in their community by leveraging key resources and fostering collaboration
- >to provide pre- and post-conversations about the initiative to move forward with safe and supportive learning in Ohio Schools
- >to provide tools and resources to parents, school based staff, and community based staff that support implementing a comprehensive system of learning supports and enhancing school climate in local school districts.

For the webinar, the Center at UCLA has developed a power point presentation focused on the *Need for and Some Basic Initial Challenges Related to Building a Unified & Comprehensive System to Address Barriers to Learning*. The webinar will be archived for later viewing. Our presentation is already online at:

<http://smhp.psych.ucla.edu/powerpoint/ohio.ppt>

Participants will have an opportunity to post questions prior to the webinars and participate in after-the-webinar blog sessions the week following the webinar sessions.

Related to all this, the Ohio Department of Education:

- >has established the “Safe and Supportive Learning Collaborative” to encourage communication across the state about the work – see

- <http://ohiosupportivelearning.ning.com/>

- >will focus on all this at the July 24, 2012 State Superintendent’s Summit

- >will explore ways to enhance professional development in collaboration with the Scholastic/AASA/UCLA collaborative.

Re: Hawai`i’s agencies looking to enhance school-community collaboration

In March, major agencies in Hawai`i convened an interagency steering group to develop a formal alliance and to adopt a unifying and comprehensive framework to better integrate school and community resources for supporting children and youth. The Center at UCLA presented to the group on (a) *How Others Frame a Unified and Comprehensive Approach* and on (b) *Fundamental Interrelated Problems that Initiatives Must Address*.

The group currently is planning to roll out their initiative at a June 8th statewide summit and the Center at UCLA will again make a featured presentation emphasizing the importance of framing the work as a unified and comprehensive system to address barriers to learning and teaching and re-engage disconnected students.

Re. Rhonda Neal Waltman’s work to advance efforts to develop comprehensive systems of learning supports

Rhonda is a former assistant superintendent of learning supports for the Mobile (AL) City Schools. Currently, she is working with states and districts as they explore what is involved in moving forward with their student and learning supports. To this end, she is working closely with our Center at UCLA and with the Scholastic/AASA/UCLA collaboration. For example, most recently, she has been working with districts in Minnesota (Stillwater) and in Louisiana (Grant Parish) and has been meeting with the new Chief State School Officer and his staff in Alabama as they formulate their plans for developing a unified and comprehensive system of learning supports . Soon, we will be adding information about the progress in these places to the section on our website designated as *Where’s it Happening?* – <http://smhp.psych.ucla.edu/summit2002/nind7.htm>

With respect to additions to *Where’s it Happening?*, we invite all participants in the Collaborative Network to share what the current status of their efforts to develop a unified and comprehensive system of student and learning supports. Please send what you want to share to Ltaylor@ucla.edu

Re. Sharing the EDC Findings Related to Gainesville's Work

If you haven't done so, it would be great if you would let others know about the Gainesville report. Just cut and paste the following information and email it to others:

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Gainesville City Schools' Achieves Good Results from Developing a Unified and Comprehensive System of Learning Supports

The Education Development Center (EDC) has just released a report highlighting the processes and outlining the successes of Gainesville City Schools (GA) as they create a unified and comprehensive system of learning supports. As part of the AASA/Scholastic/UCLA leadership initiative, Gainesville has created new policies and modified or expanded existing strategies, policies and practices to develop a system of student and learning supports that enables learning and enhances equity of opportunity for succeeding at school. Results-to-date: Graduation rates have increased from 73.3% in 2009 to 81.3% in 2010 and 84.9% in 2011. Referrals for disciplinary action in the middle and high schools have dropped from 91 disciplinary tribunals in 2008-09 to 47 in 2010-11, and the elementary schools saw a 75% decrease. See the report entitled: *Rebuilding for Learning -- Addressing Barriers to Learning and Teaching, and Re-engaging Students* <http://www.smhp.psych.ucla.edu/pdfdocs/casestudy.pdf>

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FINALLY, ARE THERE ANY MATTERS YOU WOULD LIKE THE COLLABORATIVE NETWORK PARTICIPANTS TO ADDRESS?

As always, we look forward to hearing from you.

H & L