Appendix I:

Youth Development Council Legislation, HB 4165
Enrolled

House Bill 4165

Introduced and printed pursuant to House Rule 12.00. Presession filed (at the request of Governor John A. Kitzhaber for Early Learning Council, Oregon Education Investment Board)

CHAPTER .................................................

AN ACT


Be It Enacted by the People of the State of Oregon:

EARLY LEARNING COUNCIL

SECTION 1. Section 10, chapter 519, Oregon Laws 2011, is amended to read:

Sec. 10. [Sections 1 to 7 of this 2011 Act] Sections 1, 2, 3, 5, 6 and 7, chapter 519, Oregon Laws 2011, are repealed on March 15, 2016.

SECTION 2. Section 11, chapter 519, Oregon Laws 2011, is amended to read:

Sec. 11. (1) On March 15, 2016, the Chief Education Officer of the Oregon Education Investment Board shall deliver to the Chancellor of the Oregon University System all records and property within the jurisdiction of the Chief Education Officer that relate to the duties, functions and powers of the Oregon Education Investment Board. The Chancellor of the Oregon University System shall take possession of the records and property.

(2) On March 15, 2016, the [Early Childhood System Director] Chief Education Officer shall deliver to the [Superintendent of Public Instruction] Early Learning System Director all records and property within the jurisdiction of the [Early Childhood System Director] Chief Education Officer that relate to the duties, functions and powers of the Early Learning Council. The [Superintendent of Public Instruction] Early Learning System Director shall take possession of the records and property.

(3) The Governor shall resolve any dispute between the Chief Education Officer and the Chancellor of the Oregon University System, or the Chief Education Officer and the Early
[Childhood] **Learning** System Director [and the Superintendent of Public Instruction], relating to transfers of records and property under this section, and the Governor's decision is final.

**SECTION 3.** Section 4, chapter 519, Oregon Laws 2011, is amended to read:

Sec. 4. (1) The Early Learning Council is established. The council shall function under the direction and control of the Oregon Education Investment Board established by section 1 [of this 2011 Act], chapter 519, Oregon Laws 2011.

(2) The council is established [for the purpose of assisting] to assist the board in overseeing a unified system of early [childhood services, including the funding and administration of those services.] learning services for the purpose of ensuring that children enter school ready to learn. The Early Learning Council shall ensure that children enter school ready to learn by:

(a) Serving as the state advisory council for purposes of the federal Head Start Act, as provided by section 7 of this 2012 Act.

(b) Implementing and overseeing a system that coordinates the delivery of early learning services.

(c) Overseeing the Oregon Early Learning System created by ORS 417.727.

(3)(a) The council consists of members appointed as provided by subsections (4) and (5) of this section.

(4)(a) The Governor shall appoint nine voting members who are appointed [by the Governor] for a term of four years and serve at the pleasure of the Governor. A person appointed under this subsection may not be appointed to serve more than two consecutive full terms as a council member.

(b) When determining [who] whom to appoint to the council under this subsection, the Governor shall:

(A) Ensure that at least one of the members is an appointed member of the Oregon Education Investment Board;

(B) Ensure that each congressional district of this state is represented [by at least one member of the council];

(C) For a member who is not an appointed member of the Oregon Education Investment Board, ensure that the member meets the following qualifications:

(i) Demonstrates leadership skills in civics or the member's profession;

(ii) To the greatest extent practicable, contributes to the council's representation of the geographic, ethnic, gender, racial and economic diversity of this state; and

(iii) Contributes to the council's expertise, knowledge and experience in early childhood development, early childhood care, early childhood education, family financial stability, populations disproportionately burdened by poor education outcomes and outcome-based best practices; and

(D) Solicit recommendations from the Speaker of the House of Representatives for at least two members and from the President of the Senate for at least two members.

(5) In addition to the members appointed under subsection (4) of this section, the Governor shall appoint, ex officio members who represent the state agencies and other entities that are required to be represented on a state advisory council for purposes of the federal Head Start Act and who represent the tribes of this state.

(6) The activities of the council shall be directed and supervised by the Early [Childhood] **Learning** System Director, who is appointed by the Governor and serves at the pleasure of the Governor.

(7) In accordance with applicable provisions of ORS chapter 183, the council may adopt rules necessary for the administration of the laws that the council is charged with administering.

**SECTION 4.** Notwithstanding section 4 (4), chapter 519, Oregon Laws 2011, the members serving on the Early Learning Council on the effective date of this 2012 Act shall determine by lot the length of their terms such that:

(1) Four shall serve a term expiring on July 1, 2014; and

(2) Five shall serve a term expiring on July 1, 2015.
SECTION 5. Section 4, chapter 519, Oregon Laws 2011, as amended by section 3 of this 2012 Act, is amended to read:

Sec. 4. (1) The Early Learning Council is established. [The council shall function under the direction and control of the Oregon Education Investment Board established by section 1, chapter 519, Oregon Laws 2011.]

(2) The council is established to [assist the board in overseeing] oversee a unified system of early learning services for the purpose of ensuring that children enter school ready to learn. The Early Learning Council shall ensure that children enter school ready to learn by:

(a) Serving as the state advisory council for purposes of the federal Head Start Act, as provided by section 7 of this 2012 Act.

(b) Implementing and overseeing a system that coordinates the delivery of early learning services.

(c) Overseeing the Oregon Early Learning System created by ORS 417.727.

(3) The council consists of members appointed as provided by subsections (4) and (5) of this section.

(4)(a) The Governor shall appoint nine voting members who are appointed for a term of four years and serve at the pleasure of the Governor. A person appointed under this subsection may not be appointed to serve more than two consecutive full terms as a council member.

(b) When determining whom to appoint to the council under this subsection, the Governor shall:

[(A) Ensure that at least one of the members is an appointed member of the Oregon Education Investment Board;]

[(B) Ensure that each congressional district of this state is represented;]

[(C) For a member who is not an appointed member of the Oregon Education Investment Board,] Ensure that [the] each member meets the following qualifications:

(i) Demonstrates leadership skills in civics or the member’s profession;

(ii) To the greatest extent practicable, contributes to the council's representation of the geographic, ethnic, gender, racial and economic diversity of this state; and

(iii) Contributes to the council’s expertise, knowledge and experience in early childhood development, early childhood care, early childhood education, family financial stability, populations disproportionally burdened by poor education outcomes and outcome-based best practices; and

[(D) Solicit recommendations from the Speaker of the House of Representatives for at least two members and from the President of the Senate for at least two members.]

(5) In addition to the members appointed under subsection (4) of this section, the Governor shall appoint voting, ex officio members who represent the state agencies and other entities that are required to be represented on a state advisory council for purposes of the federal Head Start Act and who represent the tribes of this state.

(6) The activities of the council shall be directed and supervised by the Early Learning System Director, who is appointed by the Governor and serves at the pleasure of the Governor.

(7) In accordance with applicable provisions of ORS chapter 183, the council may adopt rules necessary for the administration of the laws that the council is charged with administering.


SECTION 7. (1) As the state advisory council for purposes of the federal Head Start Act, the Early Learning Council shall:

(a) Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school age, including an assessment of the availability of high-quality prekindergarten services for low-income children in this state.

(b) Identify opportunities for, and barriers to, collaboration and coordination among federally-funded and state-funded child care and early childhood education and development programs and services, including collaboration and coordination among state agencies responsible for administering those programs and services.
(c) Develop recommendations for increasing the overall participation of children in existing federal, state and local early childhood education and development programs and services, including outreach to underrepresented and special populations.

(d) Develop recommendations for establishing a unified data collection system for public early childhood education and development programs and services throughout this state.

(e) Develop recommendations regarding statewide professional development and career advancement plans for providers of early childhood education and development programs and services in this state.

(f) Assess the capacity and effectiveness of two-year and four-year public and private institutions of higher education in this state in supporting the development of early childhood educators, including the extent to which the institutions have articulation agreements, professional development and career advancement plans, and internships or other training opportunities that allow students to spend time with children enrolled in the federal Head Start program or another prekindergarten program. The assessment conducted under this paragraph must be conducted in coordination with appropriate higher education governance bodies, as identified by the Oregon Education Investment Board.

(g) Make recommendations for improvements in state early learning standards and undertake efforts to develop high-quality comprehensive early learning standards when appropriate.

(2) The council shall hold public hearings and provide an opportunity for public comment in relation to the actions described in subsection (1) of this section.

(3)(a) The council shall submit an annual statewide strategic report addressing the activities described in subsection (1) of this section to the State Director of Head Start Collaboration, the Oregon Education Investment Board, the Legislative Assembly and the Governor.

(b) Following submission of a statewide strategic report described in paragraph (a) of this subsection, the council may meet periodically to review the implementation of the recommendations in the report and to review any changes in state or local needs.

SECTION 8. Section 7 of this 2012 Act is amended to read:

Sec. 7. (1) As the state advisory council for purposes of the federal Head Start Act, the Early Learning Council shall:

(a) Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services for children from birth to school age, including an assessment of the availability of high-quality prekindergarten services for low-income children in this state.

(b) Identify opportunities for, and barriers to, collaboration and coordination among federally-funded and state-funded child care and early childhood education and development programs and services, including collaboration and coordination among state agencies responsible for administering those programs and services.

(c) Develop recommendations for increasing the overall participation of children in existing federal, state and local early childhood education and development programs and services, including outreach to underrepresented and special populations.

(d) Develop recommendations for establishing a unified data collection system for public early childhood education and development programs and services throughout this state.

(e) Develop recommendations regarding statewide professional development and career advancement plans for providers of early childhood education and development programs and services in this state.

(f) Assess the capacity and effectiveness of two-year and four-year public and private institutions of higher education in this state in supporting the development of early childhood educators, including the extent to which the institutions have articulation agreements, professional development and career advancement plans, and internships or other training opportunities that allow students to spend time with children enrolled in the federal Head Start program or another prekindergarten
program. The assessment conducted under this paragraph must be conducted in coordination with appropriate higher education governance bodies, as identified by the Oregon Education Investment Board.

(g) Make recommendations for improvements in state early learning standards and undertake efforts to develop high-quality comprehensive early learning standards when appropriate.

(2) The council shall hold public hearings and provide an opportunity for public comment in relation to the actions described in subsection (1) of this section.

(3)(a) The council shall submit an annual statewide strategic report addressing the activities described in subsection (1) of this section to the State Director of Head Start Collaboration, [the Oregon Education Investment Board,] the Legislative Assembly and the Governor.

(b) Following submission of a statewide strategic report described in paragraph (a) of this subsection, the council may meet periodically to review the implementation of the recommendations in the report and to review any changes in state or local needs.

SECTION 9. The amendments to section 7 of this 2012 Act by section 8 of this 2012 Act become operative March 15, 2016.

SECTION 10. (1) The Early Learning Council Fund is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Early Learning Council Fund shall be credited to the fund.

(2) Moneys in the Early Learning Council Fund consist of:

(a) Amounts donated to the fund;
(b) Moneys transferred to the fund from the federal government, state agencies and local governments;
(c) Amounts appropriated or otherwise transferred to the fund by the Legislative Assembly;
(d) Investment earnings received on moneys in the fund; and
(e) Other amounts deposited in the fund from any source.

(3) Moneys in the fund are continuously appropriated to the Early Learning Council established in section 4, chapter 519, Oregon Laws 2011, for the purpose of fulfilling the council’s duties, functions and powers.

(4) The council may establish accounts and subaccounts within the fund when the council determines that accounts or subaccounts are necessary or desirable and may credit any interest or income derived from moneys in the fund to any account or subaccount in the fund.

SECTION 11. By September 30, 2012, the Early Learning Council established by section 4, chapter 519, Oregon Laws 2011, and the State Interagency Coordinating Council created by ORS 343.499 shall jointly submit a report to the Oregon Education Investment Board and the interim committees of the Legislative Assembly on education and human services. The report shall describe the unique complexities of providing early childhood special education and early intervention services and shall make recommendations for possible ways to better coordinate and improve the delivery of those services. In developing the report described in this section, the councils shall conduct a public and transparent process and shall solicit and consider the input of stakeholders and interested persons.

SECTION 12. (1) By September 30, 2012, the Early Learning Council established by section 4, chapter 519, Oregon Laws 2011, shall submit a report to the Oregon Education Investment Board and the interim committees of the Legislative Assembly on education and human services. The report shall describe a comprehensive children's budget for adequately funding early childhood education and development programs and services and that may be used to design a budget for early childhood education and development programs and services for the 2013-2015 biennium. The budget set forth in the report shall include an analysis for maximizing:

(a) Existing evidence-based programs and services serving at-risk children; and
(b) Existing programs and services that facilitate early childhood development by supporting the financial stability of low-income families.
(2) In developing the report described in this section, the council shall conduct a public and transparent process and shall solicit and consider the input of stakeholders and interested persons.

(3) As used in this section:
(a) “At-risk child” means a child who is at risk of not entering school ready to learn due to factors, including but not limited to:
   (A) Living in a household that is at or near poverty, as determined under federal poverty guidelines;
   (B) Living in inadequate or unsafe housing;
   (C) Having inadequate nutrition;
   (D) Living in a household where there is significant or documented domestic conflict, disruption or violence;
   (E) Having a parent who suffers from mental illness, who engages in substance abuse or who experiences a developmental disability or an intellectual disability;
   (F) Living in circumstances under which there is neglectful or abusive care-giving;
   (G) Having unmet health care and medical treatment needs; and
   (H) Having a racial or ethnic minority status that is historically consistent with disproportionate overrepresentation in academic achievement gaps or in the systems of child welfare, foster care or juvenile or adult corrections.

(b) “Comprehensive children's budget” means a budget for the total amount identified by the Early Learning Council as being necessary to deliver, manage and coordinate quality early childhood education and development programs and services for children to ensure that children enter school ready to learn.

(c) “Early childhood education and development programs and services” means programs and services for children zero through six years of age that address language and literacy development, cognition and general knowledge, learning approaches, physical health and well-being, motor development and social and emotional development.

SECTION 13. By September 30, 2012, the Early Learning Council established by section 4, chapter 519, Oregon Laws 2011, shall submit a report to the Oregon Education Investment Board and the interim committees of the Legislative Assembly on education and human services that describes the availability, resources and functions of persons who act as family support managers, as described in section 5 (3)(b), chapter 519, Oregon Laws 2011. In developing the report described in this section, the council shall conduct a public and transparent process and shall solicit and consider the input of stakeholders and interested persons.

SECTION 14. (1) The Early Learning Council established by section 4, chapter 519, Oregon Laws 2011, and the Department of Education shall jointly develop a process that allows for an assessment of children to determine their readiness for kindergarten. The development of the process must include the input of kindergarten teachers prior to implementation as described in subsection (2) of this section.

(2) By November 1, 2012, the process described in subsection (1) of this section must be made available to school districts that have been selected to be part of a pilot program for the implementation of the process. The council and department shall select the participating school districts from school districts that volunteer to be part of the pilot program and in a manner that achieves the greatest possible diversity of school districts across this state.

(3) By November 1, 2013, the process described in subsection (1) of this section must be made available to all school districts for implementation.

SECTION 15. (1) By February 4, 2013, the Early Learning Council established by section 4, chapter 519, Oregon Laws 2011, shall submit a report to the Legislative Assembly on the functions and administration of community-based coordinators of early learning services, including but not limited to:

(a) The contracting criteria and process for implementing the community-based coordination structure.
(b) The relationship between community-based coordinators of early learning services and a comprehensive children's budget, as described in section 12 of this 2012 Act.

(c) The relationship between the council and the community-based coordination structure.

(d) The proposed governance structure of community-based coordinators of early learning services, including methods of addressing potential conflicts of interest.

(2) In developing the report described in this section, the council shall conduct a public and transparent process and shall solicit and consider the input of stakeholders and interested persons.

(3) Except to prepare the report described in subsection (1) of this section, the council may not expend public funds to implement community-based coordinators of early learning services until the Legislative Assembly approves the council’s implementation plans by repealing this subsection.

SECTION 16. By June 30, 2013, the Early Learning Council established by section 4, chapter 519, Oregon Laws 2011, shall work with the Department of Education and other state agencies and shall:

(1) Adopt a Head Start Child Development Early Learning Framework for children three through five years of age; and

(2) Initiate revisions to the early childhood foundation standards for children zero through three years of age to align the standards with the framework described in subsection (1) of this section.

SECTION 17. (1) By June 30, 2015, the Department of Education shall align Common Core State Standards with Oregon Early Learning System outcomes and with the Head Start Child Development Early Learning Framework adopted under section 16 of this 2012 Act.

(2) Beginning April 1, 2012, the department shall report quarterly to the Early Learning Council and the Oregon Education Investment Board on the state's progress toward meeting the goal identified in subsection (1) of this section.

SECTION 18. ORS 329.195 is amended to read:

329.195. (1)

(a) The State Board of Education shall adopt rules for the establishment of the Oregon prekindergarten program.

(b) Rules adopted under this section specifically shall require [the Oregon prekindergarten program to provide for parental involvement and]

(A) Performance standards and operating standards that are at a level no less than [that provided] the level required under the federal Head Start program guidelines.

(B) Processes and procedures for recompetition that are substantially similar to the processes and procedures required under the rules and guidelines adopted under the federal Head Start Act.

(c) Federal Head Start program guidelines shall be considered as guidelines for the Oregon prekindergarten program.

(2) In developing rules for the Oregon prekindergarten program, the board shall consult with the advisory committee established under ORS 329.190 and shall consider such factors as coordination with existing programs, the preparation necessary for instructors, qualifications of instructors, training of staff, adequate space and equipment and special transportation needs.

(3) The Department of Education shall review applications for the Oregon prekindergarten program received and designate those programs as eligible to commence operation by July 1 of each year. When approving grant applications, to the extent practicable, the board shall distribute funds regionally based on percentages of unmet needs as identified in the voluntary local early childhood system plans that are part of the local coordinated comprehensive plans developed under ORS 417.775 for the county or region.

NOTE: Sections 19 and 20 were deleted by amendment. Subsequent sections were not renumbered.
SECTION 21. (1) The Youth Development Council is established. The council shall function under the direction and control of the Oregon Education Investment Board established by section 1, chapter 519, Oregon Laws 2011.

(2) The council is established for the purpose of assisting the board in overseeing a unified system that provides services to school-age children through youth 20 years of age in a manner that supports academic success, reduces criminal involvement and is integrated, measurable and accountable.

(3) The council consists of no fewer than 15 members who are appointed by the Governor. The Governor shall ensure that membership of the council satisfies any federal requirements for membership of a state advisory committee on juvenile justice, and shall include tribal representation in the membership of the council.

(4) The council shall:

(a) Prioritize funding for prevention and intervention services related to gang violence and gang involvement.

(b) Determine the means by which services to children and youth may be provided effectively and efficiently across multiple programs to improve the academic and social outcomes of children and youth.

(c) Assess state programs and services related to youth development and training, and identify methods by which programs and services may be coordinated or consolidated.

(d) Establish common academic and social indicators to support attainment of goals established by the Oregon Education Investment Board.

(e) Establish common program outcome measurements and coordinate data collection across multiple programs and services.

(f) Ensure implementation of best practices that:

(A) Are evidence based;

(B) Are culturally, gender and age appropriate;

(C) Address individual risk factors;

(D) Build upon factors that increase the health and well-being of children and youth; and

(E) Include tribal best practices.

(5) The Governor may designate one member of the council to serve as the chairperson or, if the Governor chooses not to designate a chairperson, the council may elect one of its members to serve as chairperson.

SECTION 21a. Section 21 of this 2012 Act becomes operative on July 1, 2012.

SECTION 21b. (1) The Youth Development Council Fund is established in the State Treasury, separate and distinct from the General Fund. Interest earned by the Youth Development Council Fund shall be credited to the fund.

(2) Moneys in the Youth Development Council Fund consist of:

(a) Amounts donated to the fund;

(b) Moneys transferred to the fund from the federal government, state agencies and local governments;

(c) Amounts appropriated or otherwise transferred to the fund by the Legislative Assembly;

(d) Investment earnings received on moneys in the fund; and

(e) Other amounts deposited in the fund from any source.

(3) Moneys in the fund are continuously appropriated to the Youth Development Council established in section 21 of this 2012 Act for the purpose of fulfilling the council's duties, functions and powers.

(4) The council may establish accounts and subaccounts within the fund when the council determines that accounts or subaccounts are necessary or desirable and may credit any interest or income derived from moneys in the fund to any account or subaccount in the fund.
SECTION 22. For the biennium beginning July 1, 2011, funds allocated to tribes may not be decreased by the Youth Development Council or the Juvenile Crime Prevention Advisory Committee.

SECTION 23. Section 21 of this 2012 Act is amended to read:

Sec. 21. (1) The Youth Development Council is established. [The council shall function under the direction and control of the Oregon Education Investment Board established by section 1, chapter 519, Oregon Laws 2011.]

(2) The council is established for the purpose of [assisting the board in] overseeing a unified system that provides services to school-age children through youth 20 years of age in a manner that supports academic success, reduces criminal involvement and is integrated, measurable and accountable.

(3) The council consists of no fewer than 15 members who are appointed by the Governor. The Governor shall ensure that membership of the council satisfies any federal requirements for membership of a state advisory committee on juvenile justice.

(4) The council shall:

(a) Prioritize funding for prevention and intervention services related to gang violence and gang involvement.

(b) Determine the means by which services to children and youth may be provided effectively and efficiently across multiple programs to improve the academic and social outcomes of children and youth.

(c) Assess state programs and services related to youth development and training, and identify methods by which programs and services may be coordinated or consolidated.

(d) Establish common academic and social indicators to support attainment of goals established by the [Oregon Education Investment Board] council.

(e) Establish common program outcome measurements and coordinate data collection across multiple programs and services.

(f) Ensure implementation of best practices that:

(A) Are evidence based;

(B) Are culturally, gender and age appropriate;

(C) Address individual risk factors;

(D) Build upon factors that increase the health and well-being of children and youth; and

(E) Include tribal best practices.

(5) The Governor may designate one member of the council to serve as the chairperson or, if the Governor chooses not to designate a chairperson, the council may elect one of its members to serve as chairperson.

(6) In accordance with applicable provisions of ORS chapter 183, the council may adopt rules necessary for the administration of the laws that the council is charged with administering.

SECTION 24. The amendments to section 21 of this 2012 Act by section 23 of this 2012 Act become operative on March 15, 2016.

SECTION 25. By September 30, 2012, the Youth Development Council shall submit a report to the Oregon Education Investment Board that summarizes existing social services and existing juvenile justice programs and services provided by state government that reduce criminal involvement and support academic success for school-age children through youth 20 years of age. The report shall include summaries of the costs, goals, outcomes and locations of the programs and services.

SECTION 26. By November 1, 2013, the Youth Development Council shall submit a report to the Oregon Education Investment Board that establishes funding priorities for gang violence intervention efforts and programs that assist gang-affected youth.

SECTION 27. ORS 417.845 is amended to read:

(2) The committee shall have the following members:
(a) The Director of the Oregon Youth Authority or a designee of the director;
(b) The chairperson of the Youth Development Council or a designee of the chairperson;
(c) The Director of the Oregon Health Authority or one or more designees of the director, one of whom has expertise in treatment and prevention of substance abuse;
(d) The executive director of the Oregon Criminal Justice Commission or a designee of the executive director;
(e) The Superintendent of Public Instruction or a designee of the superintendent;
(f) The Superintendent of State Police or a designee of the superintendent;
(g) The Director of the Department of Corrections or a designee of the director;
(h) One designee of the Governor;
(i) One member appointed by the President of the Senate, who shall be a member of the Senate and who shall be a nonvoting, advisory member;
(j) One member appointed by the Speaker of the House of Representatives, who shall be a member of the House of Representatives and who shall be a nonvoting, advisory member; and
(k) One designee of the Chief Justice of the Supreme Court from the Judicial Department who serves as a nonvoting member to provide information and support the partnership role of the courts in an effective comprehensive statewide approach to high-risk youth and their families.

(3) In addition to the members listed in subsection (2) of this section, the Governor shall appoint the following members who shall be representative of the geographic and cultural diversity of the state:
(a) To represent local public and private entities:
   (A) A county commissioner;
   (B) A local juvenile director;
   (C) A director of a local commission on children and families;
   (D) Two law enforcement officials;
   (E) A county mental health director;
   (F) An alcohol and drug abuse professional;
   (G) A school superintendent;
   (H) A private youth service provider; and
   (I) An elected city official;
   (b) A researcher;
   (c) A citizen member; and
   (d) Other members as determined by the Governor.

(4) Each member of the committee appointed by the Governor under subsection (3) of this section shall serve a term of four years. Members appointed by the Governor shall serve at the pleasure of the Governor. A vacancy in the office of any member appointed by the Governor under subsection (3) of this section shall be filled by the Governor by appointment for the unexpired term.

(5) The Governor shall select one of the members of the committee as chairperson and one of its members as vice chairperson.

(6) The committee shall meet at times, places and intervals deemed advisable by a majority of the members.

(7) The Youth Development Council shall provide staff support to the committee.

(8) Members of the committee who are members of the Legislative Assembly are entitled to compensation and reimbursement of expenses as provided in ORS 171.072.

(9) Members of the committee who are not members of the Legislative Assembly are not entitled to compensation, but may be reimbursed for actual and necessary travel and other expenses incurred by them in the performance of their official duties in the manner and amounts provided for in ORS
Claims for expenses shall be paid out of funds appropriated to the [State Commission on Children and Families] Youth Development Council for purposes of the committee.


ABOLISHMENT OF
STATE COMMISSION ON CHILDREN AND FAMILIES

SECTION 29. (1) The State Commission on Children and Families is abolished. On the operative date of this section, all duties, functions and powers of the State Commission on Children and Families are imposed upon, transferred to and vested in:

(a) The Early Learning Council established in section 4, chapter 519, Oregon Laws 2011, for duties, functions and powers related to children zero through six years of age; and

(b) The Youth Development Council established in section 21 of this 2012 Act for duties, functions and powers related to school-age children through youth 20 years of age.

(2) The staff director of the State Commission on Children and Families shall:

(a) Deliver to the Early Learning System Director or the chairperson of the Youth Development Council all records and property within the jurisdiction of the staff director and the state commission that relate to the duties, functions and powers transferred to and assumed by the council under the provisions of this section.

(b) Transfer to the Early Learning Council or the Youth Development Council those employees engaged primarily in the exercise of the duties, functions and powers transferred to and assumed by the council under the provisions of this section.

(3) The Early Learning System Director or the chairperson of the Youth Development Council shall take possession of the records and property, and shall take charge of the employees and employ them in the exercise of the duties, functions and powers transferred by the provisions of this section, without reduction of compensation but subject to change or termination of employment or compensation as provided by law.

(4) The Governor shall resolve any dispute between the State Commission on Children and Families, the Early Learning Council and the Youth Development Council relating to transfers of records, property and employees under this section, and the Governor's decision is final.

SECTION 30. (1) The State Commission on Children and Families Account is abolished. Any moneys remaining in the account on the operative date of this section that are unexpended, unobligated and not subject to any conditions shall be transferred as provided by subsection (2) of this section to:

(a) The Youth Development Council Fund established under section 21b of this 2012 Act; and

(b) The Early Learning Council Fund established under section 10 of this 2012 Act.

(2)(a) Moneys to be transferred to the Youth Development Council Fund include any moneys from any source that were specifically donated, appropriated, transferred, granted or otherwise provided to fulfill a duty, function or power of the Youth Development Council, including moneys received under the Social Services Block Grant program, moneys received from the Office of Juvenile Justice and Delinquency Prevention, moneys received under the Foster Care Program and the Adoption Assistance Program, moneys received from the Casey Foundation and any other moneys in the State Commission on Children and Families Account designated by the Governor.

(b) Moneys to be transferred to the Early Learning Council Fund include any moneys from any source in the State Commission on Children and Families Account that are not identified in paragraph (a) of this subsection.

(c) The Governor shall resolve any disputes related to the transfer of funds under this section, and the Governor's decision is final.
SECTION 31. (1) The unexpended balances of amounts authorized to be expended by the State Commission on Children and Families for the biennium beginning July 1, 2011, from revenues dedicated, continuously appropriated, appropriated or otherwise made available for the purpose of administering and enforcing the duties, functions and powers transferred by the provisions of section 29 of this 2012 Act are transferred to and are available for expenditure by the Office of the Governor for the Early Learning Council or the Youth Development Council for the biennium beginning July 1, 2011, for the purpose of administering and enforcing the duties, functions and powers transferred by the provisions of section 29 of this 2012 Act.

(2) The expenditure classifications, if any, established by Acts authorizing or limiting expenditures by the state commission remain applicable to expenditures by the council under this section.

SECTION 32. The transfer of duties, functions and powers to the Early Learning Council and the Youth Development Council by the provisions of section 29 of this 2012 Act does not affect any action, proceeding or prosecution involving or with respect to such duties, functions and powers begun before and pending at the time of the transfer, except that the Early Learning Council or the Youth Development Council is substituted for the State Commission on Children and Families in the action, proceeding or prosecution.

SECTION 33. ORS 131A.360 is amended to read:

ORS 131A.360. (1) The provisions of this section apply only to a forfeiting agency other than the state, and apply only to forfeiture proceeds arising out of prohibited conduct as defined by ORS 131A.005 (12)(a).

(2) If the forfeiting agency is not a county, the forfeiting agency shall enter into an agreement, under ORS chapter 190, with the county in which the property was seized to provide a portion of the forfeiture proceeds to the county.

(3) After entry of a judgment of forfeiture, a forfeiting agency shall first pay from the forfeiture proceeds the costs incurred by seizing and forfeiting agencies in investigating and prosecuting the case, including costs, disbursements and attorney fees as defined in ORCP 68 A, special expenses such as the provision of currency for undercover law enforcement operations, the cost of disabling a hidden compartment in a motor vehicle and the expenses of maintaining the seized property. The forfeiting agency may not pay expenditures made in connection with the ordinary maintenance and operation of a seizing or forfeiting agency under this subsection.

(4) After payment of costs under subsection (3) of this section, the forfeiting agency shall:

(a) Deduct an amount equal to five percent of the forfeiture proceeds and deposit that amount in the Illegal Drug Cleanup Fund established by ORS 475.495 for the purposes specified in ORS 475.495 (5) and (6);

(b) Deduct an amount equal to 2.5 percent of the forfeiture proceeds and deposit that amount in the Asset Forfeiture Oversight Account;

(c) Deduct an amount equal to 20 percent of the forfeiture proceeds and deposit that amount in the Oregon Criminal Justice Commission Account established under ORS 137.662 for disbursement to drug court programs as described in ORS 3.450; and

(d) Deduct an amount equal to 10 percent of the forfeiture proceeds and deposit that amount in the Early Learning Council Fund established in section 10 of this 2012 Act for disbursement to relief nurseries as described in ORS 417.788.

(5) If the forfeiting agency has entered into an agreement with a county under subsection (2) of this section, after paying costs under subsection (3) of this section and making the deductions required by subsection (4) of this section, the forfeiting agency shall pay the county the amounts required by the agreement.

(6) After making all payments and deductions required by subsections (3), (4) and (5) of this section, the forfeiting agency may use the remaining forfeiture proceeds, including amounts received...
by a county under subsection (5) of this section or by a any other public body under an intergovern-mental agreement entered into under ORS 131A.355, only for:

(a) The purchase of equipment necessary for the enforcement of laws relating to the unlawful delivery, distribution, manufacture or possession of controlled substances;

(b) Currency for undercover law enforcement operations;

(c) Drug awareness and drug education programs offered in middle schools and high schools;

(d) The expenses of a forfeiting agency in operating joint narcotic operations with other forfeiting agencies pursuant to the terms of an intergovernmental agreement, including paying for rental space, utilities and office equipment;

(e) Expenses of a district attorney in criminal prosecutions for unlawful delivery, distribution, manufacture or possession of controlled substances, as determined through intergovernmental agreement between the forfeiting agency and the district attorney;

(f) Drug treatment and programs that support drug treatment; and

(g) A Court Appointed Special Advocate Volunteer Program.

(7) Notwithstanding subsection (6) of this section, growing equipment and laboratory equipment seized by a forfeiting agency that was used, or intended for use, in the manufacturing of controlled substances may be donated to a public school, community college or institution of higher education.

(8) A forfeiting agency shall sell as much property as may be needed to make the distributions required by this section. Distributions required under subsection (4) of this section must be made once every three months and are due within 20 days of the end of each quarter. No interest shall accrue on amounts that are paid within the period specified by this subsection.

**SECTION 34.** ORS 131A.365 is amended to read:

131A.365. (1) The provisions of this section apply only when the forfeiting agency is the state, and apply only to forfeiture proceeds arising out of prohibited conduct as defined by ORS 131A.005 (12)(a).

(2) After entry of a judgment of forfeiture, a forfeiting agency shall first pay from the forfeiture proceeds the costs incurred by seizing and forfeiting agencies in investigating and prosecuting the case, including costs, disbursements and attorney fees as defined in ORCP 68 A, special expenses such as the provision of currency for undercover law enforcement operations, the cost of disabling a hidden compartment in a motor vehicle and the expenses of maintaining the seized property. The forfeiting agency may not pay expenditures made in connection with the ordinary maintenance and operation of a seizing or forfeiting agency under this subsection. Any amount paid to or retained by the Department of Justice under this subsection shall be deposited in the Criminal Justice Revolving Account in the State Treasury. Any amount paid to or retained by the Oregon State Police under this subsection shall be deposited in the State Police Account.

(3) After payment of costs under subsection (2) of this section, the forfeiting agency shall:

(a) Deduct an amount equal to 10 percent of the forfeiture proceeds and deposit that amount in the Illegal Drug Cleanup Fund established by ORS 475.495 for the purposes specified in ORS 475.495 (5) and (6);

(b) Deduct an amount equal to three percent of the forfeiture proceeds, not to exceed $50,000 in a biennium, and deposit that amount in the Asset Forfeiture Oversight Account;

(c) Deduct an amount equal to 20 percent of the forfeiture proceeds and deposit that amount in the Oregon Criminal Justice Commission Account established under ORS 137.662 for disbursement to drug court programs as described in ORS 3.450; and

(d) Deduct an amount equal to 10 percent of the forfeiture proceeds and deposit that amount in the State Commission on Children and Families Account established by ORS 417.733 Early Learning Council Fund established in section 10 of this 2012 Act for disbursement to relief nurseries as described in ORS 417.788.

(4) If the forfeiting agency has entered into an intergovernmental agreement with another public body under ORS 131A.355, or has entered into an agreement with any other law enforcement agency of the state relating to distribution of forfeiture proceeds, after paying costs under subsection (2) of this section and making the deductions required by subsection (3) of this section, the forfeiting
agency shall pay an equitable portion of the forfeiture proceeds to each agency participating in the seizure or forfeiture as provided by the agreement.

(5) After making all payments and deductions required by subsections (2), (3) and (4) of this section, the forfeiting agency shall distribute the remaining forfeiture proceeds as follows:

(a) If no law enforcement agency other than the Department of Justice participated in the seizure or forfeiture, the remaining forfeiture proceeds, and forfeiture proceeds received by the Department of Justice under subsection (4) of this section, shall be divided between the Criminal Justice Revolving Account and the Special Crime and Forfeiture Account according to the following schedule:

(A) One hundred percent of the first $200,000 accumulated shall be deposited in the Criminal Justice Revolving Account.

(B) Seventy-five percent of the next $200,000 shall be deposited in the Criminal Justice Revolving Account and the balance in the Special Crime and Forfeiture Account.

(C) Fifty percent of the next $200,000 shall be deposited in the Criminal Justice Revolving Account and the balance in the Special Crime and Forfeiture Account.

(D) Twenty-five percent of the next $200,000 shall be deposited in the Criminal Justice Revolving Account and the balance in the Special Crime and Forfeiture Account.

(E) One hundred percent of all additional sums shall be deposited in the Special Crime and Forfeiture Account.

(b) If no law enforcement agency other than the Department of State Police participated in the seizure or forfeiture, the remaining proceeds, and proceeds received by the Department of State Police under subsection (4) of this section, shall be divided between the State Police Account and the Special Crime and Forfeiture Account according to the following schedule:

(A) One hundred percent of the first $600,000 accumulated shall be deposited in the State Police Account.

(B) Seventy-five percent of the next $300,000 shall be deposited in the State Police Account and the balance in the Special Crime and Forfeiture Account.

(C) Fifty percent of the next $200,000 shall be deposited in the State Police Account and the balance in the Special Crime and Forfeiture Account.

(D) Twenty-five percent of the next $200,000 shall be deposited in the State Police Account and the balance in the Special Crime and Forfeiture Account.

(E) One hundred percent of all additional sums shall be deposited in the Special Crime and Forfeiture Account.

(6) Forfeiture proceeds distributed under subsection (5) of this section may be used only for:

(a) The purchase of equipment necessary for the enforcement of laws relating to the unlawful delivery, distribution, manufacture or possession of controlled substances;

(b) Currency for undercover law enforcement operations;

(c) Drug awareness and drug education programs offered in middle schools and high schools; and

(d) The expenses of a forfeiting agency in operating joint narcotic operations with other forfeiting agencies pursuant to the terms of an intergovernmental agreement, including paying for rental space, utilities and office equipment.

(7) A forfeiting agency shall sell as much property as may be needed to make the distributions required by this section. Distributions required under subsection (3) of this section must be made once every three months and are due within 20 days of the end of each quarter. No interest shall accrue on amounts that are paid within the period specified by this subsection.

SECTION 35. ORS 181.715 is amended to read:

181.715. (1) The Department of State Police or another criminal justice agency designated by the Director of the Oregon Department of Administrative Services shall operate a Criminal Justice Information Standards program that coordinates information among state criminal justice agencies. The program shall:
(a) Ensure that in developing new information systems, data can be retrieved to support evaluation of criminal justice planning and programs, including, but not limited to, the ability of the programs to reduce future criminal conduct;
(b) Ensure that maximum effort is made for the safety of public safety officers;
(c) Establish methods and standards for data interchange and information access between criminal justice information systems, in compliance with the technology standards and policies of the Oregon Department of Administrative Services;
(d) Design and implement improved applications for exchange of agency information; and
(e) Implement the capability to exchange images between criminal justice agencies.

(2) The program shall develop a plan to accelerate data sharing and information integration among criminal justice agencies. The plan shall include, but is not limited to, priorities, timelines, development costs, resources needed, the projected ongoing cost of support, critical success factors and any known barriers to accomplishing the plan. Representatives of criminal justice agencies and public safety agencies, including but not limited to local law enforcement agencies, courts of criminal jurisdiction, district attorneys, city attorneys with criminal prosecutive functions, public defender organizations established under ORS chapter 151, community corrections directors, jail managers and county juvenile departments, shall be invited to participate in the planning process. The program shall present the plan to the Director of the Oregon Department of Administrative Services no later than May 30 of each even-numbered year for development of the Governor's budget report. The program shall submit the plan to the Joint Legislative Committee on Information Management and Technology no later than December 31 of each even-numbered year.

(3) Notwithstanding the meaning given "criminal justice agency" in ORS 181.010, as used in this section and ORS 181.720, "criminal justice agency" includes, but is not limited to:
(a) The Judicial Department;
(b) The Attorney General;
(c) The Department of Corrections;
(d) The Department of State Police;
(e) Any other state agency with law enforcement authority designated by order of the Governor;
(f) The Department of Transportation;
(g) The State Board of Parole and Post-Prison Supervision;
(h) The Department of Public Safety Standards and Training;
(i) The State Department of Fish and Wildlife;
(j) The Oregon Liquor Control Commission;
(k) The Oregon Youth Authority;
(l) [The State Commission on Children and Families] The Youth Development Council; and
(m) A university that has established a police department under ORS 352.383.

SECTION 36. ORS 181.725 is amended to read:
ORS 181.725. (1) There is established a Criminal Justice Information Standards Advisory Board to advise the Department of State Police or the criminal justice agency designated by the Director of the Oregon Department of Administrative Services under ORS 181.715 (1) about the department’s or the agency’s duties under ORS 181.715. The board consists of the following members:
(a) The State Court Administrator or the administrator’s designee;
(b) The Director of the Department of Corrections or the director’s designee;
(c) The Superintendent of State Police or the superintendent’s designee;
(d) The executive director of the Oregon Criminal Justice Commission or the executive director’s designee;
(e) The Director of Transportation or the director’s designee;
(f) The chairperson of the State Board of Parole and Post-Prison Supervision or the chairperson’s designee;
(g) The Director of the Department of Public Safety Standards and Training or the director’s designee;
(h) A chief of police designated by the Oregon Association Chiefs of Police;
(i) A sheriff designated by the Oregon State Sheriffs’ Association;
(j) A jail manager designated by the Oregon Sheriff’s Jail Command Council;
(k) A county juvenile department director designated by the Oregon Juvenile Department Directors’ Association;
(l) A community corrections agency director designated by the Oregon Association of Community Corrections Directors;
(m) A district attorney designated by the Oregon District Attorneys Association;
(n) The administrator of the Enterprise Information Strategy and Policy Division of the Oregon Department of Administrative Services or the administrator’s designee;
(o) The Director of the Oregon Youth Authority or the director’s designee;
(p) The State Fish and Wildlife Director or the director’s designee;
(q) The administrator of the Oregon Liquor Control Commission or the administrator’s designee; and
(r) The chairperson of the Youth Development Council or the chairperson’s designee.

The board shall meet at such times and places as the board deems necessary.

The members of the board are not entitled to compensation but are entitled to expenses as provided in ORS 292.495.

SECTION 37. ORS 182.515 is amended to read:
182.515. As used in this section and ORS 182.525:
(1) “Agency” means:
(a) The Department of Corrections;
(b) The Oregon Youth Authority;
(c) [The State Commission on Children and Families] The Youth Development Council; and
(d) That part of the Oregon Health Authority that deals with mental health and addiction issues.
(2) “Cost effective” means that cost savings realized over a reasonable period of time are greater than costs.

(3) “Evidence-based program” means a program that:
(a) Incorporates significant and relevant practices based on scientifically based research; and
(b) Is cost effective.

(4)(a) “Program” means a treatment or intervention program or service that is intended to:
(A) Reduce the propensity of a person to commit crimes;
(B) Improve the mental health of a person with the result of reducing the likelihood that the person will commit a crime or need emergency mental health services; or
(C) Reduce the propensity of a person who is less than 18 years of age to engage in antisocial behavior with the result of reducing the likelihood that the person will become a juvenile offender.
(b) “Program” does not include:
(A) An educational program or service that an agency is required to provide to meet educational requirements imposed by state law; or
(B) A program that provides basic medical services.
(5) “Scientifically based research” means research that obtains reliable and valid knowledge by:
(a) Employing systematic, empirical methods that draw on observation or experiment;
(b) Involving rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; and
(c) Relying on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations and across studies by the same or different investigators.

SECTION 37a. ORS 329.145 is amended to read:
329.145. As used in ORS 329.150 and 329.155:
(1) “Families” means a group of individuals related by blood, marriage or adoption, or individuals whose functional relationships are similar to those found in such associations. The family’s
purpose is the security, support, nurturance, love, transmission of values and facilitation of each member’s growth and development, and is the primary social unit affecting a child’s well-being.

(2) “Services” means education and all other programs and services addressing one or more of a child’s six basic needs as follows: stimulus, nutrition, health, safety, nurturance and shelter.

(3) “Young children” means children zero through [eight] six years of age.

SECTION 38. ORS 329.155 is amended to read:

329.155. (1) State agencies that administer education programs and other programs that provide services for children and families shall:

(a) Evaluate the effectiveness of the program as related to the principles stated in ORS 329.025 and 417.305 in the earliest stages of the budget process, including components within programs as appropriate;

(b) Articulate ways in which the program is:

(A) An effective component of agency and state priorities, goals and strategies, such as those developed by the Oregon Progress Board, or to that have been established by the Early Learning Council; and

(B) Relevant to research and professional standards;

(c) Establish plans, interagency partnerships, implementation practices and interactions with local coordinated comprehensive plans;

(d) Use the information generated by applicable state advisory groups and governing boards in the program assessment of needs and decisions as to service delivery in a given community; and

(e) Identify barriers to improving program capability to serve the needs of young children and make related recommendations, if any, to the Early Learning Council.

(2) The processes listed in subsection (1) of this section are for the purpose of generating interagency coordination so as to serve to the greatest extent possible young children and their families in a comprehensive and developmentally appropriate fashion. The information generated by these processes shall be considered as a contribution to subsequent budget decisions by state and local agencies, the Oregon Department of Administrative Services and the Legislative Assembly, and as a contribution to the planning and coordination tasks of the State Commission on Children and Families.

SECTION 39. ORS 329.156 is amended to read:

329.156. (1) The Department of Education and the Department of Human Services and the State Commission on Children and Families shall support the development and implementation of a network of community learning centers across the state.

(2) Within available funding, the Early Learning Council, in conjunction with local commissions on children and families or other organizations that provide training and technical assistance to schools or community programs, shall provide training and technical assistance to promote the development and implementation of community learning centers. To the extent possible, the council shall use voluntary organizations to provide the training and technical assistance.

(3) If a community learning center is created by a school district, the school district shall coordinate with the local commission on children and families to ensure that the community learning center is referenced in the local coordinated comprehensive plan, implemented pursuant to ORS 417.775.

(4) Community learning centers created pursuant to this section shall:

(a) Be located in or near a school or a cluster of schools;

(b) Involve parents in the care and education of their children;

(c) Involve the local community in developing and overseeing community learning center programs;

(d) Incorporate the principles of family support services described in ORS 329.150 and 417.342;
(e) In partnership with the local school district board, create or designate an advisory committee to offer guidance on program development and implementation, with membership that is representative of the diversity of community interests, including representatives of businesses, schools, faith-based organizations, social service and health care agencies, cultural groups, recreation groups, municipal governments, community colleges, libraries, child care providers, parents and youths;

(f) Conduct an assessment of strengths, needs and assets within the community to be served by the community learning center that identifies services being delivered in the community, defines and clarifies services that are missing or overlapping and builds on any existing community assessments; and

(g) Coordinate the community assessment with the local commission on children and families.

(5) The Department of Human Services and the Department of Education shall provide technical assistance to community learning centers to develop policies ensuring that confidential information is disclosed only in accordance with state and federal laws.

SECTION 40. ORS 329.190 is amended to read:

329.190. The Department of Education shall establish an advisory committee composed of interested parents and representatives from the [State Commission on Children and Families,] health care profession, early childhood education and development staff preparation programs, Oregon Head Start Association, school districts, community colleges, Early Intervention Council, child care and other organizations. The purpose of the advisory committee is to provide advice to the department and the Early Learning Council on matters related to the Oregon prekindergarten program.

SECTION 41. ORS 343.499 is amended to read:

343.499. (1)(a) There is created the State Interagency Coordinating Council.

(b) The Governor shall appoint members of the council from a list of eligible appointees provided by the council and agencies described in subsection (2) of this section and shall ensure that the membership of the council reasonably represents the population of this state.

(c) The Governor shall designate one member of the council to serve as the chairperson, or if the Governor chooses not to name a chairperson, the council may elect one of its members to serve as chairperson. However, any member of the council who represents the Department of Education may not serve as the chairperson of the council.

(2) The membership of the council shall be composed as follows:

(a) At least 20 percent of the council members shall be parents, including minority parents, of preschool children with disabilities or of children with disabilities who are 12 years of age or younger who have knowledge of or experience with programs for infants and toddlers with disabilities. At least one council member shall be a parent of an infant or toddler with a disability or of a child with a disability who is six years of age or younger.

(b) At least 20 percent of the council members shall be public or private providers of early intervention and early childhood special education services.

(c) At least one council member shall be a member of the Legislative Assembly.

(d) At least one council member shall be involved in personnel preparation.

(e) At least one council member shall represent the Department of Human Services.

(f) At least one council member shall represent the federal Head Start program.

(g) At least one council member shall represent the Child Care Division of the Employment Department.

(h) At least one council member shall represent the Department of Education.

(i) At least one council member shall represent the Department of Consumer and Business Services.

(j) At least one council member shall represent the [State Commission on Children and Families] Early Learning Council.

(k) At least one council member shall represent the Child Development and Rehabilitation Center of the Oregon Health and Science University.
(L) At least one council member shall be a member of the State Advisory Council for Special Education created under ORS 343.287.

(m) At least one council member shall be a representative designated by the state coordinator for homeless education.

(n) At least one council member shall represent the state child welfare agency responsible for foster care.

(o) At least one council member shall represent the state agency responsible for children’s mental health.

(p) At least one council member shall be from the Oregon Health Authority.

(q) The council may include other members appointed by the Governor, including but not limited to one representative from the United States Bureau of Indian Affairs or, where there is no school operated or funded by the bureau, from the Indian Health Service or the tribe or tribal council.

(3) An individual appointed to represent a state agency that is involved in the provision of or payment for services for preschool children with disabilities under subsection (2)(e) and (h) to (k) of this section shall have sufficient authority to engage in making and implementing policy on behalf of the agency.

(4) The State Interagency Coordinating Council shall:

(a) Advise the Superintendent of Public Instruction, [and] the State Board of Education and the Early Learning Council on unmet needs in the early childhood special education and early intervention programs for preschool children with disabilities, review and comment publicly on any rules proposed by the State Board of Education and the distribution of funds for the programs and assist the state in developing and reporting data on and evaluations of the programs and services.

(b) Advise and assist the represented public agencies regarding the services and programs they provide to preschool children with disabilities and their families, including public comments on any proposed rules affecting the target population and the distribution of funds for such services, and assist each agency in developing services that reflect the overall goals for the target population as adopted by the council.

(c) Advise and assist the Department of Education and other state agencies in the development and implementation of the policies that constitute the statewide system.

(d) Assist all appropriate public agencies in achieving the full participation, coordination and cooperation for implementation of a statewide system that includes but is not limited to:

(A) Seeking information from service providers, service coordinators, parents and others about any federal, state or local policies that impede timely service delivery; and

(B) Taking steps to ensure that any policy problems identified under subparagraph (A) of this paragraph are resolved.

(e) Advise and assist the Department of Education in identifying the sources of fiscal and other support for preschool services, assigning financial responsibility to the appropriate agencies and ensuring that the provisions of interagency agreements under ORS 343.511 are carried out.

(f) Review and comment on each agency’s services and policies regarding services for preschool children with disabilities, or preschool children who are at risk of developing disabling conditions, and their families to the maximum extent possible to assure cost-effective and efficient use of resources.

(g) To the extent appropriate, assist the Department of Education in the resolution of disputes.

(h) Advise and assist the Department of Education in the preparation of applications and amendments thereto.

(i) Advise and assist the Department of Education regarding the transition of preschool children with disabilities.

(j) Prepare and submit an annual report to the Governor and to the United States Secretary of Education on the status of early intervention programs operated within this state.

(5) The council may advise appropriate agencies about integration of services for preschool children with disabilities and at-risk preschool children.

(6) Terms of office for council members shall be three years, except that:
(a) The representative from the State Advisory Council for Special Education shall serve a one-year term; and
(b) The representatives from other state agencies and the representative from the Legislative Assembly shall serve indefinite terms.

(7) Subject to approval by the Governor, the council may use federal funds appropriated for this purpose and available to the council to:
(a) Conduct hearings and forums;
(b) Reimburse nonagency council members [pursuant to] under ORS 292.495 for attending council meetings, for performing council duties, and for necessary expenses, including child care for parent members;
(c) Pay compensation to a council member if the member is not employed or if the member must forfeit wages from other employment when performing official council business;
(d) Hire staff; and
(e) Obtain the services of such professional, technical and clerical personnel as may be necessary to carry out its functions.

(8) Except as provided in subsection (7) of this section, council members shall serve without compensation.

(9) The Department of Education shall provide clerical and administrative support, including staff, to the council to carry out the performance of the council’s function as described in this section.

(10) The council shall meet at least quarterly. The meetings shall be announced publicly and, to the extent appropriate, be open and accessible to the general public.

(11) No member of the council shall cast a vote on any matter that would provide direct financial benefit to that member or otherwise give the appearance of a conflict of interest under state law.

SECTION 42. ORS 343.507 is amended to read:
343.507. (1) Each contractor for early childhood special education and early intervention services shall assist in the development of a local early intervention interagency advisory council in every county within the contractor’s service area.

(2) Each local early intervention interagency advisory council shall include as members at least 20 percent parents of preschool children with disabilities, 20 percent providers of early childhood special education and early intervention services or other services to preschool children with disabilities, a representative of the [State Commission on Children and Families] Early Learning Council and representatives from public and private agencies that serve young children and their families, including but not limited to Head Start and Oregon prekindergartens, community child care, the Child Care Division of the Employment Department, local school districts, education service districts, Department of Education regional special education programs, community mental health programs, community developmental disabilities programs, Department of Human Services health programs, child welfare programs and public assistance programs, Indian education agencies, migrant programs serving young children and community colleges.

(3) Each local early intervention interagency advisory council shall select its own chairperson and vice chairperson and fix the duties of its officers.

(4) The department shall establish procedures pursuant to rules of the State Board of Education for seeking and considering local council advice regarding the selection of contractors, coordination of services and procedures for local resolution of disputes.

SECTION 42a. ORS 357.750 is amended to read:
357.750. Units of local government and counties may apply to the Trustees of the State Library for annual establishment and development grants. The grants may be made from funds specifically appropriated therefor and are to be used to establish, develop or improve public library early literacy services for children from birth to [five] six years of age and to provide the statewide summer reading program, as defined by rule of the Trustees of the State Library, for children from birth to 14 years of age.
SECTION 43. ORS 417.705 is amended to read:

417.705. As used in ORS 417.705 to 417.800:

(1) “Community mobilization” means government and private efforts to increase community awareness and facilitate the active participation of citizens and organizations in projects and issues that will have positive impact on the well-being of children, families and communities.

(2) “Efficiency” means a measurable indicator of the amount of resources required to produce an output.

(3) “High-level outcome” means the Oregon benchmarks adopted by the Oregon Progress Board and any other measurable indicators of societal well-being.

(4) “Intermediate outcome” means a measurable indicator of the effort by an agency or other entity toward achieving a high-level outcome target.

(5) (1) “Local commission” means a local commission on children and families established pursuant to ORS 417.760.

(2) “Local coordinated comprehensive plan” or “local plan” means a local coordinated comprehensive plan for children and families that is developed pursuant to ORS 417.775 through a process coordinated and led by a local commission and that consists of:

(a) A community plan that identifies the community's needs, strengths, goals, priorities and strategies for:

(A) Creating positive outcomes for children and families;

(B) Community mobilization;

(C) Coordinating programs, strategies and services for children who are 0 through 18 years of age and their families among community groups, government agencies, private providers and other parties; and

(D) Addressing the needs of target populations; and

(b) The service plans listed in ORS 417.775 (6) that designate specific services for the target populations identified in the community plan.

(6) (3) “Outcome” means the measure of a desired result.

(7) “Output” means the amount or frequency of products or services delivered by an agency or other entity.

(8) “Performance measure” includes outcomes, outputs and efficiencies that indicate how well an agency or other entity is carrying out its mission and achieving its goals.

(9) “State commission” means the State Commission on Children and Families established under ORS 417.730.

(10) “Target” means a specific level of achievement desired for a specific time, expressed numerically.

SECTION 44. ORS 417.710 is amended to read:

417.710. Subject to the availability of funds therefor and the specific provisions of ORS 417.705 to 417.800 and 419A.170, it is the purpose of ORS 417.705 to 417.800 and 419A.170 to:

(1) Authorize the [State Commission on Children and Families] Early Learning Council to set statewide guidelines for the planning, coordination and delivery of services for children and families in conjunction with other state agencies and other planning bodies;

(2) Vest in local commissions on children and families the authority to distribute state and federal funds allocated to the local commissions to supervise services or to purchase services for children and families in the local area and to supervise the development of the local coordinated comprehensive plan;

(3) Provide a process for comprehensive local planning for services for children and families to provide local services that are consistent with statewide guidelines;

(4) Retain in the state the responsibility for funding of services for children and families through a combination of local, state and federal funding, including the leveraging of public and private funds available under ORS 417.705 to 417.800 and 419A.170; and

Enrolled House Bill 4165 (HB 4165-B)
(5) Retain state supervision of child protection and other services that should be uniform throughout the state and that are necessarily the state's responsibility.

SECTION 44a. ORS 417.727 is amended to read:

417.727. Based on the findings expressed in ORS 417.708, there is created the Oregon Early [Childhood] Learning System. The goals of the system are to:

1. Prevent child abuse and neglect;
2. Improve the health and development of young children;
3. Promote bonding and attachment in the early years of a child's life;
4. Support parents in providing the optimum environment for their young children;
5. Link and integrate services and supports in the voluntary statewide early [childhood] learning system pursuant to ORS 417.728;
6. Link and integrate services and supports in the voluntary local early childhood system pursuant to ORS 417.777;
7. Ensure that children are entering school ready to learn; and
8. Ensure that [children receive] parents have access to affordable, quality child care.

SECTION 44b. ORS 417.728 is amended to read:

417.728. (1) The [State Commission on Children and Families, the Department of Education, the Employment Department, the Department of Human Services and the Oregon Health Authority] Early Learning Council shall lead a joint effort with other state and local early childhood partners to establish the policies necessary for a voluntary statewide early [childhood] learning system that shall be incorporated into the local coordinated comprehensive plan.

(2) The voluntary statewide early [childhood] learning system shall be designed to achieve:

(a) The appropriate [early childhood benchmarks jointly identified by the State Commission on Children and Families, the Department of Education, the Employment Department, the Department of Human Services and the Oregon Health Authority,] outcomes identified by the Early Learning Council with input from early childhood partners,[ as the appropriate benchmarks]; and

(b) Any other early childhood benchmark or [intermediate outcome jointly identified by the State Commission on Children and Families, the Department of Education, the Employment Department, the Department of Human Services and the Oregon Health Authority,] outcome that demonstrates progress toward meeting a target and that is identified by the Early Learning Council with input from early childhood partners,[ as an appropriate benchmark or outcome].

(3) The voluntary statewide early [childhood] learning system shall include the following components:

(a) A process to identify as early as possible children and families who would benefit from early [childhood] learning services;

(b) A plan to support the identified needs of the child and family that coordinates case management personnel and the delivery of services to the child and family; and

(c) Services to support children who are zero through [eight] six years of age and their families who give their express written consent, including:

(A) Screening, assessment and home visiting services pursuant to ORS 417.795;

(B) Specialized or targeted home visiting services;

(C) Community-based services such as relief nurseries, family support programs and parent education programs;

(D) [High] Affordable, quality child care, as defined by the [Commission for Child Care] Early Learning Council;

(E) Preschool and other early education services;

(F) Health services for children and pregnant women;

(G) Mental health services;

(H) Alcohol and drug treatment programs that meet the standards promulgated by the Oregon Health Authority pursuant to ORS 430.357;

(I) Developmental disability services; and

(J) Other state and local services.
The State Commission on Children and Families, the Department of Education, the Employment Department, the Department of Human Services and the Oregon Health Authority shall jointly:

In establishing the definition of affordable, quality child care under subsection (3)(c)(D) of this section, the Early Learning Council shall consult with child care providers and early childhood educators. The definition established by the council shall support parental choice of child care provider and shall consider differences in settings and services, including but not limited to child care for school-aged children, part-time care, odd-hour and respite care and factors of cultural appropriateness and competence.

The Early Learning Council shall:

(a) Consolidate administrative functions relating to the voluntary statewide early childhood learning system, to the extent practicable, including but not limited to training and technical assistance, planning and budgeting. This paragraph does not apply to the administrative functions of the Department of Education relating to education programs.

(b) Adopt policies to establish training and technical assistance programs to ensure that personnel have skills in appropriate areas, including screening, family assessment, competency-based home visiting skills, cultural and gender differences and other areas as needed.

(c) Identify research-based age-appropriate and culturally and gender appropriate screening and assessment tools that would be used as appropriate in programs and services of the voluntary statewide early childhood learning system.

(d) Develop a plan for the implementation of a common data system for voluntary early childhood programs as provided in section 7, chapter 831, Oregon Laws 2001.

(e) Coordinate existing and new early childhood programs to provide a range of community-based supports.

(f) Establish a common set of quality assurance standards to guide local implementation of all elements of the voluntary statewide early childhood learning system, including voluntary universal screening and assessment, home visiting, staffing, evaluation and community-based services.

(g) Ensure that all plans for voluntary early childhood services are coordinated and consistent with federal and state law, including but not limited to plans for Oregon prekindergarten programs, federal Head Start programs, early childhood special education services, early intervention services and public health services.

(h) Identify how the voluntary statewide early childhood learning system for children who are zero through [eight] six years of age will link with systems of support for older children and their families.

(i) Contract for an evaluation of the outcomes of the voluntary statewide early childhood system; and

During January of each odd-numbered year, report to the Governor and the Legislative Assembly on the voluntary statewide early childhood learning system. [The report shall include the evaluation described in paragraph (i) of this subsection.]

The State Commission on Children and Families. The State Board of Education, the Employment Department, the Department of Human Services and the Oregon Health Authority when adopting rules to administer voluntary early childhood programs under their individual authority shall adopt rules:

(a) That are consistent with the requirements of the voluntary statewide early childhood learning system created under this section; and

(b) With the direction of the Early Learning Council.

Information gathered in conjunction with the voluntary comprehensive screening and assessment of children and their families may be used only for the following purposes:

(a) Providing services to children and families who give their express written consent;

(b) Providing statistical data that are not personally identifiable;

(c) Accomplishing other purposes for which the family has given express written consent; and

(d) Meeting the requirements of mandatory state and federal disclosure laws.

SECTION 45. ORS 417.760 is amended to read:
417.760. (1) The board of county commissioners of a county or the boards of county commissioners of contiguous counties that agree to appoint a regional commission:

(a) Shall appoint a chairperson and a minimum of eight members to a local commission on children and families in the manner described in ORS 417.765.

(b) Shall appoint a local staff director. The staff director shall hire and supervise any other support staff necessary for operation of the local commission. The staff director and staff are subject to county personnel policies and other administration policies and ordinances. The staff director shall be responsible for all management functions of the local commission.

(c) Must approve the local coordinated comprehensive plan before it may be submitted to the State Commission on Children and Families Early Learning Council. If the local plan has been revised or is amended, the revised or amended local plan must be submitted to the board or boards for approval before it is submitted to the state commission council.

(2) The board or boards of county commissioners must approve any transfer of responsibility for a state service and its funding to a local commission.

(3) Funds payable to implement local coordinated comprehensive plans shall be paid to the county. The board or boards of county commissioners are responsible for the expenditure of such funds subject to county budget and fiscal operating procedures.

SECTION 45a. ORS 417.765 is amended to read:

417.765. (1) A majority of a local commission on children and families, including the chairperson, shall be laypersons as defined in ORS 417.730 (6)(b). Appointments to the local commission shall reflect the county's or counties' diverse populations and shall reflect expertise along the full spectrum of developmental stages of a child, from the prenatal stage through 18 years of age. Members shall include persons who have knowledge of the issues relating to children and families in the affected communities, including education, municipal government and the court system.

(2) Members of the local commission shall be appointed to four-year terms. The appointing board or boards of county commissioners may appoint a member for additional terms or may limit the number of terms that a member may serve.

SECTION 46. ORS 417.775 is amended to read:

417.775. (1) Under the direction of the board or boards of county commissioners, and in conjunction with the guidelines set by the State Commission on Children and Families Early Learning Council, the local commission on children and families shall promote wellness for children of all ages and their families in the county or region, if the families have given their express written consent, mobilize communities and develop policy and oversee the implementation of a local coordinated comprehensive plan described in this section. A local commission shall:

(a) Inform and involve citizens;
(b) Identify and map the range of resources in the community;
(c) Plan, advocate and fund research-based and tribal-based initiatives for children who are 18 years of age or younger, including prenatal, and their families;
(d) Develop local policies, priorities, outcomes and targets;
(e) Prioritize activities identified in the local plan and mobilize the community to take action;
(f) Prioritize the use of nondedicated resources;
(g) Monitor implementation of the local plan; and
(h) Monitor and evaluate the intermediate outcome targets identified in the local plan that are reviewed under ORS 417.797, and report on the progress in addressing priorities and achieving outcomes.

(2)(a) A local commission may not provide direct services for children and their families.
(b) Notwithstanding paragraph (a) of this subsection, a local commission may provide direct services for children and their families for a period not to exceed six months if:
(A)(i) The local commission determines that there is an emergency;
(ii) A provider of services discontinues providing the services in the county or region; or
(iii) No provider is able to offer the services in the county or region; and
(B) The family has given its express written consent.
(3) The local commission shall lead and coordinate a process to assess needs, strengths, goals, priorities and strategies, and identify county or regional outcomes to be achieved. The process shall be in conjunction with other coordinating bodies for services for children and their families and shall include representatives of education, mental health services, developmental disability services, alcohol and drug treatment programs, public health programs, local child care resource and referral agencies, child care providers, law enforcement and corrections agencies, private nonprofit entities, local governments, faith-based organizations, businesses, families, youth and the local community. The process shall include populations representing the diversity of the county or region.

(4) Through the process described in subsection (3) of this section, the local commission shall coordinate the development of a single local plan for coordinating community programs, strategies and services for children who are 18 years of age or younger, including prenatal, and their families among community groups, government agencies, private providers and other parties. The local plan shall be a comprehensive area-wide service delivery plan for all services to be provided for children and their families in the county or region, if the families have given their express written consent. The local plan shall be designed to achieve state and county or regional outcomes based on state policies and guidelines and to maintain a level of services consistent with state and federal requirements.

(5) The local commission shall prepare the local coordinated comprehensive plan and applications for funds to implement ORS 417.705 to 417.800 and 419A.170. The local plan, policies and proposed service delivery systems shall be submitted to the board or boards of county commissioners for approval prior to submission to the [state commission] Early Learning Council. The local plan shall be based on identifying the most effective service delivery system allowing for the continuation of current public and private programs where appropriate. The local plan shall address needs, strengths and assets of all children, their families and communities, including those children and their families at highest risk.

(6) Subject to the availability of funds:
(a) The local coordinated comprehensive plan shall include:
   (A) Identification of ways to connect all state and local planning processes related to services for children and their families into the local coordinated comprehensive plan to create positive outcomes for children and their families; and
   (B) Provisions for a continuum of social supports at the community level for children from the prenatal stage through 18 years of age, and their families, that takes into account areas of need, service overlap, asset building and community strengths as outlined in ORS 417.305 (2).
(b) The local coordinated comprehensive plan shall reference:
   (A) A voluntary local early childhood system plan created pursuant to ORS 417.777;
   (B) Local alcohol and other drug prevention and treatment plans developed pursuant to ORS 430.242;
   (C) Local service plans, developed pursuant to ORS 430.630, for the delivery of mental health services for children and their families;
   (D) Local public health plans, developed pursuant to ORS 431.385, that include public health issues such as prenatal care, immunizations, well-child checkups, tobacco use, nutrition, teen pregnancy, maternal and child health care and suicide prevention; and
   (E) The local high-risk juvenile crime prevention plan developed pursuant to ORS 417.855.

(7) The local coordinated comprehensive plan shall include a list of staff positions budgeted to support the local commission on children and families. The list shall indicate the status of each position as a percentage of full-time equivalency dedicated to the implementation of the local coordinated comprehensive plan. The county board or boards of commissioners shall be responsible for providing the level of staff support detailed in the local plan and shall ensure that funds provided for these purposes are used to carry out the local plan.

(8) The local coordinated comprehensive plan shall:
   (a) Improve results by addressing the needs, strengths and assets of all children, their families and communities in the county or region, including those children and their families at highest risk;
(b) Improve results by identifying the methods that work best at the state and local levels to coordinate resources, reduce paperwork and simplify processes, including data gathering and planning;

(c) Be based on local, state and federal resources;

(d) Be based on proven practices of effectiveness for the specific community;

(e) Contribute to a voluntary statewide system of formal and informal services and supports that is provided at the community level, that is integrated in local communities and that promotes improved outcomes for Oregon’s children;

(f) Be presented to the citizens in each county for public review, comment and adjustment;

(g) Be designed to achieve outcomes based on research-identified proven practices of effectiveness; and

(h) Address other issues, local needs or children and family support areas as determined by the local commission (pursuant to ORS 417.735).

(9) In developing the local coordinated comprehensive plan, the local commission shall:

(a) Secure active participation pursuant to subsection (3) of this section;

(b) Provide for community participation in the planning process, including media notification;

(c) Conduct an assessment of the community that identifies needs and strengths;

(d) Identify opportunities for service integration; and

(e) Develop a local coordinated comprehensive plan and budget to meet the priority needs of a county or region.

(10) The [state commission] Early Learning Council may disapprove the part of the local coordinated comprehensive plan relating to the planning process required by this section and the voluntary local early childhood system plan.

(11)(a) The [state commission] Early Learning Council may disapprove the planning process and the voluntary local early childhood system plan only upon making specific findings that the local plan substantially fails to conform to the principles, characteristics and values identified in ORS 417.708 to 417.725 [and 417.735 (4)] or that the local plan fails to conform with the planning process requirements of this section. The staff of the [state commission] Early Learning Council shall assist the local commission in remedying the deficiencies in the planning process or the voluntary local early childhood system plan. The [state commission] Early Learning Council shall set a date by which any deficient portions of the planning process or the voluntary local early childhood system plan must be revised and resubmitted to the [state commission] Early Learning Council by the local commission.

(b) The [state commission] Early Learning Council does not have approval authority over the following service plans referenced in the local coordinated comprehensive plan:

(A) The local alcohol and other drug prevention and treatment plans developed pursuant to ORS 430.242;

(B) Local service plans, developed pursuant to ORS 430.630, relating to the delivery of mental health services;

(C) Local public health plans developed pursuant to ORS 431.385; and

(D) Local high-risk juvenile crime prevention plans developed pursuant to ORS 417.855.

(12) The [state commission] Early Learning Council, the Department of Human Services and the Juvenile Crime Prevention Advisory Committee may jointly approve the community plan that is part of the local coordinated comprehensive plan, but may not jointly approve the service plans that are referenced in the local plan. If the community plan is disapproved in whole, the agencies shall identify with particularity the manner in which the community plan is deficient and the service plans may be implemented. If only part of the community plan is disapproved, the remainder of the community plan and the service plans may be implemented. The staff of the agencies shall assist the local commission in remedying the disapproved portions of the community plan. The agencies shall jointly set a date by which the deficient portions of the community plan shall be revised and resubmitted to the agencies by the local commission. In reviewing the community plan, the agencies shall consider the impact of state and local budget reductions on the community plan.
(13) If a local commission determines that the needs of the county or region it serves differ from those identified by the [state commission] Early Learning Council, it may ask the [state commission] Early Learning Council to waive specific requirements in its list of children's support areas. The process for granting waivers shall be developed by the [state commission] Early Learning Council prior to the start of the review and approval process for the local coordinated comprehensive plan [described in ORS 417.735 (4)] and shall be based primarily on a determination of whether the absence of a waiver would prevent the local commission from best meeting the needs of the county or region.

(14) From time to time, the local commission may amend the local coordinated comprehensive plan and applications for funds to implement ORS 417.705 to 417.800 and 419A.170. The local commission must amend the local plan to reflect current community needs, strengths, goals, priorities and strategies. Amendments become effective upon approval of the board or boards of county commissioners and the [state commission] Early Learning Council.

(15) The local commission shall keep an official record of any amendments to the local coordinated comprehensive plan under subsection (14) of this section.

(16) The local commission shall provide an opportunity for public and private contractors to review the components of the local coordinated comprehensive plan and any amendments to the local plan, to receive notice of any component that the county or counties intend to provide through a county agency and to comment publicly to the board or boards of county commissioners if they disagree with the proposed service delivery plan.

(17) Alcohol and drug prevention and treatment services included in the local coordinated comprehensive plan must meet minimum standards adopted by the Oregon Health Authority under ORS 430.357.

SECTION 46a. The Early Learning Council may waive the requirements of ORS 417.775 applicable to local coordinated comprehensive plans of local commissions on children and families in order for local commissions to transition away from oversight by the State Commission on Children and Families.

SECTION 47. ORS 417.777 is amended to read:

417.777. (1) Each local commission on children and families, as part of the local coordinated comprehensive plan developed under ORS 417.775 for the county or region, shall lead and coordinate the development of a voluntary local early childhood system plan that shall focus on the needs of children who are zero through eight years of age and their families. Local Oregon prekindergarten programs, early childhood special education programs and early intervention services shall collaborate and participate with the local commission in the development and implementation of the voluntary early childhood system plan.

(2) In the process of developing the voluntary local early childhood system plan, a local commission shall include parents, youth, community representatives and representatives of local providers of early childhood services that reflect the diversity of the county or region, including but not limited to representatives from:

(a) Hospitals and the health professions;
(b) Local interagency coordinating councils;
(c) Oregon prekindergarten programs;
(d) Contractors who are designated by the Superintendent of Public Instruction to be responsible for the administration of early childhood special education and early intervention services in a service area;
(e) Community corrections agencies;
(f) Mental health services;
(g) County health departments;
(h) Healthy Start Family Support Services programs;
(i) Alcohol and drug treatment programs;
(j) Local child care resource and referral agencies;
(k) Child care providers;
(L) Developmental disability services;
(m) The kindergarten through grade 12 education community;
(n) Faith-based organizations; and
(o) Other providers of prenatal and perinatal services.

3. A voluntary local early childhood system plan shall:
   (a) Provide for the coordination of early childhood programs by creating a process to connect
       children and families with the most appropriate supports;
   (b) Include a description of how the components of the voluntary statewide early childhood
       learning system specified in ORS 417.728 will be implemented in the county or region;
   (c) Build on existing programs;
   (d) Identify ways to maximize the use of volunteers and other community resources; and
   (e) Ensure that the diverse populations within a community receive services that are culturally
       and gender appropriate.

4. Local communities are encouraged to:
   (a) Use private nonprofit organizations to raise community awareness and support for the voluntary
       local early childhood system; and
   (b) Involve the medical community to ensure appropriate referrals to services and supports that are
       provided through the voluntary local early childhood system.

SECTION 47a. ORS 417.780 is amended to read:

417.780. Funds received by a county or counties from the state to implement ORS 417.705 to
417.800 and 419A.170 shall not be used to replace county general fund moneys, other than federal
or state funds, currently being used by the county for existing programs for children and youth.
However, in case of severe financial hardship demonstrated by a county or counties, the Early Learning Council may waive the requirements of this section in approving the local coordinated comprehensive plan.

SECTION 48. ORS 417.785 is amended to read:

417.785. A local commission is the recommended local structure for implementation of ORS
417.705 to 417.800 and 419A.170. However, a county or counties may elect to offer another structure
but shall submit only one local coordinated comprehensive plan. The alternative structure must be
approved by the Early Learning Council.

SECTION 49. ORS 417.787 is amended to read:

417.787. The Early Learning Council shall:
   (1) Determine when funds for services for children and families not described in ORS 409.010
       (2)(a) and 430.215 are to be transferred to the local commission. If a local commission with an approved
       local coordinated comprehensive plan requests a transfer, the Early Learning Council shall determine whether funds can be transferred.
   (2) Determine which, if any, services for children and families that are not described in ORS
       409.010 (2)(a) and 430.215 are not to be transferred to local commissions but are to remain state
       responsibilities.

SECTION 50. ORS 417.788 is amended to read:

417.788. (1) The Early Learning Council shall support relief nurseries statewide through both local commissions on children and families and tribes, as funding becomes available. Local commissions and tribes may establish relief nurseries for young children who are at risk and their families. Local commissions in adjoining counties may choose to establish regional relief nurseries. The relief nurseries shall:
   (a) Be consistent with the voluntary early childhood system plan that is part of the local coordinated comprehensive plan; and
   (b) Involve the parents of children served by the relief nurseries.
   (2) Programs at the relief nurseries shall include:
       (a) Therapeutic early childhood education programs; and
       (b) Parent education, training and support.
(3) Each relief nursery that receives state funding shall have financial support from the community that is at least equal to 25 percent of any state allocation.

SECTION 51. ORS 417.790 is amended to read:

417.790. The [State Commission on Children and Families] Early Learning Council shall:

(1) Make grants to local commissions on children and families to fund research-based services and initiatives to improve outcomes for children, youth or families. The [state commission] council shall assist counties in the implementation of community services that are efficient, accountable, coordinated and readily available. Grants for services and initiatives to support children, youth or families shall be used at the local level according to the county's local coordinated comprehensive plan. These services shall be provided in accordance with ORS 417.715 and 417.720.

(2) Make Great Start grants to local commissions on children and families to fund community-based programs for children [who are newborn] zero through [eight] six years of age. A county or region shall use Great Start grant funds to provide research-based early childhood programs in community settings and to provide services that have proven to be successful and that meet the needs of the community as described in the county's local coordinated comprehensive plan. These services shall be provided in accordance with ORS 417.728.

SECTION 52. ORS 417.793 is amended to read:

417.793. The [State Commission on Children and Families] Early Learning Council shall support parents-as-teachers programs statewide through local commissions on children and families as funding becomes available. If a local commission offers a program, the program shall be part of a comprehensive, research-based approach to parent education and support. The program shall be consistent with the voluntary early childhood system plan that is part of the local coordinated comprehensive plan.

SECTION 53. ORS 417.795 is amended to read:

417.795. (1) The [State Commission on Children and Families established under ORS 417.730] Early Learning Council shall establish Healthy Start Family Support Services programs through contracts entered into by local commissions on children and families in all counties of this state as funding becomes available.

(2) These programs shall be nonstigmatizing, voluntary and designed to achieve the appropriate early childhood benchmarks and shall:

(a) Ensure that express written consent is obtained from the family prior to any release of information that is protected by federal or state law and before the family receives any services;

(b) Ensure that services are voluntary and that, if a family chooses not to accept services or ends services, there are no adverse consequences for those decisions;

(c) Offer a voluntary comprehensive screening and risk assessment of all newly born children and their families;

(d) Ensure that the disclosure of information gathered in conjunction with the voluntary comprehensive screening and risk assessment of children and their families is limited pursuant to ORS 417.728 [(6)] (7) to the following purposes:

(A) Providing services under the programs to children and families who give their express written consent;

(B) Providing statistical data that are not personally identifiable;

(C) Accomplishing other purposes for which the family has given express written consent; and

(D) Meeting the requirements of mandatory state and federal disclosure laws;

(e) Ensure that risk factors used in the risk assessment are limited to those risk factors that have been shown by research to be associated with poor outcomes for children and families;

(f) Identify, as early as possible, families that would benefit most from the programs;

(g) Provide parenting education and support services, including but not limited to community-based home visiting services and primary health care services;

(h) Provide other supports, including but not limited to referral to and linking of community and public services for children and families such as mental health services, alcohol and drug treatment
programs that meet the standards promulgated by the Oregon Health Authority [pursuant to] under ORS 430.357, child care, food, housing and transportation;

(i) Coordinate services for children consistent with the voluntary local early childhood system plan developed pursuant to ORS 417.777;

(j) Provide follow-up services and supports from [birth through five] zero through six years of age;

(k) Integrate data with any common data system for early childhood programs [implemented pursuant to section 7, chapter 831, Oregon Laws 2001];

(L) Be included in a statewide independent evaluation to document:
- (A) Level of screening and assessment;
- (B) Incidence of child abuse and neglect;
- (C) Change in parenting skills; and
- (D) Rate of child development;

(m) Be included in a statewide training program in the dynamics of the skills needed to provide early childhood services, such as assessment and home visiting; and

(n) Meet voluntary statewide and local early childhood system quality assurance and quality improvement standards.

3. The Healthy Start Family Support Services programs, local health departments and other providers of prenatal and perinatal services in counties, as part of the voluntary local early childhood system, shall:

(a) Identify existing services and describe and prioritize additional services necessary for a voluntary home visit system;

(b) Build on existing programs;

(c) Maximize the use of volunteers and other community resources that support all families;

(d) Target, at a minimum, all first birth families in the county; and

(e) Ensure that home visiting services provided by local health departments for children and pregnant women support and are coordinated with local Healthy Start Family Support Services programs.

4. Through a Healthy Start Family Support Services program, a trained family support worker or nurse shall be assigned to each family assessed as at risk that consents to receive services through the worker or nurse. The worker or nurse shall conduct home visits and assist the family in gaining access to needed services.

5. The services required by this section shall be provided by hospitals, public or private entities or organizations, or any combination thereof, capable of providing all or part of the family risk assessment and the follow-up services. In granting a contract, a local commission may utilize collaborative contracting or requests for proposals and shall take into consideration the most effective and consistent service delivery system.

6. The family risk assessment and follow-up services for families at risk shall be provided by trained family support workers or nurses organized in teams supervised by a manager and including a family services coordinator who is available to consult.

7. Each Healthy Start Family Support Services program shall adopt disciplinary procedures for family support workers, nurses and other employees of the program. The procedures shall provide appropriate disciplinary actions for family support workers, nurses and other employees who violate federal or state law or the policies of the program.

SECTION 54. ORS 417.797 is amended to read:

417.797. (1) Each state agency or other entity that is responsible for a component of the local coordinated comprehensive plan shall ensure that a biennial evaluation of the plan component is conducted according to a consistent framework. The program evaluation shall include:

(a) An identified goal and associated Oregon benchmarks;

(b) Proven practices of effectiveness and related Oregon data;

(c) A target population and a description of local service systems that may be used in identifying, screening, recruiting and serving the target population;
(d) Specific intermediate outcomes that measure progress in addressing risk contributors or developing core supports and competencies and specific tools and data sources to measure the intermediate outcomes;

(e) Baseline data about the incidence of risk and asset and support factors with the goal of measuring change over time, including an assessment of local need;

(f) Measures of fiscal accountability;

(g) Identified roles and responsibilities for state agencies and local partners and performance measures to evaluate effectiveness in agreed-upon roles; and

(h) Measures of the change in coordination among service providers and programs as a result of the local plan, including increases in access to services.

(2) The [State Commission on Children and Families] Early Learning Council shall disclose the results of the evaluations to any person upon request.

(3) The [Oregon Progress Board] Early Learning Council shall conduct a review of the [intermediate] outcome targets achieved by local coordinated comprehensive plans [in accordance with ORS 417.735 (3)(c)] for the purpose of identifying progress in achieving outcomes specified in local plans. The [Oregon Progress Board] Early Learning Council shall coordinate the review with the evaluations conducted according to subsection (1) of this section.

SECTION 55. ORS 417.855 is amended to read:

417.855. (1) Each board of county commissioners shall designate an agency or organization to serve as the lead planning organization to facilitate the creation of a partnership among state and local public and private entities in each county. The partnership shall include, but is not limited to, local commissions on children and families, education representatives, public health representatives, local alcohol and drug planning committees, representatives of the court system, local mental health planning committees, city or municipal representatives and local public safety coordinating councils. The partnership shall develop a local high-risk juvenile crime prevention plan that shall be incorporated into the local coordinated comprehensive plans created pursuant to ORS 417.775.

(2) The local high-risk juvenile crime prevention plans shall use services and activities to meet the needs of a targeted population of youths who:

(a) Have more than one of the following risk factors:
   (A) Antisocial behavior;
   (B) Poor family functioning or poor family support;
   (C) Failure in school;
   (D) Substance abuse problems; or
   (E) Negative peer association; and

(b) Are clearly demonstrating at-risk behaviors that have come to the attention of government or community agencies, schools or law enforcement and will lead to imminent or increased involvement in the juvenile justice system.

(3)(a) The [State Commission on Children and Families] Youth Development Council shall allocate funds available to support the local high-risk juvenile crime prevention plans to counties based on the youth population age 18 or younger in those counties.

(b) The [state commission] Youth Development Council shall award a minimum grant to small counties. The minimum grant level shall be determined by the Juvenile Crime Prevention Advisory Committee through a public process and reviewed by the committee biennially.

SECTION 56. ORS 417.857 is amended to read:

417.857. (1) Deschutes County may place greater emphasis on early intervention and work with younger children than required by the Juvenile Crime Prevention Advisory Committee if the county has been granted a waiver pursuant to this section.

(2) The Juvenile Crime Prevention Advisory Committee shall develop an objective process, review criteria and timetable for consideration of a waiver request. A waiver granted under this section applies to the requirements for basic services grants described in ORS 417.850 (8) and high-risk juvenile crime prevention resources managed by the [State Commission on Children and Families]
Youth Development Council. The waiver shall be consistent with the goals of ORS 417.705 to 417.800, 417.850 and 417.855.

(3) Any documentation required for a waiver under this section shall be obtained to the greatest extent possible from material contained in the county’s juvenile crime prevention plan and from material as determined through biennial intergovernmental agreements. The Juvenile Crime Prevention Advisory Committee may ask the county to submit additional information regarding how the county intends to use crime prevention funds under the waiver.

(4) The Juvenile Crime Prevention Advisory Committee shall grant a waiver or continue a waiver based on criteria that include:

(a) The rate of Oregon Youth Authority discretionary bed usage compared to other counties;
(b) The county’s rates of first-time juvenile offenders, chronic juvenile offenders and juvenile recidivism compared to other counties;
(c) The amount and allocation of expenditures from all funding sources for juvenile crime prevention, including prevention and early intervention strategies, and how the requested waiver addresses the needs and priorities for the target population described in ORS 417.855 and for the target population described in the waiver;
(d) Inclusion of prevention or early intervention strategies in the juvenile crime prevention plan;
(e) Investments in evidence-based crime prevention programs and practices;
(f) Support of the local public safety coordinating council, local commission on children and families and the board of county commissioners;
(g) Local integration practices including citizens, victims, courts, law enforcement, business and schools;
(h) Identification of the risk factors for the target population described in the waiver; and
(i) Changes in the risk factors for the target population described in the waiver.

(5) The committee shall review and act on any request for a waiver within 90 days after receipt of the request.

(6) The duration of a waiver granted under this section is four years. Before the expiration of a waiver granted under this section, the county may submit a request for another waiver.

SECTION 57. ORS 418.751 is amended to read:

418.751. (1) The Department of Human Services, as provided in ORS 418.702, and the Department of Justice shall ensure that training and education are provided for persons, other than law enforcement officers, who are required to investigate allegations of child abuse. [The Department of Human Services and the Department of Justice shall consult with the State Commission on Children and Families in assessing the grant funding that might be distributed to enhance and support training and continuing education for the county multidisciplinary child abuse teams.]

(2) The Department of Human Services and the Department of Justice shall work with the Board on Public Safety Standards and Training to ensure that the training that is offered to persons under subsection (1) of this section and ORS 418.702 is coordinated with the training given to law enforcement officers.

SECTION 58. ORS 418.975 is amended to read:

418.975. As used in ORS 418.975 to 418.985:

(1) “Cultural competence” means accepting and respecting diversity and differences in a continuous process of self-assessment and reflection on one’s personal and organizational perceptions of the dynamics of culture.

(2) “Family” includes, with respect to a youth:

(a) A biological or legal parent;
(b) A sibling;
(c) An individual related by blood, marriage or adoption;
(d) A foster parent;
(e) A legal guardian;
(f) A caregiver;
(g) An individual with a significant social relationship with the youth; and
(h) Any person who provides natural, formal or informal support to the youth that the youth identifies as important.

(3) “Family-run organization” means a private nonprofit entity organized for the purpose of serving families with a youth who has a serious emotional disorder. The entity must:
(a) Have a governing board in which a majority of the members are family members of a youth with a serious emotional disorder; and
(b) Give a preference to family members in hiring decisions for the entity.

(4) “Identified population” means youth who have or are at risk of developing emotional, behavioral or substance use related needs, and who are involved with two or more systems of care.

(5) “Partner agency” includes the Department of Education, Oregon Youth Authority, Department of Human Services, [State Commission on Children and Families] Early Learning Council, Youth Development Council, Oregon Health Authority and other appropriate agencies involved in the system of care.

(6) “Services and supports” means public, private and community resources that assist youth in the achievement of positive outcomes.

(7) “System of care” means a coordinated network of services including education, child welfare, public health, primary care, pediatric care, juvenile justice, mental health treatment, substance use treatment, developmental disability services and any other services and supports to the identified population that integrates care planning and management across multiple levels, that is culturally and linguistically competent, that is designed to build meaningful partnerships with families and youth in the delivery and management of services and the development of policy and that has a supportive policy and management infrastructure.

(8) “Wraparound” means a definable, team-based planning process involving a youth and the youth’s family that results in a unique set of community services and supports individualized for that youth and family to achieve a set of positive outcomes.

(9) “Youth” means an individual 18 years of age or younger.

SECTION 59. ORS 419A.170 is amended to read:
419A.170. (1) In every case under ORS chapter 419B, the court shall appoint a court appointed special advocate. The court appointed special advocate is deemed a party in these proceedings, and in the furtherance thereof, may be represented by counsel, file pleadings and request hearings and may subpoena, examine and cross-examine witnesses. If the court appointed special advocate is represented by counsel, counsel shall be paid from funds available to the Court Appointed Special Advocate Volunteer Program. No funds from the Public Defense Services Account or Judicial Department operating funds may be used for this purpose.

(2) Subject to the direction of the court, the duties of the court appointed special advocate are to:
(a) Investigate all relevant information about the case;
(b) Advocate for the child or ward, ensuring that all relevant facts are brought before the court;
(c) Facilitate and negotiate to ensure that the court, Department of Human Services, if applicable, and the child or ward’s attorney, if any, fulfill their obligations to the child or ward in a timely fashion; and
(d) Monitor all court orders to ensure compliance and to bring to the court’s attention any change in circumstances that may require a modification of the court’s order.

(3) If a juvenile court does not have available to it a CASA Volunteer Program, or a sufficient number of qualified CASA volunteers, the court may, in fulfillment of the requirements of this section, appoint a juvenile department employee or other suitable person to represent the child or ward’s interest in court [pursuant to] under ORS 419A.012 or 419B.195.

(4) Any person appointed as a court appointed special advocate in any judicial proceeding on behalf of the child or ward is immune from any liability for defamation or statements made in good faith by that person, orally or in writing, in the course of the case review or judicial proceeding.

(5) Any person appointed as a court appointed special advocate, CASA Volunteer Program director, CASA Volunteer Program employee or member of the board of directors or trustees of any
CASA Volunteer Program is immune from any liability for acts or omissions or errors in judgment made in good faith in the course or scope of that person's duties or employment as part of a CASA Volunteer Program.

(6) Whenever the court appoints a court appointed special advocate or other person under subsections (1) to (3) of this section to represent the child or ward, it may require a parent, if able, or guardian of the estate, if the estate is able, to pay, in whole or in part, the reasonable costs of CASA services including reasonable attorney fees. The court's order of payment is enforceable in the same manner as an order of support under ORS 419B.408.

(7) Upon presentation of the order of appointment by the court appointed special advocate, any agency, hospital, school organization, division, office or department of the state, doctor, nurse or other health care provider, psychologist, psychiatrist, police department or mental health clinic shall permit the court appointed special advocate to inspect and copy, and may consult with the court appointed special advocate regarding, any records relating to the child or ward involved in the case, without the consent of the child, ward or parents.

(8) All records and information acquired or reviewed by a court appointed special advocate during the course of official duties are deemed confidential under ORS 419A.255.

(9) For the purposes of a Child Abuse Prevention and Treatment Act (42 U.S.C. 5101 et seq.) grant to this state under Public Law No. 93-247, or any related state or federal legislation, a court appointed special advocate or other person appointed pursuant to subsections (1) to (3) of this section is deemed a guardian ad litem to represent the interests of the child or ward in proceedings before the court.

(10) There is created a Court Appointed Special Advocate (CASA) Fund in the General Fund. The fund consists of all moneys credited to it. Moneys in the Court Appointed Special Advocate Fund are continuously appropriated to the [State Commission on Children and Families] Early Learning Council and may be used only to carry out the purposes of this section. The [commission] council may apply for and receive funds from federal and private sources for carrying out the provisions of this section.

(11) The [state commission] Early Learning Council may expend moneys from the Court Appointed Special Advocate Fund directly or indirectly through contracts or grants for the creation, supervision and operation of CASA Volunteer Programs statewide. The [commission] council may also expend moneys from the Court Appointed Special Advocate Fund to pay the reasonable costs of its administration of the Court Appointed Special Advocate Fund. The [commission] council shall adopt rules for carrying out its responsibilities under this section.

SECTION 60. ORS 419B.005 is amended to read:

419B.005. As used in ORS 419B.005 to 419B.050, unless the context requires otherwise:

1(a) “Abuse” means:

(A) Any assault, as defined in ORS chapter 163, of a child and any physical injury to a child which has been caused by other than accidental means, including any injury which appears to be at variance with the explanation given of the injury.

(B) Any mental injury to a child, which shall include only observable and substantial impairment of the child's mental or psychological ability to function caused by cruelty to the child, with due regard to the culture of the child.

(C) Rape of a child, which includes but is not limited to rape, sodomy, unlawful sexual penetration and incest, as those acts are described in ORS chapter 163.

(D) Sexual abuse, as described in ORS chapter 163.

(E) Sexual exploitation, including but not limited to:

(i) Contributing to the sexual delinquency of a minor, as defined in ORS chapter 163, and any other conduct which allows, employs, authorizes, permits, induces or encourages a child to engage in the performing for people to observe or the photographing, filming, tape recording or other exhibition which, in whole or in part, depicts sexual conduct or contact, as defined in ORS 167.002 or described in ORS 163.665 and 163.670, sexual abuse involving a child or rape of a child, but not in-
including any conduct which is part of any investigation conducted pursuant to ORS 419B.020 or which is designed to serve educational or other legitimate purposes; and

(ii) Allowing, permitting, encouraging or hiring a child to engage in prostitution or to patronize a prostitute, as defined in ORS chapter 167.

(F) Negligent treatment or maltreatment of a child, including but not limited to the failure to provide adequate food, clothing, shelter or medical care that is likely to endanger the health or welfare of the child.

(G) Threatened harm to a child, which means subjecting a child to a substantial risk of harm to the child’s health or welfare.

(H) Buying or selling a person under 18 years of age as described in ORS 163.537.

(I) Permitting a person under 18 years of age to enter or remain in or upon premises where methamphetamines are being manufactured.

(J) Unlawful exposure to a controlled substance, as defined in ORS 475.005, that subjects a child to a substantial risk of harm to the child’s health or safety.

(b) “Abuse” does not include reasonable discipline unless the discipline results in one of the conditions described in paragraph (a) of this subsection.

(2) “Child” means an unmarried person who is under 18 years of age.

(3) “Law enforcement agency” means:

(a) A city or municipal police department.
(b) A county sheriff’s office.
(c) The Oregon State Police.
(d) A police department established by a university under ORS 352.383.
(e) A county juvenile department.

(4) “Public or private official” means:

(a) Physician, osteopathic physician, physician assistant, naturopathic physician, podiatric physician and surgeon, including any intern or resident.
(b) Dentist.
(c) School employee.
(d) Licensed practical nurse, registered nurse, nurse practitioner, nurse’s aide, home health aide or employee of an in-home health service.

(e) Employee of the Department of Human Services, Oregon Health Authority, [State Commission on Children and Families] Early Learning Council, Youth Development Council, Child Care Division of the Employment Department, the Oregon Youth Authority, a county health department, a community mental health program, a community developmental disabilities program, a county juvenile department, a licensed child-caring agency or an alcohol and drug treatment program.

(f) Peace officer.
(g) Psychologist.
(h) Member of the clergy.
(i) Regulated social worker.
(j) Optometrist.
(k) Chiropractor.
(L) Certified provider of foster care, or an employee thereof.
(m) Attorney.
(n) Licensed professional counselor.
(o) Licensed marriage and family therapist.
(p) Firefighter or emergency medical services provider.
(q) A court appointed special advocate, as defined in ORS 419A.004.
(r) A child care provider registered or certified under ORS 657A.030 and 657A.250 to 657A.450.
(s) Member of the Legislative Assembly.
(t) Physical, speech or occupational therapist.
(u) Audiologist.
(v) Speech-language pathologist.
(w) Employee of the Teacher Standards and Practices Commission directly involved in investigations or discipline by the commission.

(x) Pharmacist.

(y) An operator of a preschool recorded program under ORS 657A.255.

(z) An operator of a school-age recorded program under ORS 657A.257.

(aa) Employee of a private agency or organization facilitating the provision of respite services, as defined in ORS 418.205, for parents pursuant to a properly executed power of attorney under ORS 109.056.

SECTION 61. ORS 419C.453 is amended to read:

419C.453. (1) Pursuant to a hearing, the juvenile court may order a youth offender placed in a detention facility for a specific period of time not to exceed eight days, in addition to time already spent in the facility, unless a program plan that is in conformance with standards established by the [State Commission on Children and Families] Youth Development Council has been filed with and approved by the [commission] council, in which case the youth offender may be held in detention for a maximum of 30 days in addition to time already spent in the facility, when:

(a) The youth offender has been found to be within the jurisdiction of the juvenile court by reason of having committed an act [which] that would be a crime if committed by an adult; or

(b) The youth offender has been placed on formal probation for an act [which] that would be a crime if committed by an adult, and has been found to have violated a condition of that probation.

(2) Pursuant to a hearing, the juvenile court may order a youth offender who is at least 18 years of age placed in a jail or other place where adults are detained. The placement must be for a specific period of time and may not exceed eight days in addition to time already spent in a juvenile detention facility or jail. The court may order placement under this subsection when:

(a) The youth offender has been found to be within the jurisdiction of the juvenile court by reason of having committed an act [which] that would be a crime if committed by an adult; or

(b) The youth offender has been placed on formal probation for an act [which] that would be a crime if committed by an adult, and has been found to have violated a condition of that probation.

(3) In order to detain a youth offender under subsection (2) of this section, the court shall make case-specific findings that placement in a jail or other place where adults are detained meets the specific needs of the youth offender.

(4) As used in this section, “adult” does not include a person who is 18 years of age or older and is alleged to be, or has been found to be, within the jurisdiction of the juvenile court under ORS 419C.005.

SECTION 62. ORS 430.241 is amended to read:

430.241. (1) As used in this section and ORS 430.242:

(a) “Local government” means a local government as defined in ORS 174.116 that receives state or federal funding for programs that provide alcohol or drug prevention or treatment services.

(b) “Participating state agency” means the [State Commission on Children and Families] Youth Development Council, the Department of Corrections, the Department of Human Services, the Oregon Health Authority, the Department of Education, the Oregon Criminal Justice Commission, the Oregon State Police, the Oregon Youth Authority or any other state agency that is approved by the Alcohol and Drug Policy Commission to license, contract for, provide or coordinate alcohol or drug prevention or treatment services.

(c) “Provider” means any person that is licensed by the Oregon Health Authority to provide alcohol or drug prevention or treatment services.

(2) There is created the Alcohol and Drug Policy Commission, which is charged with planning, evaluating and coordinating policies for the funding and effective delivery of alcohol and drug prevention and treatment services.

(3) The membership of the commission consists of:

(a) Sixteen members appointed by the Governor, subject to confirmation by the Senate in the manner prescribed in ORS 171.562 and 171.565, including:

(A) An elected district attorney;
(B) An elected county sheriff;
(C) A county commissioner;
(D) A representative of an Indian tribe;
(E) A provider;
(F) A chief of police;
(G) An alcohol or drug treatment researcher or epidemiologist;
(H) A criminal defense attorney;
(I) A representative of the health insurance industry;
(J) A representative of hospitals;
(K) An alcohol or treatment professional who is highly experienced in the treatment of persons with a dual diagnosis of mental illness and substance abuse;
(L) An alcohol or drug abuse prevention representative;
(M) A consumer of alcohol or drug treatment who is in recovery;
(N) A representative of the business community;
(O) An alcohol or drug prevention representative who specializes in youth; and
(P) A person with expertise in and experience working with information technology systems used in complex intergovernmental or corporate settings.

(b) Two members of the Legislative Assembly appointed to the commission as nonvoting members of the commission, acting in an advisory capacity only and including:

(A) One member from among members of the Senate appointed by the President of the Senate; and

(B) One member from among members of the House of Representatives appointed by the Speaker of the House of Representatives.

(c) The following voting ex officio members:

(A) The Governor or the Governor’s designee;
(B) The Attorney General;
(C) The Director of the Oregon Health Authority;
(D) The Director of the Department of Corrections;
(E) The Deputy Superintendent of Public Instruction or the deputy superintendent’s designee;
(F) The Director of Human Services;
(G) The Director of the Oregon Youth Authority;
(H) The chairperson of the [State Commission on Children and Families] Youth Development Council; and

(I) The administrator of the Oregon Liquor Control Commission.

(d) A judge of a circuit court appointed to the commission as a nonvoting member by the Chief Justice of the Supreme Court.

(4) The Alcohol and Drug Policy Commission shall select one of its members as chairperson and another as vice chairperson, for such terms and with duties and powers necessary for the performance of the functions of such offices as the commission determines.

(5) A majority of the voting members of the commission constitutes a quorum for the transaction of business.

(6) Official action of the commission requires the approval of a majority of a quorum.

(7) The commission may establish a steering committee and subcommittees. These committees may be continuing or temporary.

(8) The term of office of each commission member appointed by the Governor is four years, but a member serves at the pleasure of the Governor. If there is a vacancy for any cause, the Governor shall make an appointment to become immediately effective.

(9) The Oregon Health Authority shall provide staff support to the commission. Subject to available funding, the commission may contract with a public or private entity to provide staff support.

(10) Members of the commission who are not members of the Legislative Assembly are entitled to compensation and expenses incurred by them in the performance of their official duties in the
manner and amounts provided for in ORS 292.495. Claims for compensation and expenses shall be
paid out of funds appropriated to the Oregon Health Authority or funds appropriated to the com-
mmission for purposes of the commission.

(11) The commission shall establish a budget advisory committee composed of the individuals
listed in subsection (3)(a)(C), (c)(B) to (I) and (d) of this section. The individual described in sub-
section (3)(d) of this section is a nonvoting member of the committee. The committee shall recom-

mend budget policy priorities to the commission:
(1) Regarding the allocation of funding for alcohol and drug prevention and treatment services
across state agencies and throughout this state;
(b) That identify additional funding from federal and private sources for alcohol and drug pre-
vention and treatment services; and
(c) For authorizing a suspension of the payment of state funds, or funds administered by this
state, to programs that do not comply with the commission’s rules or the budget priority policy or
that do not provide effective prevention or treatment services.

(12)(a) The Governor shall appoint a Director of the Alcohol and Drug Policy Commission who
shall serve at the pleasure of the Governor and be responsible for the dissemination and implemen-
tation of the commission’s policies and the performance of the duties, functions and powers of the
commission that are delegated to the director by the commission.
(b) The director shall be paid a salary as provided by law or, if not so provided, as prescribed
by the Governor.

SECTION 63. ORS 430.242 is amended to read:
430.242. (1) The Alcohol and Drug Policy Commission established under ORS 430.241 shall:
(a) Establish priorities and policies for alcohol and drug prevention and treatment services as
part of a long-term strategic prevention and treatment plan for this state.
(b) In consultation with the budget advisory committee described in ORS 430.241, adopt budget
policy priorities including recommendations for state agency budget allocations, in the Governor’s
proposed budget, for alcohol and drug prevention and treatment services.
(c) For alcohol and drug prevention and treatment services that use state funds or that use
private or federal funds administered by this state, establish, as the commission deems appropriate,
minimum standards for licensing, contracting for, providing and coordinating the services.

(2) To promote the effective and efficient use of resources and to reduce unnecessary adminis-
trative requirements, the commission, in consultation with participating state agencies, the Judicial
Department, local governments, providers and the Oregon Department of Administrative Services,
shall develop and implement a plan for structuring Oregon’s data collection and reporting systems
for alcohol and drug prevention and treatment programs to enable participating state agencies, the
Judicial Department, local governments and providers to share data to:
(a) Improve client care;
(b) Improve and ensure the fidelity of evidence-based treatment practices;
(c) Improve alcohol and drug prevention and treatment programs;
(d) Ensure the accountability of publicly funded programs;
(e) Establish high-level, statewide performance measures for Oregon’s alcohol and drug pre-
vention and treatment programs; and
(f) Advance the science of alcohol and drug prevention and treatment.

(3) The plan established under subsection (2) of this section must:
(a) Include protocols and procedures to improve data collection, sharing and analysis and the
interoperability of data and information systems;
(b) Include safeguards for protecting the confidentiality of information consistent with state and
federal privacy and security requirements;
(c) Include safeguards for protecting trade secret information of providers;
(d) Include a review of the data collection, sharing and analysis functions of participating state
agencies with respect to alcohol and drug prevention and treatment programs to identify duplicative,
inefficient, wasteful or unnecessary functions and include recommendations for improvements to the functions described in this paragraph; and

(e) Be published no later than six months after the appointment, under ORS 430.241, of the first Director of the Alcohol and Drug Policy Commission and shall be revised as frequently as the commission determines is appropriate.

(4) Consistent with the plan established under subsection (2) of this section, the commission may:

(a) Designate a statewide data repository for data related to alcohol and drug prevention and treatment services and require participating state agencies, local governments and providers to furnish data to the designated statewide data repository in the form and manner prescribed by the commission.

(b) Direct participating state agencies, local governments and providers to furnish other data, information and reports that the commission considers necessary to perform its duties.

(c) Furnish data to participating state agencies, local governments, providers and the Judicial Department.

(d) Coordinate with the Oregon Health Authority that conducts analyses and evaluations of alcohol and drug prevention and treatment programs to:

(A) Modify systems and business processes to conform to the plan established under subsection (2) of this section; and

(B) Change or stop data collection, data sharing or data analysis functions that are duplicative, inefficient, wasteful or unnecessary.

(5) All participating state agencies shall:

(a) Provide staff support and financial resources to assist the commission in the performance of its duties, which may include making reasonable modifications to the information systems of the state agencies to conform to the system established under subsection (2) of this section.

(b) Furnish such information, assistance and advice as the commission considers necessary to perform its duties.

(c) Coordinate grant applications that seek funding for alcohol or drug prevention or treatment programs.

(d) Coordinate with research entities to obtain current information about issues related to alcohol and drug use and to encourage research to evaluate and refine prevention and treatment efforts.

(e) Educate the general public about issues related to alcohol and drug use and the effectiveness of evidence-based prevention and treatment services, to increase public awareness and the allocation of resources.

(f) Promote a treatment delivery infrastructure that will meet anticipated increases in demand for services, ensure a skilled addictions treatment workforce and provide effective treatment assessment mechanisms.

(g) Assess funding priorities and explore opportunities for additional federal resources for alcohol and drug prevention and treatment services.

(h) Solicit from agencies, associations, individuals and all political subdivisions of this state program proposals that address identified priorities.

(i) Evaluate and report to the commission, in the manner and at intervals prescribed by the commission, on the cost and effectiveness of the state agency's treatment programs.

(6) The commission may:

(a) Establish up to 10 pilot programs, located in diverse Oregon communities including at least one tribe, to:

(A) Phase in the long-term strategic prevention and treatment plan developed under subsection (1)(a) of this section; and

(B) Implement prevention programs developed under subsection (7) of this section.

(b) Delegate to the Director of the Alcohol and Drug Policy Commission the authority to carry out the provisions of this section.
(c) Apply for and receive gifts and grants from any public or private source. All moneys received by the commission under this paragraph are continuously appropriated to the commission for the purposes of carrying out the duties, functions and powers of the commission.

(d) Award grants from funds appropriated to the commission by the Legislative Assembly, or from funds otherwise available from any other source, for the purpose of carrying out the duties of the commission.

(7) No later than six months after the appointment of the first Director of the Alcohol and Drug Policy Commission, the director shall develop a science-based model alcohol and drug prevention program for use in conjunction with the pilot programs, if any, established under subsection (6) of this section and as otherwise directed by the commission. The director shall develop the model program in consultation with:

(a) The Oregon Health Authority;
(b) The Department of Human Services;
(c) The Department of Education;
(d) The Oregon Liquor Control Commission;
(e) The State Commission on Children and Families;
(f) The Youth Development Council;
(g) Organizations that represent or advocate on behalf of consumers of alcohol and drug prevention and treatment programs; and
(h) Behavioral scientists.

(8) The commission and participating state agencies shall enter into interagency agreements to:

(a) Provide staff and financial resources to assist the commission in carrying out its duties;
(b) Share computer systems and technologies between participating state agencies’ staff;
(c) Collect and analyze data related to the performance of alcohol and drug prevention and treatment programs; and
(d) Investigate the impacts of drug and alcohol abuse on Oregonians.

(9) The commission may adopt rules to carry out its duties under this section.

SECTION 64. Section 16, chapter 418, Oregon Laws 2011, is amended to read:

Sec. 16. (1) As used in this section, “regional health improvement plan” means a four-year comprehensive, coordinated regional plan incorporating and replacing all health and human service plans prescribed by the Oregon Health Authority, including but not limited to plans required under ORS 430.630, 430.640, 431.385 and 624.510 [and plans required by the State Commission on Children and Families under ORS 417.705 to 417.801].

(2)(a) The Central Oregon Health Council shall conduct a regional health assessment and adopt a regional health improvement plan to serve as a strategic population health and health care system service plan for the region served by the council. The plan must define the scope of the activities, services and responsibilities that the council proposes to assume upon implementation of the plan.

(b) The activities, services and responsibilities that the council proposes to assume under the plan may include, but are not limited to:

(A) Analysis and development of public and private resources, capacities and metrics based on ongoing regional health assessment activities and population health priorities;

(B) Health policy;

(C) System design;

(D) Outcome and quality improvement;

(E) Integration of service delivery; and

(F) Workforce development.

(3) The council shall submit the plan adopted under subsection (2) of this section to the authority for approval. The authority may approve the plan or return it to the council for modification prior to approval.

(4) The regional health improvement plan adopted under this section shall serve as a guide for entities serving medical assistance recipients, public health authorities, mental health authorities,
health care systems, payer groups, provider groups and health coalitions in the counties served by
the council.

SECTION 65, ORS 458.525 is amended to read:

458.525. (1) The Interagency Council on Hunger and Homelessness is established. The Director
of the Housing and Community Services Department shall chair the council. In addition to the di-
rector, the council shall consist of 15 members as follows:

(a) One member representing each of the following:
(A) The Housing and Community Services Department.
(B) The Department of Corrections.
(C) The Oregon Business Development Department.
(D) The Early Learning Council.
(E) The Department of Education.
(F) The State Department of Agriculture.
(G) The Employment Department.
(H) The Department of Veterans' Affairs.
(I) The Department of Transportation.
(J) The Oregon Youth Authority.
(K) The Department of Community Colleges and Workforce Development.
(L) The Department of Justice.
(M) The Oregon Health Authority.
(b) Two members representing the Department of Human Services. Of the two members repres-
enting that department:
(A) One shall have expertise on issues affecting services to adults and families.
(B) One shall have expertise on issues affecting services to seniors and to persons with disabil-
ities.
(2) Each council member must be the administrative head of the listed agency or an employee
of that agency who is designated by the administrative head and who has an agency policy-making
role affecting hunger, food programs, nutrition, homelessness or related issues.
(3) The Hunger Relief Task Force shall adopt recommendations and proposals as the task force
deems appropriate. The council shall be responsible for receiving the recommendations and pro-
posals adopted by the task force and the recommendations of any state body relating to the issue
of homelessness, and for forwarding the recommendations and proposals to state agencies or other
public or private organizations for action that the council deems appropriate:
(a) To ensure the coordination of state agency hunger relief efforts and homelessness relief ef-
forts;
(b) To ensure that food and nutrition programs, other hunger relief efforts and homelessness
relief efforts operate efficiently and effectively;
(c) To monitor the utilization of federal hunger relief efforts and homelessness relief efforts and
provide outreach to expand underutilized programs; and
(d) To encourage the coordination of state and local programs, public and private antipoverty
programs affecting food distribution and programs for assisting the homeless.
(4) The Director of the Housing and Community Services Department, in collaboration with the
Director of Human Services, shall convene council meetings at least quarterly.
(5) The Director of the Housing and Community Services Department shall provide the council
with staff support the director deems appropriate, by using Housing and Community Services De-
partment employees or by contract. The director shall also provide the council with supplies as the
director deems appropriate.

SECTION 66, ORS 609.652 is amended to read:

609.652. As used in ORS 609.654:

(a) “Aggravated animal abuse” means any animal abuse as described in ORS 167.322.
(b) “Aggravated animal abuse” does not include:
(A) Good animal husbandry, as defined in ORS 167.310; or
(B) Any exemption listed in ORS 167.335.

(2) “Law enforcement agency” means:
(a) Any city or municipal police department.
(b) A police department established by a university under ORS 352.383.
(c) Any county sheriff’s office.
(d) The Oregon State Police.
(e) A law enforcement division of a county or municipal animal control agency that employs
sworn officers.

(3) “Public or private official” means:
(a) A physician, including any intern or resident.
(b) A dentist.
(c) A school employee.
(d) A licensed practical nurse or registered nurse.
(e) An employee of the Department of Human Services, Oregon Health Authority, [State Com-
misson on Children and Families,] Early Learning Council, Youth Development Council, Child
Care Division of the Employment Department, the Oregon Youth Authority, a county health de-
partment, a community mental health program, a community developmental disabilities program, a
county juvenile department, a licensed child-caring agency or an alcohol and drug treatment pro-
gram.
(f) A peace officer.
(g) A psychologist.
(h) A member of the clergy.
(i) A regulated social worker.
(j) An optometrist.
(k) A chiropractor.
(L) A certified provider of foster care, or an employee thereof.
(m) An attorney.
(n) A naturopathic physician.
(o) A licensed professional counselor.
(p) A licensed marriage and family therapist.
(q) A firefighter or emergency medical services provider.
(r) A court appointed special advocate, as defined in ORS 419A.004.
(s) A child care provider registered or certified under ORS 657A.030 and 657A.250 to 657A.450.
(t) A member of the Legislative Assembly.

SECTION 67. ORS 657A.490 is amended to read:

657A.490. If the Department of Education is able to find adequate funding under ORS 657A.493,
the department, in partnership with organizations including, but not limited to, the Institute on Vi-
olence and Destructive Behavior at the University of Oregon, the Child Care Division of the Em-
ployment Department, the [State Commission on Children and Families] Early Learning Council,
the Youth Development Council and the Oregon Center for Career Development in Childhood
Care and Education:

(1) Shall establish, in coordination with existing training systems, a statewide child care pro-
vider training program that will educate child care providers on:
(a) The importance of healthy brain development in the first three years of a child’s life.
(b) The identification of risk factors and behaviors that indicate that a child:
(A) Needs special education or mental health treatment; or
(B) Is at risk of becoming involved in the criminal justice system.
(c) Appropriate referrals for intervention for the behaviors identified under paragraph (b) of this
subsection.

(2) Shall establish an application process for child care providers who wish to attend the pro-
gram and may charge child care providers a fee for attending the program.
(3) May adopt any rules necessary to implement this section.

SECTION 68. ORS 805.205 is amended to read:

805.205. (1) The Department of Transportation shall provide for issuance of registration plates described in subsections (3), (7) and (8) of this section for nonprofit groups meeting the qualifications for tax exempt status under section 501(c)(3) of the Internal Revenue Code and for institutions of higher education. Plates issued under this section may be issued to owners of motor vehicles registered under the provisions of ORS 803.420 (1). Plates issued under this section may not contain expressions of political opinion or religious belief. Rules adopted under this section shall include, but need not be limited to, rules that:

(a) Describe general qualifications to be met by any group in order to be eligible for plates issued under this section.

(b) Specify circumstances under which the department may cease to issue plates for any particular group.

(c) Require each group for which plates are issued to file an annual statement on a form designed by the department showing that the group is a nonprofit group or is an institution of higher education and that the group or institution otherwise meets the qualifications imposed for eligibility for plates issued under this section. The statement shall include names and addresses of current directors or officers of the group or institution or of other persons authorized to speak for the group or institution on matters affecting plates issued under this section.

(2)(a) Except as otherwise provided in paragraphs (b) and (c) of this subsection, in addition to any other fee authorized by law, upon issuance of a plate under this section and upon renewal of registration for a vehicle that has plates issued under this section, the department shall collect a surcharge for each year of the registration period. The surcharge shall be determined by the department by rule and may not be less than $2.50 per plate or more than $16 per plate. In setting the amount of the surcharge, the department shall consult with the nonprofit group for which the plates are issued.

(b) In addition to any other fee authorized by law, upon issuance of a plate under this section that recognizes an institution of higher education in this state, and upon renewal of registration for a vehicle that has such plates, the department shall collect a surcharge of $8 per plate for each year of the registration period.

(c) In addition to any other fee authorized by law, upon issuance of a Share the Road registration plate, as described in subsection (7) of this section, the department shall collect a surcharge of $5 per year of registration.

(3) Plates issued under this section shall be from the current regular issue of plates except that:

(a) If the group requesting the plates is an institution of higher education, the plates shall, upon request, contain words that indicate the plates are issued to recognize the institution or shall contain the institution’s logo or an image of the institution’s mascot; or

(b) If the group requesting the plates is a group that recognizes fallen public safety officers, the plates shall, upon request, contain a decal that indicates the plates are issued to recognize fallen public safety officers.

(4) Except as otherwise required by the design chosen, the plates shall comply with the requirements of ORS 803.535. The department shall determine how many sets of plates shall be manufactured for each group approved under this section. If the department does not sell or issue renewal for 500 sets of plates for a particular group in any one year, the department shall cease production of those plates.

(5) Except as otherwise provided in subsection (6) of this section, each group that is found by the department to be eligible for plates issued under this section may designate an account into which the net proceeds of the surcharge collected by the department under subsection (2) of this section are to be deposited. The department shall keep accurate records of the number of plates issued for each group that qualifies. After payment of administrative expenses of the department, moneys collected under this section for each group shall be deposited by the department into an account specified by that group. If any group does not specify an account for the moneys collected
from the sale of plates issued under this section, the department shall deposit moneys collected for those plates into the Passenger Rail Transportation Account established under ORS 802.100 to be used as other moneys in the account are used. Deposits under this subsection shall be made at least quarterly.

(6)(a) Each institution of higher education that requests a plate under this section shall designate an account in the general fund of the institution, and the proceeds in the account shall be used for the purpose of academic enrichment at the institution.

(b) Net proceeds of the surcharge collected by the department for Share the Road registration plates shall be deposited into two accounts designated by the Bicycle Transportation Alliance and Cycle Oregon. The department shall evenly distribute the net proceeds to each account. Deposits under this paragraph shall be made at least quarterly. At any time that the department determines that the accounts designated by the Bicycle Transportation Alliance and Cycle Oregon cease to exist, the department may deposit the proceeds into the Passenger Rail Transportation Account established under ORS 802.100.

(c) Net proceeds of the surcharge collected by the department for Keep Kids Safe registration plates shall be deposited into an account designated by the Children's Trust Fund of Oregon Foundation to fund strategies and approaches shown to prevent or reduce child abuse. Deposits made under this paragraph shall be made at least quarterly. At any time that the department determines that the account designated by the Children's Trust Fund of Oregon Foundation ceases to exist, the department may deposit the proceeds into the Passenger Rail Transportation Account established under ORS 802.100 to be used as other moneys in the account are used.

(7) Notwithstanding subsection (3) of this section, the department shall design a Share the Road registration plate in consultation with the Bicycle Transportation Alliance and Cycle Oregon.

(8) Notwithstanding subsection (3) of this section, the department shall design a Keep Kids Safe registration plate in consultation with the State Commission on Children and Families Children's Trust Fund of Oregon Foundation and the regional entity that provides services to children and families in Deschutes County.

SECTION 68a. ORS 805.205, as amended by section 68 of this 2012 Act, is amended to read:

805.205. (1) The Department of Transportation shall provide for issuance of registration plates described in subsections (3), (7) and (8) of this section for nonprofit groups meeting the qualifications for tax exempt status under section 501(c)(3) of the Internal Revenue Code and for institutions of higher education. Plates issued under this section may be issued to owners of motor vehicles registered under the provisions of ORS 803.420 (1). Plates issued under this section may not contain expressions of political opinion or religious belief. Rules adopted under this section shall include, but need not be limited to, rules that:

(a) Describe general qualifications to be met by any group in order to be eligible for plates issued under this section.

(b) Specify circumstances under which the department may cease to issue plates for any particular group.

(c) Require each group for which plates are issued to file an annual statement on a form designed by the department showing that the group is a nonprofit group or is an institution of higher education and that the group or institution otherwise meets the qualifications imposed for eligibility for plates issued under this section. The statement shall include names and addresses of current directors or officers of the group or institution or of other persons authorized to speak for the group or institution on matters affecting plates issued under this section.

(2)(a) Except as otherwise provided in paragraphs (b) and (c) of this subsection, in addition to any other fee authorized by law, upon issuance of a plate under this section and upon renewal of registration for a vehicle that has plates issued under this section, the department shall collect a surcharge for each year of the registration period. The surcharge shall be determined by the department by rule and may not be less than $2.50 per plate or more than $16 per plate. In setting the amount of the surcharge, the department shall consult with the nonprofit group for which the plates are issued.
(b) In addition to any other fee authorized by law, upon issuance of a plate under this section that recognizes an institution of higher education in this state, and upon renewal of registration for a vehicle that has such plates, the department shall collect a surcharge of $8 per plate for each year of the registration period.

(c) In addition to any other fee authorized by law, upon issuance of a plate under this section, the department shall collect a surcharge of $5 per year of registration.

(3) Plates issued under this section shall be from the current regular issue of plates except that:

(a) If the group requesting the plates is an institution of higher education, the plates shall, upon request, contain words that indicate the plates are issued to recognize the institution or shall contain the institution's logo or an image of the institution's mascot; or

(b) If the group requesting the plates is a group that recognizes fallen public safety officers, the plates shall, upon request, contain a decal that indicates the plates are issued to recognize fallen public safety officers.

(4) Except as otherwise required by the design chosen, the plates shall comply with the requirements of ORS 803.535. The department shall determine how many sets of plates shall be manufactured for each group approved under this section. If the department does not sell or issue renewal for 500 sets of plates for a particular group in any one year, the department shall cease production of those plates.

(5) Except as otherwise provided in subsection (6) of this section, each group that is found by the department to be eligible for plates issued under this section may designate an account into which the net proceeds of the surcharge collected by the department under subsection (2) of this section are to be deposited. The department shall keep accurate records of the number of plates issued for each group that qualifies. After payment of administrative expenses of the department, moneys collected under this section for each group shall be deposited by the department into an account specified by that group. If any group does not specify an account for the moneys collected from the sale of plates issued under this section, the department shall deposit moneys collected for those plates into the Passenger Rail Transportation Account established under ORS 802.100 to be used as other moneys in the account are used. Deposits under this subsection shall be made at least quarterly.

(6)(a) Each institution of higher education that requests a plate under this section shall designate an account in the general fund of the institution, and the proceeds in the account shall be used for the purpose of academic enrichment at the institution.

(b) Net proceeds of the surcharge collected by the department for Share the Road registration plates shall be deposited into two accounts designated by the Bicycle Transportation Alliance and Cycle Oregon. The department shall evenly distribute the net proceeds to each account. Deposits under this paragraph shall be made at least quarterly. At any time that the department determines that the accounts designated by the Bicycle Transportation Alliance and Cycle Oregon cease to exist, the department may deposit the proceeds into the Passenger Rail Transportation Account established under ORS 802.100.

(c) Net proceeds of the surcharge collected by the department for Keep Kids Safe registration plates shall be deposited into an account designated by the Children's Trust Fund of Oregon Foundation to fund strategies and approaches shown to prevent or reduce child abuse. Deposits made under this paragraph shall be made at least quarterly. At any time that the department determines that the account designated by the Children's Trust Fund of Oregon Foundation ceases to exist, the department shall deposit the proceeds into the Keep Kids Safe Registration Plate Account established in section 68b of this 2012 Act. [may deposit the proceeds into the Passenger Rail Transportation Account established under ORS 802.100 to be used as other moneys in the account are used.] At the beginning of each biennium, the Early Learning Council shall evenly distribute the moneys in the Keep Kids Safe Registration Plate Account to the counties in this state, until each county receives $1,000. After each county has received $1,000, the council shall distribute any remaining moneys to each county in an amount equal to the percentage of
Keep Kids Safe registration plates sold in that county. Each county shall use the moneys received under this paragraph solely for the purpose of funding strategies and approaches shown to prevent or reduce child abuse.

(7) Notwithstanding subsection (3) of this section, the department shall design a Share the Road registration plate in consultation with the Bicycle Transportation Alliance and Cycle Oregon.

(8) Notwithstanding subsection (3) of this section, the department shall design a Keep Kids Safe registration plate in consultation with the Children's Trust Fund of Oregon Foundation and the regional entity that provides services to children and families in Deschutes County.

SECTION 68b. The Keep Kids Safe Registration Plate Account is established within the Early Learning Council Fund. All moneys received by the Early Learning Council from the sale of Keep Kids Safe registration plates shall be deposited into the account and are continuously appropriated to the council to be distributed to counties as provided in ORS 805.205.

SECTION 68c. Section 68b of this 2012 Act and the amendments to ORS 805.205 by section 68a of this 2012 Act become operative January 1, 2014.

SECTION 69. ORS 417.730, 417.733, 417.735, 417.740, 417.745, 417.750 and 419A.047 are repealed.

SECTION 70. (1) Sections 29 to 32 of this 2012 Act and the amendments to statutes and session law by sections 33 to 46 and 47 to 68 of this 2012 Act become operative on July 1, 2012.

(2) The Early Learning System Director or the chairperson of the Youth Development Council may take any action before the operative date specified in subsection (1) of this section that is necessary to enable the director or chairperson to exercise, on and after the operative date specified in subsection (1) of this section, the duties, functions and powers of the director or chairperson transferred by the provisions of section 29 of this 2012 Act.


SECTION 72. (1) Nothing in the amendments to statutes and session law by sections 33 to 46 and 47 to 68 of this 2012 Act and the repeal of statutes by section 69 of this 2012 Act relieves a person of a liability, duty or obligation accruing under or with respect to the duties, functions and powers transferred by the provisions of section 29 of this 2012 Act. The Early Learning Council or the Youth Development Council may undertake the collection or enforcement of any such liability, duty or obligation.

(2) The rights and obligations of the State Commission on Children and Families legally incurred under contracts, leases and business transactions executed, entered into or begun before the operative date specified in section 70 of this 2012 Act are transferred to the Early Learning Council or the Youth Development Council. For the purpose of succession to these rights and obligations, the Early Learning Council or the Youth Development Council is a continuation of the state commission and not a new authority.

SECTION 73. Notwithstanding the transfer of duties, functions and powers by the provisions of section 29 of this 2012 Act, the rules of the State Commission on Children and Families in effect on the operative date specified in section 70 of this 2012 Act continue in effect until superseded or repealed by rules of the Early Learning Council or the Youth Development Council. References in rules of the state commission to the state commission or an officer or employee of the state commission are considered to be references to:

(1) The Early Learning Council, or an officer or employee of the council, for services related to children zero through six years of age.

(2) The Youth Development Council, or an officer or employee of the council, for services related to school-age children through youth 20 years of age.

SECTION 74. Whenever, in any uncodified law or resolution of the Legislative Assembly or in any rule, document, record or proceeding authorized by the Legislative Assembly, reference is made to the State Commission on Children and Families or an officer or employee of the state commission, the reference is considered to be a reference to:
(1) The Early Learning Council, or an officer or employee of the council, for services related to children zero through six years of age.

(2) The Youth Development Council, or an officer or employee of the council, for services related to school-age children through youth 20 years of age.

SECTION 75. (1) Section 29 of this 2012 Act and the repeal of ORS 417.730 by section 69 of this 2012 Act are intended to change the name of the “State Commission on Children and Families” to:

(a) The “Early Learning Council” for services related to children zero through six years of age; and

(b) The “Youth Development Council” for services related to school-age children through youth 20 years of age.

(2) For the purpose of harmonizing and clarifying statutory law, the Legislative Counsel may substitute for words designating the “State Commission on Children and Families,” wherever they occur in statutory law, other words designating:

(a) The “Early Learning Council” for services related to children zero through six years of age; and

(b) The “Youth Development Council” for services related to school-age children through youth 20 years of age.

SECTION 76. (1) Sections 10 and 21b of this 2012 Act and the repeal of ORS 417.733 by section 69 of this 2012 Act are intended to change the name of the “State Commission on Children and Families Account” to the “Early Learning Council Fund” and the “Youth Development Council Fund.”

(2) For the purpose of harmonizing and clarifying statutory law, the Legislative Counsel may substitute for words designating the “State Commission on Children and Families Account,” wherever they occur in statutory law, other words designating the “Early Learning Council Fund” or the “Youth Development Council Fund,” as appropriate, based on the transfer of funds from the State Commission on Children and Families Account as provided by section 30 of this 2012 Act.

COMMUNITY-BASED COORDINATORS OF EARLY LEARNING SERVICES

SECTION 77. (1) As used in this section, “community-based coordinator of early learning services” means counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith-based organizations, nonprofit service providers, tribes and any other entity that meets the minimum criteria to be a community-based coordinator of early learning services, as determined by the Early Learning Council.

(2) The Early Learning Council shall implement and oversee a system that coordinates the delivery of early learning services to the communities of this state through the use of community-based coordinators of early learning services.

(3) The system implemented and overseen by the council must ensure that:

(a) Providers of early learning services are accountable;

(b) Services are provided in a cost-efficient manner; and

(c) The services provided, and the means by which those services are provided, are focused on the outcomes of the services.

(4) An entity may become a community-based coordinator of early learning services by submitting to the council an application that demonstrates the following:

(a) The entity is able to coordinate the provision of early learning services to the community that will be served by the entity. An entity may make the demonstration required by this paragraph by submitting evidence that local stakeholders, including but not limited
to service providers, parents, community members, county governments, local governments and school districts, have participated in the development of the application.

(b) The services coordinated by the entity will be in alignment with the services provided by the public schools of the community that will be served by the entity.

c) The entity will make advantageous use of the system of public health care and services available through county health departments and other publicly supported programs delivered through, or in partnership with, counties.

d) The entity has a governing body or an advisory body that:

(A) Has the authority to initiate audits, recommend the terms of a contract and provide reports to the public and to the Early Learning Council on the outcomes of the provision of early learning services to the community served by the entity.

(B) Has members selected through a transparent process.

e) The entity will collaborate on documentation related to coordinated services with public and private entities that are identified by the Early Learning Council as providers of services that advance the early learning of children.

(f) The entity will serve a community that is based on the population and service needs of the community.

g) The entity is able to raise significant funds from public and private sources to support early learning services coordinated by the entity.

(h) The entity meets any other qualifications established by the Early Learning Council.

(5) The Early Learning Council may develop requirements in addition to the requirements described in subsections (3) and (4) of this section that an entity must meet to qualify as a community-based coordinator of early learning services. When developing the requirements, the council must use a statewide public process of community engagement that is consistent with the requirements of the federal Head Start Act.

(6) When determining whether to designate an entity as a community-based coordinator of early learning services, the Early Learning Council shall balance the following factors:

(a) The entity's ability to engage the community and be involved in the community.

(b) The entity's ability to produce outcomes that benefit children.

(c) The entity's resourcefulness.

(d) The entity's use, or proposed use, of evidence-based practices.

(7) The Early Learning Council may alter the lines of the territory served by a community-based coordinator of early learning services only to ensure that all children of this state are served by a community-based coordinator of early learning services.

(8) An entity designated as a community-based coordinator of early learning services may not use more than 15 percent of the moneys received by the entity from the Early Learning Council to pay administrative costs of the entity.

SECTION 77a, (1) In order to ensure an orderly transition from the local system of commissions on children and families, an entity submitting an application under section 77 of this 2012 Act must show inclusion of, and coordination with, county governments.

(2) On and after January 1, 2014, an entity submitting an application under section 77 of this 2012 Act is required to show that county governments participated in the development of the application as provided by section 77 (4) of this 2012 Act.

SECTION 77b. Section 77a of this 2012 Act is repealed on January 1, 2014.

SECTION 78. The Early Learning Council shall establish a process for designating entities as community-based coordinators of early learning services that allows the entities to begin functioning as community-based coordinators of early learning services no later than January 1, 2014.

SECTION 79. ORS 417.705, as amended by section 43 of this 2012 Act, is amended to read:

417.705. As used in ORS 417.705 to 417.800:

[(1) “Local commission” means a local commission on children and families established pursuant to ORS 417.760.]
“Local coordinated comprehensive plan” or “local plan” means a local coordinated comprehensive plan for children and families that is developed pursuant to ORS 417.775 through a process coordinated and led by a local commission and that consists of:

(a) A community plan that identifies the community’s needs, strengths, goals, priorities and strategies for:

(A) Creating positive outcomes for children and families;

(B) Community mobilization;

(C) Coordinating programs, strategies and services for children who are 0 through 18 years of age and their families among community groups, government agencies, private providers and other parties; and

(D) Addressing the needs of target populations; and

(b) The service plans listed in ORS 417.775 (6) that designate specific services for the target populations identified in the community plan.

“Community-based coordinator of early learning services” means an entity designated under section 77 of this 2012 Act.

“Outcome” means the measure of a desired result.

“Services for children and families” does not include services provided by the Department of Education or school districts that are related to curriculum or instructional programs.

“Target” means a specific level of achievement desired for a specific time, expressed numerically.

SECTION 80. ORS 417.710, as amended by section 44 of this 2012 Act, is amended to read:

417.710. Subject to the availability of funds therefor and the specific provisions of ORS 417.705 to 417.800 and 419A.170, it is the purpose of ORS 417.705 to 417.800 and 419A.170 to:

(1) Authorize the Early Learning Council to set statewide guidelines for the planning, coordination and delivery of services for children and families in conjunction with other state agencies and other planning bodies;

(2) Vest in community-based coordinators of early learning services the authority to distribute state and federal funds, allocated to the local commissions to supervise services or to coordinate services and to purchase services for children and families in the local area and to supervise the development of the local coordinated comprehensive plan;

(3) Provide a process for comprehensive local planning for services for children and families to provide local services that are consistent with statewide guidelines;

(4) Retain in the state the responsibility for funding of services for children and families through a combination of local, state and federal funding, including the leveraging of public and private funds available under ORS 417.705 to 417.800 and 419A.170; and

(5) Retain state supervision of child protection and other services that should be uniform throughout the state and that are necessarily the state’s responsibility.

SECTION 81. ORS 417.725 is amended to read:

417.725. (1) Key elements of the service system developed and implemented under ORS 417.705 to 417.800 and 419A.170 are:

(a) A two-to-seven-year incremental implementation process with measurable outcomes;

(b) An implementation process resulting in a voluntary system based on nurturing human development; and

(c) A service continuum based on promoting wellness for the children of Oregon whose parents have given their express written consent. Family resource centers and community learning centers as defined in ORS 329.007 are a viable, but not the exclusive, structure for delivering a service continuum.

(2) If a system of family resource centers and community learning centers is selected by a community-based coordinator of early learning services to deliver services, the centers:
(a) May serve as the prevention arm of the voluntary delivery system and may link and integrate neighborhood-based services with the intent that services be available to all families who have given their express written consent to promote their children's wellness;
(b) Shall involve parents in the care and education of their children;
(c) Shall involve the local community in developing and overseeing family resource center programs and community learning center programs; and
(d) Shall be consistent with the local coordinated comprehensive plan; and
(e) Shall incorporate the requirements specified for community learning centers under ORS 329.156.

SECTION 82. The amendments to ORS 417.705, 417.710 and 417.725 by sections 79 to 81 of this 2012 Act become operative on January 1, 2014.

REMOVAL OF STATUTORY REQUIREMENT FOR LOCAL COMMISSIONS ON CHILDREN AND FAMILIES

SECTION 83. ORS 315.259 is amended to read:

315.259. (1) The tax credits provided under this section may be referred to as the First Break Program.
(2) As used in this section:
(a) “Certificate” means a certificate issued by a community-based organization under subsection (5) of this section that certifies an individual as a qualified youth.
(b) “Community-based organization” means an organization designated by the Employment Department by rule as an organization authorized to certify individuals as qualified youths for purposes of this section, including all local commissions on children and families, schools or class groups offering alternative education programs under ORS 336.615 to 336.675, the federal Job Corps, school districts and the Youth Employment and Empowerment Coalition.
(c) “Employer” means an employer subject to taxation under ORS chapter 316, 317 or 318.
(d) “Hiring date” means the date on which the individual begins work for the first employer after becoming a qualified youth.
(e) “Qualified youth” or “qualified youth employee” means an individual who is 14 to 23 years of age on the hiring date and who has received a certificate pursuant to subsection (5) of this section from a community-based organization identifying the youth as eligible to participate in the First Break Program according to rules adopted by the Employment Department.
(f) “Sustained employment” means employment:
(A) (i) Of at least six months during the 12-month period following the hiring date; and
(ii) By three or fewer employers during the 12-month period following the hiring date; or
(B) Of a full-time student for at least two months during the period between May 1 and September 15.
(3)(a) A credit against the taxes otherwise due under ORS chapter 316 (or, if the taxpayer is a corporation that is an employer, under ORS chapter 317 or 318) is allowed to a resident employer, based upon wages actually paid by the employer to a qualified youth employee.
(b) The credit allowed under this subsection shall be allowed for the tax year in which ends the 12-month period following the hiring date of the qualified youth employee. Nothing in this paragraph shall be interpreted to require the employer to employ the qualified youth for the entire 12-month period in order to be eligible for the credit under this subsection.
(4) The amount of the credit provided under subsection (3) of this section shall be equal to the lesser of:
(a) $1,000;
(b) The amount of credit provided for in paragraph (a) of this subsection that has not already been taken into account by a previous employer of the qualified youth employee; or
(c) 50 percent of the wages paid to the qualified youth employee during the 12-month period following the qualified youth employee’s hiring date.

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(5)(a) The Employment Department shall authorize each community-based organization to issue only a fixed number of certificates, the amount to be determined by the Employment Department, but not to exceed 1,500 certificates.

(b) Each certificate is valid only for a two-year period from the date it is issued to a qualified youth by a community-based organization.

(c) A community-based organization shall track the use of each certificate issued by it to a qualified youth and, if the youth is employed by more than one employer during the time the certificate is issued, shall calculate the amount of maximum credit allowable under subsection (4) of this section and shall inform each subsequent employer of the maximum amount of credit under this section to which the employer may be entitled.

(d) If the community-based organization determines that the qualified youth is unable or unwilling to find or maintain sustained employment, the community-based organization shall cancel the certificate and inform the Employment Department of the cancellation. Upon cancellation of a certificate, the Employment Department may authorize any community-based organization to issue a new certificate to a qualified youth, provided that the total number of outstanding certificates and unissued certificates authorized to be issued does not exceed 1,500.

(e) If the community-based organization determines that all of the employers of a qualified youth are collectively entitled to 80 percent or more of the tax credit provided under this section at the time the qualified youth becomes unemployed, the community-based organization shall withdraw the certificate, and any subsequent employer shall not be entitled to a credit under this section for employment of the qualified youth. A certificate that is withdrawn under this paragraph shall not be reissued.

(f) No certificate may be issued under this subsection on or after January 1, 2005.

(6) Wages taken into account for purposes of subsection (4) of this section shall not include any amount paid by the employer to an individual for whom the employer receives federal funds for on-the-job training of the individual.

(7) Only one employer at a time shall be eligible for the credit provided under this section for the employment of a qualified youth employee.

(8)(a) A nonresident shall be allowed the credit provided under subsection (3) of this section computed in the same manner and subject to the same limitations as the credit allowed to a resident of this state. However, the credit shall be prorated using the proportion provided in ORS 316.117.

(b) If a change in the taxable year of a taxpayer occurs as described in ORS 314.085, or if the Department of Revenue terminates the taxpayer's taxable year under ORS 314.440, the credit allowed by subsection (3) of this section shall be prorated or computed in a manner consistent with ORS 314.085.

(c) If a change in the status of a taxpayer from resident to nonresident or from nonresident to resident occurs, the credit allowed by subsection (3) of this section shall be determined in a manner consistent with ORS 316.117.

(9) Any tax credit otherwise allowable under this section that is not used by the taxpayer in a particular succeeding tax year may be carried forward and offset against the taxpayer's tax liability for the next succeeding tax year. Any credit remaining unused in such next succeeding tax year may be carried forward and used in the second succeeding tax year, and likewise any credit not used in that second succeeding tax year may be carried forward and used in the third succeeding tax year, and any credit not used in that third succeeding tax year may be carried forward and used in the fourth succeeding tax year, and any credit not used in that fourth succeeding tax year may be carried forward and used in the fifth succeeding tax year, but may not be carried forward for any tax year thereafter.

(10)(a) The credit allowed under subsection (3) of this section is in addition to any deduction otherwise allowable under ORS chapter 316, 317 or 318.

(b) No other credit allowed under this chapter or ORS chapter 316, 317 or 318 shall be based upon all or any portion of amounts upon which the credit allowed under subsection (3) of this section is based.
(11) An employer receiving a credit under subsection (3) of this section shall maintain records for each qualified youth employee establishing that the employee was certified by a community-based organization as a qualified youth on or before the hiring date. The records shall be retained for a period of four years after the tax year in which a credit provided under subsection (3) of this section is taken.

(12) The Employment Department shall adopt rules that:
(a) Provide the criteria by which a youth may be identified as eligible to participate in the First Break Program.
(b) Designate community-based organizations that may issue the certificates described in subsection (5) of this section, including all [local commissions on children and families,] schools and class groups offering alternative education programs, the federal Jobs Corps, school districts and the Youth Employment and Empowerment Coalition.

SECTION 84. ORS 329.150 is amended to read:
329.150. A school district may provide services for children and families at the school site, which may include a community learning center. If the district chooses to provide services, the design of educational and other services to children and their families shall be the responsibility of the school district. School districts may coordinate services with programs provided through [the local commissions on children and families to provide] and oversee by the Early Learning Council for the purpose of providing services to families. To ensure that all educational and other services for young children and their families offer the maximum opportunity possible for the personal success of the child and family members, it is the policy of this state that the following principles for serving children should be observed to the maximum extent possible in all of its educational and other programs serving young children and their families, including those programs delivered at community learning centers:
(1) Services for young children and their families should be located as close to the child and the family's community as possible, encouraging community support and ownership of such services;
(2) Services for young children and their families should reflect the importance of integration and diversity to the maximum extent possible in regard to characteristics such as race, economics, gender, creed, capability and cultural differences;
(3) Services should be designed to support and strengthen the welfare of the child and the family and be planned in consideration of the individual family's values;
(4) Services should be designed to ensure continuity of care among care givers in a given day and among service plans from year to year;
(5) Service systems should address the most urgent needs in a timely manner including health, intervention and support services; and
(6) Service providers and sources of support should be coordinated and collaborative, to reflect the knowledge that no single system can serve all of the needs of the child and family.

SECTION 85. ORS 329.155, as amended by section 38 of this 2012 Act, is amended to read:
329.155. (1) State agencies that administer education programs and other programs that provide services for children and families shall:
(a) Evaluate the effectiveness of the program as related to the principles stated in ORS 329.025 and 417.305 in the earliest stages of the budget process, including components within programs as appropriate;
(b) Articulate ways in which the program is:
(A) An effective component of agency and state priorities, goals and strategies that have been established by the Early Learning Council; and
(B) Relevant to research and professional standards;
(c) Establish plans, interagency partnerships[,] and implementation practices [and interactions with local coordinated comprehensive plans];
(d) Use the information generated by applicable state advisory groups and governing boards in the program assessment of needs and decisions as to service delivery in a given community; and
(e) Identify barriers to improving program capability to serve the needs of young children and make related recommendations, if any, to the Early Learning Council.

(2) The processes listed in subsection (1) of this section are for the purpose of generating interagency coordination so as to serve to the greatest extent possible young children and their families in a comprehensive and developmentally appropriate fashion. The information generated by these processes shall be considered as a contribution to subsequent budget decisions by state and local agencies, the Oregon Department of Administrative Services and the Legislative Assembly.

SECTION 86. ORS 329.156, as amended by section 39 of this 2012 Act, is amended to read:

329.156. (1) The Department of Education and the Department of Human Services shall support the development and implementation of a network of community learning centers across the state.

(2) Within available funding, the Early Learning Council, in conjunction with [local commissions on children and families or] other organizations that provide training and technical assistance to schools or community programs, shall provide training and technical assistance to promote the development and implementation of community learning centers. To the extent possible, the council shall use voluntary organizations to provide the training and technical assistance.

(3) If a community learning center is created by a school district, the school district shall coordinate with the local commission on children and families to ensure that the community learning center is referenced in the local coordinated comprehensive plan, implemented pursuant to ORS 417.775.

(4) Community learning centers created pursuant to this section shall:

(a) Be located in or near a school or a cluster of schools;

(b) Involve parents in the care and education of their children;

(c) Involve the local community in developing and overseeing community learning center programs;

(d) Incorporate the principles of family support services described in ORS 329.150 and 417.342;

(e) In partnership with the local school district board, create or designate an advisory committee to offer guidance on program development and implementation, with membership that is representative of the diversity of community interests, including representatives of businesses, schools, faith-based organizations, social service and health care agencies, cultural groups, recreation groups, municipal governments, community colleges, libraries, child care providers, parents and youths; and

(f) Conduct an assessment of strengths, needs and assets within the community to be served by the community learning center that identifies services being delivered in the community, defines and clarifies services that are missing or overlapping and builds on any existing community assessments;

(g) Coordinate the community assessment with the local commission on children and families.

(5) The Department of Human Services and the Department of Education shall provide technical assistance to community learning centers to develop policies ensuring that confidential information is disclosed only in accordance with state and federal laws.

SECTION 87. ORS 329.175 is amended to read:

329.175. (1) The Department of Education shall administer the Oregon prekindergarten program to assist eligible children with comprehensive services including educational, social, health and nutritional development to enhance their chances for success in school and life. Eligible children, upon request of parent or guardian, shall be admitted to approved Oregon prekindergartens to the extent that the Legislative Assembly provides funds.

(2) Nonsectarian organizations including school districts and Head Start grantees are eligible to compete for funds to establish an Oregon prekindergarten. Grant recipients shall serve children eligible according to federal Head Start guidelines and other children who meet criteria of eligibility adopted by rule by the State Board of Education. However, not more than 20 percent of the total enrollment shall consist of children who do not meet Head Start guidelines. School districts may contract with other governmental or nongovernmental nonsectarian organizations to conduct a portion of the program. Funds appropriated for the program shall be used to establish and maintain new or expanded Oregon prekindergartens and shall not be used to supplant federally supported prekindergarten programs.
Head Start programs. Oregon prekindergartens also may accept gifts, grants and other funds for the purposes of this section.

(3) Applicants shall identify how they will serve the target population and provide all components as specified in the federal Head Start performance standards and guidelines, including staff qualifications and training, facilities and equipment, transportation and fiscal management.

(4) Oregon prekindergartens shall coordinate with each other and with federal Head Start programs to ensure efficient delivery of services and prevent overlap. Oregon prekindergartens shall also work with local organizations such as local education associations serving young children and make the maximum use of local resources.

(5) Oregon prekindergartens shall:

[(a) Participate in the planning process under ORS 417.777 to develop a voluntary local early childhood system plan; and]

[(b)] coordinate services with other services [that are coordinated through the plan] provided through the Oregon Early Learning System. The coordination of services shall be consistent with federal and state law.

SECTION 88. ORS 329.195, as amended by section 18 of this 2012 Act, is amended to read:

329.195. (1)(a) The State Board of Education shall adopt rules for the establishment of the Oregon prekindergarten program.

(b) Rules adopted under this section specifically shall require:

(A) Performance standards and operating standards that are at a level no less than the level required under the federal Head Start program guidelines.

(B) Processes and procedures for recompetition that are substantially similar to the processes and procedures required under the rules and guidelines adopted under the federal Head Start Act.

(c) Federal Head Start program guidelines shall be considered as guidelines for the Oregon prekindergarten program.

(2) In developing rules for the Oregon prekindergarten program, the board shall consult with the advisory committee established under ORS 329.190 and shall consider such factors as coordination with existing programs, the preparation necessary for instructors, qualifications of instructors, training of staff, adequate space and equipment and special transportation needs.

(3) The Department of Education shall review applications for the Oregon prekindergarten program received and designate those programs as eligible to commence operation by July 1 of each year. When approving grant applications, to the extent practicable, the board shall distribute funds regionally based on percentages of unmet needs [as identified in the voluntary local early childhood system plans that are part of the local coordinated comprehensive plans developed under ORS 417.775] for the county or region.

SECTION 89. ORS 343.475 is amended to read:

343.475. (1) In accordance with rules adopted by the State Board of Education, the Superintendent of Public Instruction shall develop and administer a statewide, comprehensive, coordinated, multidisciplinary, interagency program of early childhood special education and early intervention services for preschool children with disabilities and may:

(a) Establish and designate service areas throughout the state for the delivery of early childhood special education and early intervention services that shall meet state and federal guidelines and be delivered to all eligible children.

(b) Designate in each service area a primary contractor that shall be responsible for the administration and coordination of early childhood special education and early intervention services to all eligible preschool children and their families residing in the service area.

(2) Early childhood special education and early intervention services shall:

[(a) Participate in the planning process under ORS 417.777 to develop a voluntary local early childhood system plan; and]

[(b)] coordinate services with other services [that are coordinated through the plan] provided through the Oregon Early Learning System. The coordination of services shall be consistent with federal and state law.
(3) Preschool children with disabilities shall be considered residents of the service area where the
children are currently living, including children living in public or private residential programs,
hospitals and similar facilities.

(4) In addition to any other remedy or sanction that may be available, the Superintendent of
Public Instruction may withhold funds and terminate the contract of any contractor that fails to
comply with any provisions of the contract.

SECTION 90. ORS 343.495 is amended to read:

343.495. (1) If no contractor is designated for a service area, and no qualified county agency is
available to manage the necessary services or to subcontract the services, the Department of Edu-
cation may provide early childhood special education and early intervention services in a local,
county or service area.

(2) Contractors designated under this section shall[.]

[(a) Participate in the planning process under ORS 417.777 to develop a voluntary local early
care and development services plan; and]

[(b) Coordinate services with other services that are coordinated through the plan] provided
through the Oregon Early Learning System. The coordination of services shall be consistent with
federal and state law.

(3) Programs operated by the Department of Education must comply with rules adopted by the
State Board of Education for early childhood special education and early intervention contractors.

SECTION 90a. ORS 417.727, as amended by section 44a of this 2012 Act, is amended to read:

417.727. Based on the findings expressed in ORS 417.708, there is created the Oregon Early
Learning System. The goals of the system are to:

(1) Prevent child abuse and neglect;
(2) Improve the health and development of young children;
(3) Promote bonding and attachment in the early years of a child’s life;
(4) Support parents in providing the optimum environment for their young children;
(5) Link and integrate services and supports in the voluntary statewide early learning system
pursuant to ORS 417.728;

[6] Link and integrate services and supports in the voluntary local early childhood system pursuant to ORS 417.777;]

[7] Ensure that children are entering school ready to learn; and

[8] Ensure that parents have access to affordable, quality child care.

SECTION 91. ORS 417.728, as amended by section 44b of this 2012 Act, is amended to read:

417.728. (1) The Early Learning Council shall lead a joint effort with other state and local early
childhood partners to establish the policies necessary for a voluntary statewide early learning sys-
tem that shall be incorporated into the local coordinated comprehensive plan.

(2) The voluntary statewide early learning system shall be designed to achieve:

(a) The appropriate outcomes identified by the Early Learning Council with input from early
childhood partners; and

(b) Any other early childhood benchmark or outcome that demonstrates progress toward meeting
a target and that is identified by the Early Learning Council with input from early childhood part-
ners.

(3) The voluntary statewide early learning system shall include the following components:

(a) A process to identify as early as possible children and families who would benefit from early
learning services;

(b) A plan to support the identified needs of the child and family that coordinates case man-
gement personnel and the delivery of services to the child and family; and

(c) Services to support children who are zero through six years of age and their families who
give their express written consent, including:

(A) Screening, assessment and home visiting services pursuant to ORS 417.795;

(B) Specialized or targeted home visiting services;
(C) Community-based services such as relief nurseries, family support programs and parent education programs;
(D) Affordable, quality child care, as defined by the Early Learning Council;
(E) Preschool and other early education services;
(F) Health services for children and pregnant women;
(G) Mental health services;
(H) Alcohol and drug treatment programs that meet the standards promulgated by the Oregon Health Authority pursuant to ORS 430.357;
(I) Developmental disability services; and
(J) Other state and local services.

(4) In establishing the definition of affordable, quality child care under subsection (3)(c)(D) of this section, the Early Learning Council shall consult with child care providers and early childhood educators. The definition established by the council shall support parental choice of child care provider and shall consider differences in settings and services, including but not limited to child care for school-aged children, part-time care, odd-hour and respite care and factors of cultural appropriateness and competence.

(5) The Early Learning Council shall:
(a) Consolidate administrative functions relating to the voluntary statewide early learning system, to the extent practicable, including but not limited to training and technical assistance, planning and budgeting. This paragraph does not apply to the administrative functions of the Department of Education relating to education programs.
(b) Adopt policies to establish training and technical assistance programs to ensure that personnel have skills in appropriate areas, including screening, family assessment, competency-based home visiting skills, cultural and gender differences and other areas as needed.
(c) Identify research-based age-appropriate and culturally and gender appropriate screening and assessment tools that would be used as appropriate in programs and services of the voluntary statewide early learning system.
(d) Develop a plan for the implementation of a common data system for voluntary early childhood programs.
(e) Coordinate existing and new early childhood programs to provide a range of community-based supports.
(f) Establish a common set of quality assurance standards to guide local implementation of all elements of the voluntary statewide early learning system, including voluntary universal screening and assessment, home visiting, staffing, evaluation and community-based services.
(g) Ensure that all plans for voluntary early childhood services are coordinated and consistent with federal and state law, including but not limited to plans for Oregon prekindergarten programs, federal Head Start programs, early childhood special education services, early intervention services and public health services.
(h) Identify how the voluntary statewide early learning system for children who are zero through six years of age will link with systems of support for older children and their families.
(i) During January of each odd-numbered year, report to the Governor and the Legislative Assembly on the voluntary statewide early learning system.

(6) The State Board of Education, the Employment Department, the Department of Human Services and the Oregon Health Authority when adopting rules to administer voluntary early childhood programs under their individual authority shall adopt rules:
(a) That are consistent with the requirements of the voluntary statewide early learning system created under this section; and
(b) With the direction of the Early Learning Council.

(7) Information gathered in conjunction with the voluntary comprehensive screening and assessment of children and their families may be used only for the following purposes:
(a) Providing services to children and families who give their express written consent;
(b) Providing statistical data that are not personally identifiable;
(c) Accomplishing other purposes for which the family has given express written consent; and
(d) Meeting the requirements of mandatory state and federal disclosure laws.

SECTION 92. ORS 417.788, as amended by section 50 of this 2012 Act, is amended to read:
417.788. (1) The Early Learning Council shall support relief nurseries statewide [through both local commissions on children and families and tribes] as funding becomes available. [Local commissions and tribes may] The council may encourage communities to establish relief nurseries for young children who are at risk and their families. [Local commissions in] Adjoining counties may choose to establish regional relief nurseries. The relief nurseries shall:
(a) Be consistent with the voluntary early childhood learning system [plan that is part of the local coordinated comprehensive plan] overseen by the Early Learning Council; and
(b) Involve the parents of children served by the relief nurseries.
(2) Programs at the relief nurseries shall include:
(a) Therapeutic early childhood education programs; and
(b) Parent education, training and support.
(3) Each relief nursery that receives state funding shall have financial support from the community that is at least equal to 25 percent of any state allocation.

SECTION 93. ORS 417.790, as amended by section 51 of this 2012 Act, is amended to read:
417.790. The Early Learning Council shall:
(1) Make grants [to local commissions on children and families] to fund research-based services and initiatives to improve outcomes for children, youth or families. The council and community-based coordinators of early learning services shall assist counties in the implementation of community services that are efficient, accountable, coordinated and readily available. [Grants for services and initiatives to support children, youth or families shall be used at the local level according to the county's local coordinated comprehensive plan.] These services shall be provided in accordance with ORS 417.715 and 417.720.
(2) Make Great Start grants [to local commissions on children and families] to fund community-based programs for children zero through six years of age. A county or region shall use Great Start grant funds to provide research-based early childhood programs in community settings and to provide services that have proven to be successful and that meet the needs of the community [as described in the county's local coordinated comprehensive plan]. These services shall be provided in accordance with ORS 417.728.

SECTION 94. ORS 417.793, as amended by section 52 of this 2012 Act, is amended to read:
417.793. The Early Learning Council shall support parents-as-teachers programs statewide [through contracts entered into by local commissions on children and families] as funding becomes available. If a local commission [offers] a program is offered, the program shall be part of a comprehensive, research-based approach to parent education and support. The program shall be consistent with the voluntary early childhood learning system plan [that is part of the local coordinated comprehensive plan] overseen by the Early Learning Council.

SECTION 95. ORS 417.795, as amended by section 53 of this 2012 Act, is amended to read:
417.795. (1) The Early Learning Council shall establish Healthy Start Family Support Services programs [through contracts entered into by local commissions on children and families] in all counties of this state as funding becomes available.
(2) These programs shall be nonstigmatizing, voluntary and designed to achieve the appropriate early childhood benchmarks and shall:
(a) Ensure that express written consent is obtained from the family prior to any release of information that is protected by federal or state law and before the family receives any services;
(b) Ensure that services are voluntary and that, if a family chooses not to accept services or ends services, there are no adverse consequences for those decisions;
(c) Offer a voluntary comprehensive screening and risk assessment of all newly born children and their families;
(d) Ensure that the disclosure of information gathered in conjunction with the voluntary comprehensive screening and risk assessment of children and their families is limited pursuant to ORS 417.728 (7) to the following purposes:

(A) Providing services under the programs to children and families who give their express written consent;
(B) Providing statistical data that are not personally identifiable;
(C) Accomplishing other purposes for which the family has given express written consent; and
(D) Meeting the requirements of mandatory state and federal disclosure laws;
(e) Ensure that risk factors used in the risk assessment are limited to those risk factors that have been shown by research to be associated with poor outcomes for children and families;
(f) Identify, as early as possible, families that would benefit most from the programs;
(g) Provide parenting education and support services, including but not limited to community-based home visiting services and primary health care services;
(h) Provide other supports, including but not limited to referral to and linking of community and public services for children and families such as mental health services, alcohol and drug treatment programs that meet the standards promulgated by the Oregon Health Authority under ORS 430.357, child care, food, housing and transportation;
(i) Coordinate services for children consistent with [the voluntary local early childhood system plan developed pursuant to ORS 417.777] other services provided through the Oregon Early Learning System;
(j) Provide follow-up services and supports from zero through six years of age;
(k) Integrate data with any common data system for early childhood programs;
(L) Be included in a statewide independent evaluation to document:
(A) Level of screening and assessment;
(B) Incidence of child abuse and neglect;
(C) Change in parenting skills; and
(D) Rate of child development;
(m) Be included in a statewide training program in the dynamics of the skills needed to provide early childhood services, such as assessment and home visiting; and
(n) Meet [voluntary statewide and local early childhood system] statewide quality assurance and quality improvement standards.

(3) The Healthy Start Family Support Services programs, local health departments and other providers of prenatal and perinatal services in counties[, as part of the voluntary local early childhood system,] shall:

(a) Identify existing services and describe and prioritize additional services necessary for a voluntary home visit system;
(b) Build on existing programs;
(c) Maximize the use of volunteers and other community resources that support all families;
(d) Target, at a minimum, all first birth families in the county; and
(e) Ensure that home visiting services provided by local health departments for children and pregnant women support and are coordinated with local Healthy Start Family Support Services programs.

(4) Through a Healthy Start Family Support Services program, a trained family support worker or nurse shall be assigned to each family assessed as at risk that consents to receive services through the worker or nurse. The worker or nurse shall conduct home visits and assist the family in gaining access to needed services.

(5) The services required by this section shall be provided by hospitals, public or private entities or organizations, or any combination thereof, capable of providing all or part of the family risk assessment and the follow-up services. In granting a contract, [a local commission may utilize] collaborative contracting or requests for proposals [and shall take into consideration] may be used and must include the most effective and consistent service delivery system.
(6) The family risk assessment and follow-up services for families at risk shall be provided by trained family support workers or nurses organized in teams supervised by a manager and including a family services coordinator who is available to consult.

(7) Each Healthy Start Family Support Services program shall adopt disciplinary procedures for family support workers, nurses and other employees of the program. The procedures shall provide appropriate disciplinary actions for family support workers, nurses and other employees who violate federal or state law or the policies of the program.

**SECTION 95a.** ORS 417.850, as amended by section 110 of this 2012 Act, is amended to read:

417.850. The Youth Development Council established by section 21 of this 2012 Act shall:

1. Review the budget and allocation formula for appropriations for the purpose of juvenile crime prevention;

2. Review the components of [the local coordinated comprehensive plans for children and families created pursuant to ORS 417.775 that address] local high-risk juvenile crime prevention plans developed under ORS 417.855 and make recommendations to the Governor about the local plans;

3. Ensure that high-risk juvenile crime prevention planning criteria are met by state and local public and private entities;

4. Recommend high-risk juvenile justice and juvenile crime prevention policies to the Governor and the Legislative Assembly;

5. Ensure initiation of contracts based on approved local high-risk juvenile crime prevention plans and oversee contract changes;

6. Review data and outcome information;

7. Establish and publish review and assessment criteria for the local high-risk juvenile crime prevention plans. The criteria shall include, but not be limited to, measuring changes in juvenile crime and juvenile recidivism;

8. Review and coordinate county youth diversion plans and basic services grants with the local high-risk juvenile crime prevention plans. Basic services grants may be used for detention and other juvenile department services including:

   a. Shelter care;
   b. Treatment services;
   c. Graduated sanctions; and
   d. Aftercare for youth offenders;

9. Work to ensure broad-based citizen involvement in the planning and execution of high-risk juvenile crime prevention plans at both the state and local levels;

10. Develop a funding policy that provides incentives for flexible programming and promotes strategies that stress reinvestment in youth;

11. Periodically report to the Governor and the Legislative Assembly on the progress of the council;

12. Oversee and approve funding and policy recommendations of the state advisory group as required by the federal Juvenile Justice and Delinquency Prevention Act of 1974, 42 U.S.C. 5601 et seq.; and

13. Work with tribal governments to develop tribal high-risk juvenile crime prevention plans.

**SECTION 96.** ORS 417.855, as amended by sections 55 and 110a of this 2012 Act, is amended to read:

417.855. (1) Each board of county commissioners shall designate an agency or organization to serve as the lead planning organization to facilitate the creation of a partnership among state and local public and private entities in each county. The partnership shall include, but is not limited to, [local commissions on children and families,] education representatives, public health representatives, local alcohol and drug planning committees, representatives of the court system, local mental health planning committees, city or municipal representatives and local public safety coordinating councils. The partnership shall develop a local high-risk juvenile crime prevention plan [that shall be incorporated into the local coordinated comprehensive plans created pursuant to ORS 417.775].
(2) The local high-risk juvenile crime prevention plans shall use services and activities to meet the needs of a targeted population of youths who:

(a) Have more than one of the following risk factors:

(A) Antisocial behavior;
(B) Poor family functioning or poor family support;
(C) Failure in school;
(D) Substance abuse problems; or
(E) Negative peer association; and

(b) Are clearly demonstrating at-risk behaviors that have come to the attention of government or community agencies, schools or law enforcement and will lead to imminent or increased involvement in the juvenile justice system.

(3)(a) The Youth Development Council shall allocate funds available to support the local high-risk juvenile crime prevention plans to counties based on the youth population age 18 or younger in those counties.

(b) The Youth Development Council shall award a minimum grant to small counties. The minimum grant level shall be determined by the council through a public process and reviewed by the council biennially.

**SECTION 97.** ORS 417.857, as amended by sections 56 and 110b of this 2012 Act, is amended to read:

417.857. (1) Deschutes County may place greater emphasis on early intervention and work with younger children than required by the Youth Development Council if the county has been granted a waiver pursuant to this section.

(2) The Youth Development Council shall develop an objective process, review criteria and timetable for consideration of a waiver request. A waiver granted under this section applies to the requirements for basic services grants described in ORS 417.850 (8) and high-risk juvenile crime prevention resources managed by the Youth Development Council. The waiver shall be consistent with the goals of ORS 417.705 to 417.800, 417.850 and 417.855.

(3) Any documentation required for a waiver under this section shall be obtained to the greatest extent possible from material contained in the county’s juvenile crime prevention plan and from material as determined through biennial intergovernmental agreements. The Youth Development Council may ask the county to submit additional information regarding how the county intends to use crime prevention funds under the waiver.

(4) The Youth Development Council shall grant a waiver or continue a waiver based on criteria that include:

(a) The rate of Oregon Youth Authority discretionary bed usage compared to other counties;
(b) The county’s rates of first-time juvenile offenders, chronic juvenile offenders and juvenile recidivism compared to other counties;
(c) The amount and allocation of expenditures from all funding sources for juvenile crime prevention, including prevention and early intervention strategies, and how the requested waiver addresses the needs and priorities for the target population described in ORS 417.855 and for the target population described in the waiver;
(d) Inclusion of prevention or early intervention strategies in the juvenile crime prevention plan;
(e) Investments in evidence-based crime prevention programs and practices;
(f) Support of the local public safety coordinating council, local commission on children and families and the board of county commissioners;
(g) Local integration practices including citizens, victims, courts, law enforcement, business and schools;
(h) Identification of the risk factors for the target population described in the waiver; and
(i) Changes in the risk factors for the target population described in the waiver.

(5) The Youth Development Council shall review and act on any request for a waiver within 90 days after receipt of the request.
(6) The duration of a waiver granted under this section is four years. Before the expiration of a waiver granted under this section, the county may submit a request for another waiver.

SECTION 98. ORS 420.017 is amended to read:

420.017. (1) The Oregon Youth Authority shall develop annually a plan for diversion of delinquent youth from commitment to the youth correction facilities to alternative community services.

(2) [In consultation with the local commissions on children and families established under ORS 417.760,] The juvenile departments shall develop a plan for services needed to divert the commitment of youth from the youth correction facilities, and how these services are to be administered if funds are provided. [Following review and comment by local commissions,] The plan must be approved in the form of a resolution by the governing body of the appropriate county and of a letter of concurrence from the presiding judge for the judicial district in which the juvenile court is located.

(3) The youth authority shall develop and implement a statewide diversion plan after taking the local juvenile departments’ plans into consideration and after consulting with affected service providers.

SECTION 99. ORS 423.565 is amended to read:

423.565. In addition to the duties assigned to it under ORS 423.560, the local public safety coordinating council convened by the board of commissioners shall, at a minimum:

(1) Develop and recommend to the county board of commissioners the plan for use of state resources to serve the local youth offender population.

(2) Coordinate local juvenile justice policy among affected juvenile justice entities.

(3) [In consultation with the local commission on children and families,] Develop and recommend to the county board of commissioners a plan designed to prevent criminal involvement by youth. The plan must provide for coordination of community-wide services involving treatment, education, employment and intervention strategies aimed at crime prevention.

(4) Create a facility advisory subcommittee when provided with the information described in ORS 169.690. The subcommittee shall be composed of the following persons:

(a) The affected law enforcement officer described in ORS 423.560 (1)(a) or (b);

(b) A district attorney;

(c) A mental health director;

(d) A designee of the city council or county board of commissioners, whichever is affected;

(e) A representative of an organization that advocates on behalf of persons with mental illness; and

(f) A consumer as defined in ORS 430.073.

(5) If a written plan of action has been provided to the council under ORS 165.127, annually review the plan and, if appropriate, make written recommendations to the affected district attorney for plan improvements.

SECTION 100. ORS 430.420 is amended to read:

430.420. (1) In collaboration with local seizing agencies, the district attorney, the local public safety coordinating council and the local mental health advisory committee, a local planning committee appointed or designated pursuant to ORS 430.342 shall develop a plan to integrate drug treatment services, meeting minimum standards established pursuant to ORS 430.357, into the criminal justice system for offenders who commit nonviolent felony drug possession offenses. The plan may also include property offenders as provided for under ORS 475.245. [The plan developed under this subsection must be incorporated into the local coordinated comprehensive plan required by ORS 417.775.]

(2)(a) A plan may include, but need not be limited to, programs that occur before adjudication, after adjudication as part of a sentence of probation or as part of a conditional discharge.

(b) A plan must include, but need not be limited to:

(A) A description of local criminal justice and treatment coordination efforts;

(B) A description of the method by which local, state and federal treatment resources are prioritized and allocated to meet the needs of the drug abusing offender population;
(C) The principles that guide criminal justice strategies for supervision and treatment of drug abusing offenders and the purchase of treatment services from local community providers;

(D) The desired outcomes for criminal justice strategies for supervision and treatment of drug abusing offenders and the provision of treatment services and identification of a method for monitoring and reporting the outcomes; and


(3) A program must include, but need not be limited to:

(a) Ongoing oversight of the participant;

(b) Frequent monitoring to determine whether a participant is using controlled substances unlawfully; and

(c) A coordinated strategy governing responses to a participant’s compliance or noncompliance with the program.

(4) The local planning committee shall submit the plan to the Oregon Health Authority and shall provide the county board of commissioners with a copy of the plan.

SECTION 101. ORS 430.630 is amended to read:

430.630. (1) In addition to any other requirements that may be established by rule by the Oregon Health Authority, each community mental health program, subject to the availability of funds, shall provide the following basic services to persons with alcoholism or drug dependence, and persons who are alcohol or drug abusers:

(a) Outpatient services;

(b) Aftercare for persons released from hospitals;

(c) Training, case and program consultation and education for community agencies, related professions and the public;

(d) Guidance and assistance to other human service agencies for joint development of prevention programs and activities to reduce factors causing alcohol abuse, alcoholism, drug abuse and drug dependence; and

(e) Age-appropriate treatment options for older adults.

(2) As alternatives to state hospitalization, it is the responsibility of the community mental health program to ensure that, subject to the availability of funds, the following services for persons with alcoholism or drug dependence, and persons who are alcohol or drug abusers, are available when needed and approved by the Oregon Health Authority:

(a) Emergency services on a 24-hour basis, such as telephone consultation, crisis intervention and prehospital screening examination;

(b) Care and treatment for a portion of the day or night, which may include day treatment centers, work activity centers and after-school programs;

(c) Residential care and treatment in facilities such as halfway houses, detoxification centers and other community living facilities;

(d) Continuity of care, such as that provided by service coordinators, community case development specialists and core staff of federally assisted community mental health centers;

(e) Inpatient treatment in community hospitals; and

(f) Other alternative services to state hospitalization as defined by the Oregon Health Authority.

(3) In addition to any other requirements that may be established by rule of the Oregon Health Authority, each community mental health program, subject to the availability of funds, shall provide or ensure the provision of the following services to persons with mental or emotional disturbances:

(a) Screening and evaluation to determine the client’s service needs;

(b) Crisis stabilization to meet the needs of persons with acute mental or emotional disturbances, including the costs of investigations and prehearing detention in community hospitals or other facilities approved by the authority for persons involved in involuntary commitment procedures;

(c) Vocational and social services that are appropriate for the client’s age, designed to improve the client’s vocational, social, educational and recreational functioning;
(d) Continuity of care to link the client to housing and appropriate and available health and social service needs;

(e) Psychiatric care in state and community hospitals, subject to the provisions of subsection (4) of this section;

(f) Residential services;

(g) Medication monitoring;

(h) Individual, family and group counseling and therapy;

(i) Public education and information;

(j) Prevention of mental or emotional disturbances and promotion of mental health;

(k) Consultation with other community agencies;

(L) Preventive mental health services for children and adolescents, including primary prevention efforts, early identification and early intervention services. Preventive services should be patterned after service models that have demonstrated effectiveness in reducing the incidence of emotional, behavioral and cognitive disorders in children. As used in this paragraph:

(A) “Early identification” means detecting emotional disturbance in its initial developmental stage;

(B) “Early intervention services” for children at risk of later development of emotional disturbances means programs and activities for children and their families that promote conditions, opportunities and experiences that encourage and develop emotional stability, self-sufficiency and increased personal competence; and

(C) “Primary prevention efforts” means efforts that prevent emotional problems from occurring by addressing issues early so that disturbances do not have an opportunity to develop; and

(m) Preventive mental health services for older adults, including primary prevention efforts, early identification and early intervention services. Preventive services should be patterned after service models that have demonstrated effectiveness in reducing the incidence of emotional and behavioral disorders and suicide attempts in older adults. As used in this paragraph:

(A) “Early identification” means detecting emotional disturbance in its initial developmental stage;

(B) “Early intervention services” for older adults at risk of development of emotional disturbances means programs and activities for older adults and their families that promote conditions, opportunities and experiences that encourage and maintain emotional stability, self-sufficiency and increased personal competence and that deter suicide; and

(C) “Primary prevention efforts” means efforts that prevent emotional problems from occurring by addressing issues early so that disturbances do not have an opportunity to develop.

(4) A community mental health program shall assume responsibility for psychiatric care in state and community hospitals, as provided in subsection (3)(e) of this section, in the following circumstances:

(a) The person receiving care is a resident of the county served by the program. For purposes of this paragraph, “resident” means the resident of a county in which the person maintains a current mailing address or, if the person does not maintain a current mailing address within the state, the county in which the person is found, or the county in which a court-committed person with a mental illness has been conditionally released.

(b) The person has been hospitalized involuntarily or voluntarily, pursuant to ORS 426.130 or 426.220, except for persons confined to the Secure Child and Adolescent Treatment Unit at Oregon State Hospital, or has been hospitalized as the result of a revocation of conditional release.

(c) Payment is made for the first 60 consecutive days of hospitalization.

(d) The hospital has collected all available patient payments and third-party reimbursements.

(e) In the case of a community hospital, the authority has approved the hospital for the care of persons with mental or emotional disturbances, the community mental health program has a contract with the hospital for the psychiatric care of residents and a representative of the program approves voluntary or involuntary admissions to the hospital prior to admission.
(5) Subject to the review and approval of the Oregon Health Authority, a mental health program may initiate additional services after the services defined in this section are provided.

(6) Each community mental health program and the state hospital serving the program’s geographic area shall enter into a written agreement concerning the policies and procedures to be followed by the program and the hospital when a patient is admitted to, and discharged from, the hospital and during the period of hospitalization.

(7) Each community mental health program shall have a mental health advisory committee, appointed by the board of county commissioners or the county court or, if two or more counties have combined to provide mental health services, the boards or courts of the participating counties or, in the case of a Native American reservation, the tribal council.

(8) A community mental health program may request and the authority may grant a waiver regarding provision of one or more of the services described in subsection (3) of this section upon a showing by the county and a determination by the authority that persons with mental or emotional disturbances in that county would be better served and unnecessary institutionalization avoided.

(9)(a) As used in this subsection, “local mental health authority” means one of the following entities:

(A) The board of county commissioners of one or more counties that establishes or operates a community mental health program;

(B) The tribal council, in the case of a federally recognized tribe of Native Americans that elects to enter into an agreement to provide mental health services; or

(C) A regional local mental health authority comprising two or more boards of county commissioners.

(b) Each local mental health authority that provides mental health services shall determine the need for local mental health services and adopt a comprehensive local plan for the delivery of mental health services for children, families, adults and older adults that describes the methods by which the local mental health authority shall provide those services. The local mental health authority shall review and revise the local plan biennially. The purpose of the local plan is to create a blueprint to provide mental health services that are directed by and responsive to the mental health needs of individuals in the community served by the local plan.

(c) The local plan shall identify ways to:

(A) Coordinate and ensure accountability for all levels of care described in paragraph (e) of this subsection;

(B) Maximize resources for consumers and minimize administrative expenses;

(C) Provide supported employment and other vocational opportunities for consumers;

(D) Determine the most appropriate service provider among a range of qualified providers;

(E) Ensure that appropriate mental health referrals are made;

(F) Address local housing needs for persons with mental health disorders;

(G) Develop a process for discharge from state and local psychiatric hospitals and transition planning between levels of care or components of the system of care;

(H) Provide peer support services, including but not limited to drop-in centers and paid peer support;

(I) Provide transportation supports; and

(J) Coordinate services among the criminal and juvenile justice systems, adult and juvenile corrections systems and local mental health programs to ensure that persons with mental illness who come into contact with the justice and corrections systems receive needed care and to ensure continuity of services for adults and juveniles leaving the corrections system.

(d) When developing a local plan, a local mental health authority shall:

(A) Coordinate with the budgetary cycles of state and local governments that provide the local mental health authority with funding for mental health services;

(B) Involve consumers, advocates, families, service providers, schools and other interested parties in the planning process;
(C) Coordinate with the local public safety coordinating council to address the services described in paragraph (c)(J) of this subsection;

(D) Conduct a population based needs assessment to determine the types of services needed locally;

(E) Determine the ethnic, age-specific, cultural and diversity needs of the population served by the local plan;

(F) Describe the anticipated outcomes of services and the actions to be achieved in the local plan;

(G) Ensure that the local plan coordinates planning, funding and services with:
   (i) The educational needs of children, adults and older adults;
   (ii) Providers of social supports, including but not limited to housing, employment, transportation and education; and
   (iii) Providers of physical health and medical services;

(H) Describe how funds, other than state resources, may be used to support and implement the local plan;

(I) Demonstrate ways to integrate local services and administrative functions in order to support integrated service delivery in the local plan; and

(J) Involve the local mental health advisory committees described in subsection (7) of this section.

(e) The local plan must describe how the local mental health authority will ensure the delivery of and be accountable for clinically appropriate services in a continuum of care based on consumer needs. The local plan shall include, but not be limited to, services providing the following levels of care:

(A) Twenty-four-hour crisis services;

(B) Secure and nonsecure extended psychiatric care;

(C) Secure and nonsecure acute psychiatric care;

(D) Twenty-four-hour supervised structured treatment;

(E) Psychiatric day treatment;

(F) Treatments that maximize client independence;

(G) Family and peer support and self-help services;

(H) Support services;

(I) Prevention and early intervention services;

(J) Transition assistance between levels of care;

(K) Dual diagnosis services;

(L) Access to placement in state-funded psychiatric hospital beds;

(M) Precommitment and civil commitment in accordance with ORS chapter 426; and

(N) Outreach to older adults at locations appropriate for making contact with older adults, including senior centers, long term care facilities and personal residences.

(f) In developing the part of the local plan referred to in paragraph (c)(J) of this subsection, the local mental health authority shall collaborate with the local public safety coordinating council to address the following:

(A) Training for all law enforcement officers on ways to recognize and interact with persons with mental illness, for the purpose of diverting them from the criminal and juvenile justice systems;

(B) Developing voluntary locked facilities for crisis treatment and follow-up as an alternative to custodial arrests;

(C) Developing a plan for sharing a daily jail and juvenile detention center custody roster and the identity of persons of concern and offering mental health services to those in custody;

(D) Developing a voluntary diversion program to provide an alternative for persons with mental illness in the criminal and juvenile justice systems; and

(E) Developing mental health services, including housing, for persons with mental illness prior to and upon release from custody.

(g) Services described in the local plan shall:
(A) Address the vision, values and guiding principles described in the Report to the Governor from the Mental Health Alignment Workgroup, January 2001;

(B) Be provided to children, older adults and families as close to their homes as possible;

(C) Be culturally appropriate and competent;

(D) Be, for children, older adults and adults with mental health needs, from providers appropriate to deliver those services;

(E) Be delivered in an integrated service delivery system with integrated service sites or processes, and with the use of integrated service teams;

(F) Ensure consumer choice among a range of qualified providers in the community;

(G) Be distributed geographically;

(H) Involve consumers, families, clinicians, children and schools in treatment as appropriate;

(I) Maximize early identification and early intervention;

(J) Ensure appropriate transition planning between providers and service delivery systems, with an emphasis on transition between children and adult mental health services;

(K) Be based on the ability of a client to pay;

(L) Be delivered collaboratively;

(M) Use age-appropriate, research-based quality indicators;

(N) Use best-practice innovations; and

(O) Be delivered using a community-based, multisystem approach.

(h) A local mental health authority shall submit to the Oregon Health Authority a copy of the local plan and biennial revisions adopted under paragraph (b) of this subsection at time intervals established by the authority.

[i] Each local commission on children and families shall reference the local plan for the delivery of mental health services in the local coordinated comprehensive plan created pursuant to ORS 417.775.

SECTION 102. ORS 431.385 is amended to read:

431.385. (1) The local public health authority shall submit an annual plan to the Oregon Health Authority for performing services pursuant to ORS 431.375 to 431.385 and 431.416. The annual plan shall be submitted on a date established by the Oregon Health Authority by rule or on a date mutually agreeable to the authority and the local public health authority.

(2) If the local public health authority decides not to submit an annual plan under the provisions of ORS 431.375 to 431.385 and 431.416, the authority shall become the local public health authority for that county or health district.

(3) The authority shall review and approve or disapprove each plan. Variances to the local public health plan must be approved by the authority. In consultation with the Conference of Local Health Officials, the authority shall establish the elements of a plan and an appeals process whereby a local health authority may obtain a hearing if its plan is disapproved.

(4) Each local commission on children and families shall reference the local public health plan in the local coordinated comprehensive plan created pursuant to ORS 417.775.


SECTION 104. The amendments to statutes by sections 83 to 102 of this 2012 Act and the repeal of statutes by section 103 of this 2012 Act become operative on January 1, 2014.

ABOLISHMENT OF

JUVENILE CRIME PREVENTION ADVISORY COMMITTEE

SECTION 105. (1) The Juvenile Crime Prevention Advisory Committee is abolished. On the operative date of this section, the tenure of office of the members of the Juvenile Crime Prevention Advisory Committee ceases.
(2) All the duties, functions and powers of the Juvenile Crime Prevention Advisory Committee are imposed upon, transferred to and vested in the Youth Development Council established by section 21 of this 2012 Act.

SECTION 106. (1) The chairperson of the Juvenile Crime Prevention Advisory Committee shall deliver to the chairperson of the Youth Development Council all records and property within the jurisdiction of the chairperson that relate to the duties, functions and powers transferred by section 105 of this 2012 Act.

(2) The chairperson of the Youth Development Council shall take possession of the records and property transferred by the provisions of this section.

(3) The Governor shall resolve any dispute between the Juvenile Crime Prevention Advisory Committee and the Youth Development Council relating to transfers of records and property under this section and the Governor's decision is final.

SECTION 107. (1) Section 105 of this 2012 Act and the repeal of ORS 417.845 by section 111 of this 2012 Act are intended to change the name of the “Juvenile Crime Prevention Advisory Committee” to the “Youth Development Council.”

(2) For the purpose of harmonizing and clarifying statutory law, the Legislative Counsel may substitute for words designating the “Juvenile Crime Prevention Advisory Committee” or its officers, wherever they occur in statutory law, words designating the “Youth Development Council” or its officers.

SECTION 108. ORS 169.090 is amended to read:

169.090. (1) The Director of the Department of Corrections shall publish and distribute a manual of recommended guidelines for the operation of local correctional facilities and lockups as developed by a jail standards committee appointed by the director. This manual shall be revised when appropriate with consultation and advice of the Oregon State Sheriffs’ Association, the Oregon Association Chiefs of Police, Association of Oregon Counties, the League of Oregon Cities and other appropriate groups and agencies and will be redistributed upon the approval of the Governor.

(2) The [Juvenile Crime Prevention Advisory Committee] Youth Development Council established by section 21 of this 2012 Act and the Department of Corrections shall develop guidelines pertaining to the operation of juvenile detention facilities, as defined in ORS 169.005. Guidelines shall be revised by the [Juvenile Crime Prevention Advisory Committee] Youth Development Council and the Department of Corrections, whenever appropriate. The guidelines shall be included in the manual published and distributed under subsection (1) of this section. However, the [Juvenile Crime Prevention Advisory Committee] Youth Development Council may choose to publish and distribute the guidelines independently.

SECTION 108a. ORS 417.775, as amended by section 46 of this 2012 Act, is amended to read:

417.775. (1) Under the direction of the board or boards of county commissioners, and in conjunction with the guidelines set by the Early Learning Council, the local commission on children and families shall promote wellness for children of all ages and their families in the county or region, if the families have given their express written consent, mobilize communities and develop policy and oversee the implementation of a local coordinated comprehensive plan described in this section. A local commission shall:

(a) Inform and involve citizens;
(b) Identify and map the range of resources in the community;
(c) Plan, advocate and fund research-based and tribal-based initiatives for children who are 18 years of age or younger, including prenatal, and their families;
(d) Develop local policies, priorities, outcomes and targets;
(e) Prioritize activities identified in the local plan and mobilize the community to take action;
(f) Prioritize the use of nondedicated resources;
(g) Monitor implementation of the local plan; and
(h) Monitor and evaluate the intermediate outcome targets identified in the local plan that are reviewed under ORS 417.797, and report on the progress in addressing priorities and achieving outcomes.
(2)(a) A local commission may not provide direct services for children and their families.

(b) Notwithstanding paragraph (a) of this subsection, a local commission may provide direct services for children and their families for a period not to exceed six months if:

(A)(i) The local commission determines that there is an emergency;

(ii) A provider of services discontinues providing the services in the county or region; or

(iii) No provider is able to offer the services in the county or region; and

(B) The family has given its express written consent.

(3) The local commission shall lead and coordinate a process to assess needs, strengths, goals, priorities and strategies, and identify county or regional outcomes to be achieved. The process shall be in conjunction with other coordinating bodies for services for children and their families and shall include representatives of education, mental health services, developmental disability services, alcohol and drug treatment programs, public health programs, local child care resource and referral agencies, child care providers, law enforcement and corrections agencies, private nonprofit entities, local governments, faith-based organizations, businesses, families, youth and the local community. The process shall include populations representing the diversity of the county or region.

(4) Through the process described in subsection (3) of this section, the local commission shall coordinate the development of a single local plan for coordinating community programs, strategies and services for children who are 18 years of age or younger, including prenatal, and their families among community groups, government agencies, private providers and other parties. The local plan shall be a comprehensive area-wide service delivery plan for all services to be provided for children and their families in the county or region, if the families have given their express written consent. The local plan shall be designed to achieve state and county or regional outcomes based on state policies and guidelines and to maintain a level of services consistent with state and federal requirements.

(5) The local commission shall prepare the local coordinated comprehensive plan and applications for funds to implement ORS 417.705 to 417.800 and 419A.170. The local plan, policies and proposed service delivery systems shall be submitted to the board or boards of county commissioners for approval prior to submission to the Early Learning Council. The local plan shall be based on identifying the most effective service delivery system allowing for the continuation of current public and private programs where appropriate. The local plan shall address needs, strengths and assets of all children, their families and communities, including those children and their families at highest risk.

(6) Subject to the availability of funds:

(a) The local coordinated comprehensive plan shall include:

(A) Identification of ways to connect all state and local planning processes related to services for children and their families into the local coordinated comprehensive plan to create positive outcomes for children and their families; and

(B) Provisions for a continuum of social supports at the community level for children from the prenatal stage through 18 years of age, and their families, that takes into account areas of need, service overlap, asset building and community strengths as outlined in ORS 417.305 (2).

(b) The local coordinated comprehensive plan shall reference:

(A) A voluntary local early childhood system plan created pursuant to ORS 417.777;

(B) Local alcohol and other drug prevention and treatment plans developed pursuant to ORS 430.242;

(C) Local service plans, developed pursuant to ORS 430.630, for the delivery of mental health services for children and their families;

(D) Local public health plans, developed pursuant to ORS 431.385, that include public health issues such as prenatal care, immunizations, well-child checkups, tobacco use, nutrition, teen pregnancy, maternal and child health care and suicide prevention; and

(E) The local high-risk juvenile crime prevention plan developed pursuant to ORS 417.855.

(7) The local coordinated comprehensive plan shall include a list of staff positions budgeted to support the local commission on children and families. The list shall indicate the status of each
position as a percentage of full-time equivalency dedicated to the implementation of the local coordinated comprehensive plan. The county board or boards of commissioners shall be responsible for providing the level of staff support detailed in the local plan and shall ensure that funds provided for these purposes are used to carry out the local plan.

(8) The local coordinated comprehensive plan shall:
(a) Improve results by addressing the needs, strengths and assets of all children, their families and communities in the county or region, including those children and their families at highest risk;
(b) Improve results by identifying the methods that work best at the state and local levels to coordinate resources, reduce paperwork and simplify processes, including data gathering and planning;
(c) Be based on local, state and federal resources;
(d) Be based on proven practices of effectiveness for the specific community;
(e) Contribute to a voluntary statewide system of formal and informal services and supports that is provided at the community level, that is integrated in local communities and that promotes improved outcomes for Oregon’s children;
(f) Be presented to the citizens in each county for public review, comment and adjustment;
(g) Be designed to achieve outcomes based on research-identified proven practices of effectiveness; and
(h) Address other issues, local needs or children and family support areas as determined by the local commission.

(9) In developing the local coordinated comprehensive plan, the local commission shall:
(a) Secure active participation pursuant to subsection (3) of this section;
(b) Provide for community participation in the planning process, including media notification;
(c) Conduct an assessment of the community that identifies needs and strengths;
(d) Identify opportunities for service integration; and
(e) Develop a local coordinated comprehensive plan and budget to meet the priority needs of a county or region.

(10) The Early Learning Council may disapprove the part of the local coordinated comprehensive plan relating to the planning process required by this section and the voluntary local early childhood system plan.

(11)(a) The Early Learning Council may disapprove the planning process and the voluntary local early childhood system plan only upon making specific findings that the local plan substantially fails to conform to the principles, characteristics and values identified in ORS 417.708 to 417.725 or that the local plan fails to conform with the planning process requirements of this section. The staff of the Early Learning Council shall assist the local commission in remedying the deficiencies in the planning process or the voluntary local early childhood system plan. The Early Learning Council shall set a date by which any deficient portions of the planning process or the voluntary local early childhood system plan must be revised and resubmitted to the Early Learning Council by the local commission.

(b) The Early Learning Council does not have approval authority over the following service plans referenced in the local coordinated comprehensive plan:
(A) The local alcohol and other drug prevention and treatment plans developed pursuant to ORS 430.242;
(B) Local service plans, developed pursuant to ORS 430.630, relating to the delivery of mental health services;
(C) Local public health plans developed pursuant to ORS 431.385; and
(D) Local high-risk juvenile crime prevention plans developed pursuant to ORS 417.855.

(12) The Early Learning Council, the Department of Human Services and the [Juvenile Crime Prevention Advisory Committee] Youth Development Council may jointly approve the community plan that is part of the local coordinated comprehensive plan, but may not jointly approve the service plans that are referenced in the local plan. If the community plan is disapproved in whole, the agencies shall identify with particularity the manner in which the community plan is deficient and
the service plans may be implemented. If only part of the community plan is disapproved, the re-
mainder of the community plan and the service plans may be implemented. The staff of the agencies
shall assist the local commission in remedying the disapproved portions of the community plan. The
agencies shall jointly set a date by which the deficient portions of the community plan shall be re-
vised and resubmitted to the agencies by the local commission. In reviewing the community plan,
the agencies shall consider the impact of state and local budget reductions on the community plan.

(13) If a local commission determines that the needs of the county or region it serves differ from
those identified by the Early Learning Council, it may ask the Early Learning Council to waive
specific requirements in its list of children’s support areas. The process for granting waivers shall
be developed by the Early Learning Council prior to the start of the review and approval process
for the local coordinated comprehensive plan and shall be based primarily on a determination of
whether the absence of a waiver would prevent the local commission from best meeting the needs
of the county or region.

(14) From time to time, the local commission may amend the local coordinated comprehensive
plan and applications for funds to implement ORS 417.705 to 417.800 and 419A.170. The local com-
misson must amend the local plan to reflect current community needs, strengths, goals, priorities
and strategies. Amendments become effective upon approval of the board or boards of county com-
missioners and the Early Learning Council.

(15) The local commission shall keep an official record of any amendments to the local coordi-
nated comprehensive plan under subsection (14) of this section.

(16) The local commission shall provide an opportunity for public and private contractors to
review the components of the local coordinated comprehensive plan and any amendments to the lo-
cal plan, to receive notice of any component that the county or counties intend to provide through
a county agency and to comment publicly to the board or boards of county commissioners if they
disagree with the proposed service delivery plan.

(17) Alcohol and drug prevention and treatment services included in the local coordinated
comprehensive plan must meet minimum standards adopted by the Oregon Health Authority under
ORS 430.357.

SECTION 109. ORS 417.799 is amended to read:

417.799. (1) The Department of Human Services is responsible for coordinating statewide plan-
ning for delivery of services to runaway and homeless youth and their families.

(2) The department shall recommend policies that integrate a system of services and support for
runaway and homeless youth into the state’s continuum of care for children who are 0 through 18
years of age.

(3) The department may work with the Youth Development Council, the Employment Depart-
ment, the Housing and Community Services Department, the Department of Community Colleges
and Workforce Development, the Department of Education and the Oregon Youth Authority to develop
a comprehensive and coordinated approach for services and support for runaway and homeless youth
and their families.

(4) In addition to the state agencies listed in subsection (3) of this section, the de-
partament shall include representatives of youth, nonprofit organizations and statewide coalitions
related to runaway and homeless youth services and supports in the joint process described in sub-
section (3) of this section.

(5) The department may enter into and renew contracts with providers for the provision of ser-
vices to runaway and homeless youth and their families.

SECTION 110. ORS 417.850 is amended to read:

417.850. The Youth Development Council established by section 21 of this 2012 Act shall:

(1) Review the budget and allocation formula for appropriations for the purpose of juvenile
crime prevention;
(2) Review the components of the local coordinated comprehensive plans for children and families created pursuant to ORS 417.775 that address local high-risk juvenile crime prevention plans developed under ORS 417.855 and make recommendations to the Governor about the local plans;

(3) Ensure that high-risk juvenile crime prevention planning criteria are met by state and local public and private entities;

(4) Recommend high-risk juvenile justice and juvenile crime prevention policies to the Governor and the Legislative Assembly;

(5) Ensure initiation of contracts based on approved local high-risk juvenile crime prevention plans and oversee contract changes;

(6) Review data and outcome information;

(7) Establish and publish review and assessment criteria for the local high-risk juvenile crime prevention plans. The criteria shall include, but not be limited to, measuring changes in juvenile crime and juvenile recidivism;

(8) Review and coordinate county youth diversion plans and basic services grants with the local high-risk juvenile crime prevention plans. Basic services grants may be used for detention and other juvenile department services including:
   (a) Shelter care;
   (b) Treatment services;
   (c) Graduated sanctions; and
   (d) Aftercare for youth offenders;

(9) Work to ensure broad-based citizen involvement in the planning and execution of high-risk juvenile crime prevention plans at both the state and local levels;

(10) Develop a funding policy that provides incentives for flexible programming and promotes strategies that stress reinvestment in youth;

(11) Periodically report to the Governor and the Legislative Assembly on the progress of the committee council;

(12) Oversee and approve funding and policy recommendations of the state advisory group as required by the federal Juvenile Justice and Delinquency Prevention Act of 1974, 42 U.S.C. 5601 et seq.; and

(13) Work with tribal governments to develop tribal high-risk juvenile crime prevention plans.

SECTION 110a. ORS 417.855, as amended by section 55 of this 2012 Act, is amended to read:

417.855. (1) Each board of county commissioners shall designate an agency or organization to serve as the lead planning organization to facilitate the creation of a partnership among state and local public and private entities in each county. The partnership shall include, but is not limited to, local commissions on children and families, education representatives, public health representatives, local alcohol and drug planning committees, representatives of the court system, local mental health planning committees, city or municipal representatives and local public safety coordinating councils. The partnership shall develop a local high-risk juvenile crime prevention plan that shall be incorporated into the local coordinated comprehensive plans created pursuant to ORS 417.775.

(2) The local high-risk juvenile crime prevention plans shall use services and activities to meet the needs of a targeted population of youths who:
   (a) Have more than one of the following risk factors:
      (A) Antisocial behavior;
      (B) Poor family functioning or poor family support;
      (C) Failure in school;
      (D) Substance abuse problems; or
      (E) Negative peer association; and
   (b) Are clearly demonstrating at-risk behaviors that have come to the attention of government or community agencies, schools or law enforcement and will lead to imminent or increased involvement in the juvenile justice system.
(3)(a) The Youth Development Council shall allocate funds available to support the local high-risk juvenile crime prevention plans to counties based on the youth population age 18 or younger in those counties.

(b) The Youth Development Council shall award a minimum grant to small counties. The minimum grant level shall be determined by the [Juvenile Crime Prevention Advisory Committee] council through a public process and reviewed by the [committee] council biennially.

SECTION 110b. ORS 417.857, as amended by section 56 of this 2012 Act, is amended to read:

417.857. (1) Deschutes County may place greater emphasis on early intervention and work with younger children than required by the [Juvenile Crime Prevention Advisory Committee] Youth Development Council if the county has been granted a waiver pursuant to this section.

(2) The [Juvenile Crime Prevention Advisory Committee] Youth Development Council shall develop an objective process, review criteria and timetable for consideration of a waiver request. A waiver granted under this section applies to the requirements for basic services grants described in ORS 417.850 (8) and high-risk juvenile crime prevention resources managed by the Youth Development Council. The waiver shall be consistent with the goals of ORS 417.705 to 417.800, 417.850 and 417.855.

(3) Any documentation required for a waiver under this section shall be obtained to the greatest extent possible from material contained in the county's juvenile crime prevention plan and from material as determined through biennial intergovernmental agreements. The [Juvenile Crime Prevention Advisory Committee] Youth Development Council may ask the county to submit additional information regarding how the county intends to use crime prevention funds under the waiver.

(4) The [Juvenile Crime Prevention Advisory Committee] Youth Development Council shall grant a waiver or continue a waiver based on criteria that include:

(a) The rate of Oregon Youth Authority discretionary bed usage compared to other counties;

(b) The county's rates of first-time juvenile offenders, chronic juvenile offenders and juvenile recidivism compared to other counties;

(c) The amount and allocation of expenditures from all funding sources for juvenile crime prevention, including prevention and early intervention strategies, and how the requested waiver addresses the needs and priorities for the target population described in ORS 417.855 and for the target population described in the waiver;

(d) Inclusion of prevention or early intervention strategies in the juvenile crime prevention plan;

(e) Investments in evidence-based crime prevention programs and practices;

(f) Support of the local public safety coordinating council, local commission on children and families and the board of county commissioners;

(g) Local integration practices including citizens, victims, courts, law enforcement, business and schools;

(h) Identification of the risk factors for the target population described in the waiver; and

(i) Changes in the risk factors for the target population described in the waiver.

(5) The [committee] Youth Development Council shall review and act on any request for a waiver within 90 days after receipt of the request.

(6) The duration of a waiver granted under this section is four years. Before the expiration of a waiver granted under this section, the county may submit a request for another waiver.

SECTION 111. ORS 417.845 is repealed.

SECTION 112. (1) Sections 105 to 107 of this 2012 Act, the amendments to statutes by sections 108 to 110b of this 2012 Act and the repeal of ORS 417.845 by section 111 of this 2012 Act become operative on July 1, 2013.

(2) The chairperson of the Youth Development Council may take any action before the operative date specified in subsection (1) of this section that is necessary to enable to the chairperson to exercise, on and after the operative date specified in subsection (1) of this section, the duties, functions and powers of the chairperson under the provisions of section 105 of this 2012 Act.
SECTION 113. (1) The Commission for Child Care is abolished. On the operative date of this section, all duties, functions and powers of the Commission for Child Care are imposed upon, transferred to and vested in the Early Learning Council established in section 4, chapter 519, Oregon Laws 2011.

(2) The chairperson of the Commission for Child Care shall deliver to the Early Learning System Director all records and property within the jurisdiction of the chairperson that relate to the duties, functions and powers transferred by this section.

(3) The Early Learning System Director shall take possession of the records and property transferred by the provisions of this section.

(4) The Governor shall resolve any dispute between the Commission for Child Care and the Early Learning Council relating to transfers of records and property under this section and the Governor's decision is final.

SECTION 114. The Commission for Child Care Account is abolished. Any moneys remaining in the account on June 30, 2012, that are unexpended, unobligated and not subject to any conditions shall be transferred to the Early Learning Council Fund established by section 10 of this 2012 Act.

SECTION 115. (1) The unexpended balances of amounts authorized to be expended by the Commission for Child Care for the biennium beginning July 1, 2011, from revenues dedicated, continuously appropriated, appropriated or otherwise made available for the purpose of administering and enforcing the duties, functions and powers transferred by section 113 of this 2012 Act are transferred to and are available for expenditure by the Early Learning Council for the biennium beginning July 1, 2011, for the purpose of administering and enforcing the duties, functions and powers transferred by section 113 of this 2012 Act.

(2) The expenditure classifications, if any, established by Acts authorizing or limiting expenditures by the Commission for Child Care remain applicable to expenditures by the Early Learning Council under this section.

SECTION 116. The transfer of duties, functions and powers to the Early Learning Council by section 113 of this 2012 Act does not affect any action, proceeding or prosecution involving or with respect to such duties, functions and powers begun before and pending at the time of the transfer, except that the Early Learning Council is substituted for the Commission for Child Care in the action, proceeding or prosecution.

SECTION 117. ORS 657A.010 is amended to read:

657A.010. (1) There is established within the Employment Department a Child Care Division.

(2) The Child Care Division, as designated by the Governor, shall be responsible for administering funds received by the State of Oregon pursuant to the federal Child Care and Development Block Grant Act of 1990, the Dependent Care Planning and Development Grant and other federal child care funds and grants received by the State of Oregon.

(3) The Child Care Division shall comply with directives of the Early Learning Council established in section 4, chapter 519, Oregon Laws 2011, in the division's implementation of the provisions of ORS 657A.250 to 657A.450.

(4) There is established in the State Treasury, separate and distinct from the General Fund, the Child Care Fund. The Child Care Fund shall consist of moneys collected and received by the Child Care Division pursuant to subsection (2) of this section, ORS 657A.310 and 657A.992 and such moneys as may be otherwise made available by law. Interest earned on the fund shall be credited to the fund. The moneys in the Child Care Fund are appropriated continuously to the Child Care Division and shall be used in a manner consistent with the grant of funds or for the administration of ORS 181.537, 657A.030 and 657A.250 to 657A.450.

SECTION 118. ORS 657A.180 is amended to read:

657A.180. (1) There is created The Child Care Division shall create an advisory committee to advise the Child Care division on the development and administration of child care resource and
referral policies and practices. [The advisory committee shall include but not be limited to three members of the Commission for Child Care.] The Child Care Division shall, in consultation with the advisory committee, establish criteria for proposals, prepare requests for proposals, receive proposals and award grants for the establishment of resource and referral programs.

(2) The Child Care Division shall collect and report data concerning resource and referral programs.

(3)(a) The local resource and referral agencies shall match grant funds in an amount not less than 10 percent of grant funds received. Matching financial support includes, but is not limited to, in-kind contributions.

[(4) ] (b) As used in this [section] subsection, “in-kind contributions” means nonmonetary contributions that include but are not limited to:

[(a)] (A) Provision of rent-free program space;
[(b)] (B) Provision of utilities;
[(c)] (C) Provision of custodial services;
[(d)] (D) Provision of secretarial services;
[(e)] (E) Provision of liability insurance or health insurance benefits;
[(f)] (F) Administrative services; and
[(g)] (G) Transportation services.

(4) The Child Care Division shall provide to the Early Learning Council a report that summarizes the development and administration of child care resource and referral policies and practices under this section. The report must be provided at least twice a year and as otherwise required by the Early Learning Council.

SECTION 119. ORS 657A.310 is amended to read:

657A.310. (1) Application for a certification or for the annual renewal thereof shall be made to the Child Care Division on forms provided by the division and accompanied by a nonrefundable fee. The fee shall vary according to the type of facility and the number of children for which the facility is requesting to be certified, and shall be determined and applied through rules adopted by the division pursuant to ORS 657A.275.

(2) All fees received under subsection (1) of this section shall be deposited in the Child Care Fund established under ORS 657A.010 [2] and may be used for the administration of ORS 181.537, 657A.030 and 657A.250 to 657A.450.

(3) Any certification issued pursuant to ORS 657A.030 and 657A.250 to 657A.450 authorizes operation of the facility only on the premises described in the certification and only by the person named in the certification.

(4) Unless sooner revoked, a temporary certification expires on the date specified therein. Unless sooner revoked and except as provided in ORS 657A.270 (2), an annual certification expires one year from the date of issuance.

SECTION 120. ORS 657A.700 is amended to read:

657A.700. As used in ORS 657A.700 to 657A.718:

(1) “Child care provider” means a provider, for compensation, of care, supervision or guidance to a child on a regular basis in a center or in a home other than the child’s home. “Child care provider” does not include a person who is the child’s parent, guardian or custodian.

(2) “Community agency” means a nonprofit agency that:

(a) Provides services related to child care, children and families, community development or similar services; and

(b) Is eligible to receive contributions that qualify as deductions under section 170 of the Internal Revenue Code.

(3) “High quality child care” means child care that meets standards for high quality child care established or approved by the [Commission for Child Care] Early Learning Council.

(4) “Qualified contribution” means a contribution made by a taxpayer to the Child Care Division of the Employment Department or a selected community agency for the purpose of promoting child care, and for which the taxpayer will receive a tax credit certificate under ORS 657A.706.
(5) “Tax credit certificate” means a certificate issued by the Child Care Division to a taxpayer to qualify the taxpayer for a tax credit under ORS 315.213.

(6) “Tax credit marketer” means an individual or entity selected by the Child Care Division to market tax credits to taxpayers.

SECTION 121. ORS 657A.992 is amended to read:

657A.992. (1) In addition to any other provision of law or rule adopted pursuant to ORS 657A.260 for enforcement of the provisions of ORS chapter 657A, the Child Care Division may suspend or revoke a certification or registration issued under ORS 657A.030 and 657A.250 to 657A.450, or impose a civil penalty in the manner provided in ORS 183.745, for violation of:

(a) Any of the provisions of ORS 657A.030 and 657A.250 to 657A.450;

(b) The terms and conditions of a certification or registration issued under ORS 657A.030 and 657A.250 to 657A.450; or

(c) Any rule of the division adopted under ORS 657A.030 and 657A.250 to 657A.450.

(2) The division shall adopt by rule a schedule establishing the civil penalties that may be imposed under this section. The schedule must provide for categories of violations for which a penalty may be imposed, including “nonserious” and “serious” to be defined by the division by rule under ORS 657A.260.

(3) The division must issue a written warning for a nonserious or serious violation before assessing a civil penalty under this section. The written warning must prescribe a reasonable time in which to correct a violation.

(4) The division may not impose a civil penalty of more than $100 for a first violation.

(5) The division may not impose a civil penalty for a subsequent violation that exceeds the penalty imposed for the previous violation by more than $100. Penalties imposed under this subsection may not exceed $500 per violation, or $1,000 total for multiple violations per quarter.

(6) Notwithstanding any other provision of this section, the maximum civil penalty that may be imposed:

(a) For violation of ORS 657A.330 by a registered family child care home provider is $100.

(b) For violation of ORS 657A.280 by an operator of a child care facility that is not a child care center is $200.

(c) For violation of ORS 657A.280 by an operator of a child care facility that is a child care center is $500.

(7) A civil penalty imposed under this section may be remitted or reduced upon such terms and conditions as the division considers proper and consistent with the public health and safety.

(8) All moneys received under this section shall be deposited in the Child Care Fund established under ORS 657A.010 (2) (4) and may be used for the administration of ORS 181.537, 657A.030 and 657A.250 to 657A.450.

SECTION 122. ORS 657A.600, 657A.610, 657A.620, 657A.630 and 657A.640 are repealed.

SECTION 123. Sections 113 to 116 of this 2012 Act, the amendments to statutes by sections 117 to 121 of this 2012 Act and the repeal of statutes by section 122 of this 2012 Act become operative on July 1, 2012.

SECTION 124. (1) Nothing in sections 113 to 116 of this 2012 Act, the amendments to statutes by sections 117 to 121 of this 2012 Act or the repeal of statutes by section 122 of this 2012 Act relieves a person of a liability, duty or obligation accruing under or with respect to the duties, functions and powers transferred by section 113 of this 2012 Act. The Early Learning Council may undertake the collection or enforcement of any such liability, duty or obligation.

(2) The rights and obligations of the Commission for Child Care legally incurred under contracts, leases and business transactions executed, entered into or begun before the operative date of section 113 of this 2012 Act are transferred to the Early Learning Council. For the purpose of succession to these rights and obligations, the Early Learning Council is a continuation of the Commission for Child Care and not a new authority.
SECTION 125. Notwithstanding the transfer of duties, functions and powers by section 113 of this 2012 Act, the rules of the Employment Department for the Commission for Child Care in effect on the operative date of section 113 of this 2012 Act continue in effect until superseded or repealed by rules of the Early Learning Council. References in rules of the Employment Department to the Commission for Child Care or an officer or employee of the Commission for Child Care are considered to be references to the Early Learning Council or an officer or employee of the Early Learning Council.

SECTION 126. Whenever, in any uncodified law or resolution of the Legislative Assembly or in any rule, document, record or proceeding authorized by the Legislative Assembly, reference is made to the Commission for Child Care or an officer or employee of the Commission for Child Care, the reference is considered to be a reference to the Early Learning Council or an officer or employee of the Early Learning Council.

SECTION 127. (1) The repeal of ORS 417.730, 417.735, 657A.600, 657A.610, 657A.620 and 657A.640 by sections 69 and 122 of this 2012 Act and the amendments to ORS 417.728, 657A.180 and 657A.700 by sections 44b, 118 and 120 of this 2012 Act are intended to change the name of the “Commission for Child Care” to the “Early Learning Council.”

(2) For the purpose of harmonizing and clarifying statutory law, the Legislative Counsel may substitute for words designating the “Commission for Child Care” or its officers, wherever they occur in statutory law, words designating the “Early Learning Council” or its officers.

SECTION 128. (1) Section 10 of this 2012 Act and the repeal of ORS 657A.640 by section 122 of this 2012 Act are intended to change the name of the “Commission for Child Care Account” to the “Early Learning Council Fund.”

(2) For the purpose of harmonizing and clarifying statutory law, the Legislative Counsel may substitute for words designating the “Commission for Child Care Account,” wherever they occur in statutory law, words designating the “Early Learning Council Fund.”

CHILD CARE FACILITIES

SECTION 129. Section 130 of this 2012 Act is added to and made a part of ORS 657A.250 to 657A.450.

SECTION 130. (1) In addition to the minimum standards established for child care facilities and the operation of child care facilities under ORS 657A.260 and subject to available funds, the Child Care Division of the Employment Department, under the direction and with the approval of the Early Learning Council, shall initiate development of a tiered quality rating and improvement system for child care facilities.

(2) The tiered quality rating and improvement system implemented under this section shall:

(a) Establish a set of progressively higher standards that are used to evaluate the quality of an early learning and development program and to support program improvement.

(b) Consist of the following components:

(A) Tiered standards that define a progression of quality for early learning and development programs.

(B) Monitoring of programs to evaluate quality based on established standards.

(C) Support for programs and providers of programs to meet tiered quality standards, including training, technical assistance and financial incentives.

(D) Program quality ratings that are publicly available.

SECTION 131. Section 130 of this 2012 Act becomes operative on January 1, 2013.

FISCAL PROVISIONS AND CONFLICT AMENDMENTS
SECTION 132. Notwithstanding any other provision of law, the General Fund appropriation made to the State Commission on Children and Families by section 1, chapter 591, Oregon Laws 2011, for the biennium beginning July 1, 2011, is decreased by $18,635,130.

SECTION 132a. If House Bill 4082 becomes law, section 132 of this 2012 Act is repealed.

SECTION 132b. If House Bill 4082 becomes law, notwithstanding any other provision of law, the General Fund appropriation made to the State Commission on Children and Families by section 1, chapter 591, Oregon Laws 2011, for the biennium beginning July 1, 2011, is decreased by $17,450,764.

SECTION 133. In addition to and not in lieu of any other appropriation, there is appropriated to the Office of the Governor, for the biennium beginning July 1, 2011, out of the General Fund, the amount of $18,735,130, for the Early Learning Council and the Youth Development Council.

SECTION 133a. If House Bill 4082 becomes law, section 133 of this 2012 Act is repealed.

SECTION 133b. If House Bill 4082 becomes law, in addition to and not in lieu of any other appropriation, there is appropriated to the Office of the Governor, for the biennium beginning July 1, 2011, out of the General Fund, the amount of $17,550,764, for the Early Learning Council and the Youth Development Council.

SECTION 134. Notwithstanding any other law limiting expenditures, the amount of $9,905,400 is established for the biennium beginning July 1, 2011, as the maximum limit for payment of expenses from fees, moneys or other revenues, including Miscellaneous Receipts and including federal funds received from the Department of Human Services for family preservation and support and other services supporting children and families, but excluding lottery funds and federal funds not described in this section, collected or received by the Office of the Governor for the Early Learning Council and the Youth Development Council.

SECTION 135. Notwithstanding any other law limiting expenditures, the amount of $3,363,974 is established for the biennium beginning July 1, 2011, as the maximum limit for payment of expenses from federal funds, other than the funds described in section 134 of this 2012 Act, collected or received by the Office of the Governor for the Early Learning Council and the Youth Development Council.

SECTION 136. Notwithstanding any other provision of law, the authorized appropriations and expenditure limitations for the biennium beginning July 1, 2011, for the following agencies and programs are changed by the amounts specified:

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<tr>
<th>Agency/Program/Funds</th>
<th>2011</th>
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<th>Adjustment</th>
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<td>Other funds</td>
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<td>Federal funds</td>
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SECTION 136a. If Senate Bill 5701 becomes law, section 136 of this 2012 Act is repealed.

SECTION 136b. If Senate Bill 5701 becomes law, notwithstanding any other provision of law, the authorized appropriations and expenditure limitations for the biennium beginning July 1, 2011, for the following agencies and programs are changed by the amounts specified:
SECTION 137. If Senate Bill 5701 becomes law, notwithstanding any other law limiting expenditures, the limitation on expenditures established by section 12 (1), chapter ___, Oregon Laws 2012 (Enrolled Senate Bill 5701), for the biennium beginning July 1, 2011, as the maximum limit for payment of expenses from federal funds collected or received by the Employment Department under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.) and section 418 of the Social Security Act (42 U.S.C. 618), as amended, is increased by $1,000,000.

SECTION 138. If House Bill 4082 becomes law, section 59 of this 2012 Act (amending ORS 419A.170) is repealed.

MISCELLANEOUS

SECTION 139. For purposes of the statutory laws of this state and all state operations of the federal Head Start program, the director of state operations of the federal Head Start program may be referenced as the State Director of Head Start Collaboration.

SECTION 140. It is the intention of the Legislative Assembly that funding which supports programs currently funded through local commissions on children and families remain unchanged through the biennium ending June 30, 2013, in order to ensure the continuity of programs and services to communities.

UNIT CAPTIONS

SECTION 141. The unit captions used in this 2012 Act are provided only for the convenience of the reader and do not become part of the statutory law of this state or express any legislative intent in the enactment of this 2012 Act.

EMERGENCY CLAUSE

SECTION 142. This 2012 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2012 Act takes effect on its passage.
Appendix II:

Rebuilding for Learning –
Addressing Barriers to Learning
and Teaching and Re-engaging Students
Rebuilding for Learning

Addressing Barriers to Learning and Teaching, and Re-engaging Students

Howard S. Adelman and Linda Taylor

SCHOLASTIC

New York • Toronto • London • Auckland • Sydney
Mexico City • New Delhi • Hong Kong • Buenos Aires
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A Note from Scholastic

Initially, Rebuilding for Learning™ was conceived as a way to provide support for Gulf Coast schools following the catastrophic 2005 hurricane season. However, during our initial research for the initiative, it became obvious that Gulf Coast districts were not the only ones facing serious “learning infrastructure” issues that were impeding teaching and learning. We felt that districts across the country could benefit from this work. The initiative was then reconceived acknowledging that public education in the United States is at a crossroads hence the numerous reform efforts targeting concerns about student achievement and overall academic attainment. While Rebuilding for Learning is still going to intentionally serve educators from the Gulf Coast region, Scholastic is excited about expanding the scope of the work to a national scale, as it is our intent to make strategic investments that enable all children to receive high quality education.

Scholastic sincerely thanks the Rebuilding for Learning National Advisory Committee for providing direction and invaluable advice during the development of the initiative.

Suzanne Bullock, Michael DiMaggio, David Grubb, Michael Haggen, Richard Hayes, Larry Holland, Judy Jeffrey, Angela Rodgers, Rosa Smith, Betsy Thompson, Rhonda Waltman, and Aretha Williams

*While school systems are not responsible for meeting every need of their students, when the need directly affects learning, the school must meet the challenge.*

— Carnegie Task Force on Education of Young Adolescents (1989)
Welcome to Rebuilding for Learning™

How do we ensure that all students have the opportunity to succeed in school and have a strong start toward being productive contributors to our society? That is the core question for school improvement policy makers and planners.

Nationally, there is great concern and debate about how to raise student achievement, reduce drop out rates, address disparities among children from different socioeconomic backgrounds, close racial and ethnic achievement gaps, and increase the level of expectations of—and support for—all children. There are deep concerns about how best to serve transient students, the growing numbers of children with limited English proficiency, immigrant populations, and students with disabilities. And then, there is the need to attend to the short and long-term effects on student learning caused by natural and man-made disasters, from hurricanes to school shootings and other forms of violence.

We approach all this from an intervention perspective. As interventionists, we deal with such concerns in the context of school improvement policies and practices looking specifically at how schools address barriers to learning and teaching and how they promote protective buffers for students and families. We have devoted many years of study, research and action to helping states and districts generate systemic changes that move toward ensuring all students have an equal opportunity to succeed at school and in life.

Our work has led us to understand that there are four fundamental and interrelated concerns decision makers and planners must confront if true school transformation is to take place:

1) Policy for school improvement must be expanded to end the marginalization of interventions for addressing barriers to learning and teaching;

2) Current student learning supports must be reframed into a comprehensive system of intervention;

3) The organizational and operational infrastructure for schools, feeder patterns, districts, and for school-community collaboration must be reworked to facilitate the development of the system;

4) New approaches must be adopted for planning essential system changes and for sustaining and replicating them to scale.
Ultimately, our aim is to engage and re-engage students in classroom learning. This encompasses enhancing greater family and community involvement in education. And, it requires a fundamental shift in thinking about what motivates students and staff.

We are pleased to collaborate with Scholastic on the Rebuilding for Learning initiative and for the opportunity to expand the reach of our work.

This handbook has been designed as an introductory resource for learning more about the imperative for enhancing student learning supports, the full continuum of essential school-community interventions, and the core principles and tenets of comprehensive learning support systems. As you add notes stemming from your insights and ideas, this handbook becomes a personal resource guide and an emerging blueprint for advancing district/state school improvement efforts.

We look forward to working with you on this important initiative.

Sincerely,

Howard and Linda
What is the Rebuilding for Learning™ initiative and why is it needed?

Key Topics Explored...

- What is the aim of the initiative?
- Why is the initiative needed?
- What basic underlying research, beliefs and assumptions guide the work?
- How will its goals be accomplished?
- What will be covered during the Institute?
What is the aim of the initiative?

The overarching goal of the Rebuilding for Learning initiative is to help school leaders “rebuild” school and district interventions and infrastructure to better support learning for all children. The initiative is especially sensitive to the pressures on those from states or districts experiencing chronic underperformance and who are struggling to break through the achievement plateau, as well as to the dilemmas confronting those dealing with the aftermath of natural or man-made disasters.

The initiative reflects pioneering work being implemented across the country—work that is revolutionizing student learning supports. It is designed to advance the understanding of key leaders and provide resources to help them guide development and implementation of comprehensive systems of learning supports that effectively reduce barriers to learning and teaching.

Why is the initiative needed?

The good news is that there are schools in districts across the country where a majority of students are performing well; academically and socially youngsters are succeeding. The bad news is that in all schools there are youngsters who are failing for a host of complex reasons. There are too many schools, particularly those serving lower income families, where large numbers of students and their teachers are in trouble. Most schools tend to be ill-prepared to address the challenges faced by their students, faculty and families—challenges that often seriously interfere with students’ abilities to fully benefit from instruction. Schools that have suffered through major crises and natural disasters have special challenges that are not covered in emergency preparedness plans. Here are some poignant statistics that underscore these points.

- The dropout rate for our nation remains unacceptably high. Education Trust reports that nearly 25 percent of the ninth grade population will not end up graduating from high school. (Hall, 2006)

- Students are not the only ones dropping out of school. We are losing teachers at a rate of almost 1,000 a day. Many are not retiring; they are leaving the profession to find “better working conditions.” (Alliance for Excellence in Education, 2005)

- Student achievement in core academic subjects for far too many students ranges from mediocre to abysmal. Take reading levels as an example. Despite recent gains highlighted by the National Assessment of Educational Progress (NAEP), most American students, across grade levels, are reading at the most basic levels and “only
about 30 percent of high school students read proficiently and more than a quarter read below grade level.” (National Center for Education Statistics, 2007)

• The National Center for Education Statistics (NCES) reports, “students who speak a language other than English at home and speak English with difficulty may be in need of special services.” There are almost 11 million children whose primary home language is not English. (NCES, 2007)

• School leaders acknowledge that the amount of student suspensions and retention underscore the degree to which behavior problems are placing students at greater risk for dropping out. The latest data show that almost “10 percent of public school students in kindergarten through grade 12 had been retained (i.e., repeated a grade since starting school), while 11 percent had been suspended and 2 percent had been expelled (i.e., permanently removed from school with no services).” (NCES, 2007)

• Schools deal daily with the effects that poverty has on learning. NCES states “research has suggested that growing up in poverty can negatively impact children’s mental and behavioral development as well as their overall health, making it more difficult for them to learn.” (Duncan, Brooks-Gunn, and Klebanov 1994; Pollitt 1994, NCES)

• While it is a widely held belief that education should be a great equalizer, the sad fact is that in large portion, children living in poverty attend schools that at best, have marginal performance records. (U.S. Department of Education, Ed Week)

• According to the 2007 report, Education After Katrina, issued by the Southern Education Foundation, two years after the storms and the resulting aftermath of the hurricanes, children in many Gulf Coast communities are still struggling in less than adequate learning environments. (Southern Education Foundation, 2007)

None of this comes as news to educational leaders. The data, however, highlight the imperative for the initiative’s work. In aggregate—on a national scale—education leaders know that without significant systemic changes, districts struggle to

• reduce student dropout rates
• reduce teacher dropout rates
• re-engage students in classroom learning
• narrow the achievement gap
• eliminate the plateau effect related to student achievement
• reduce the growing list of schools designated as low performing, or
• support schools in crisis
Most districts and schools have resources that can be used to develop a system of learning supports for all students experiencing barriers to learning and teaching. Currently though, the majority of these resources are expended on interventions that address discrete, categorical problems, often with specialized services for a relatively small number of students.

Furthermore, student supports are so highly fragmented and marginalized in policy and practice that many districts have chronic difficulty stemming the tides of low achievement, delinquency, student and teacher dropouts, and a host of other serious issues.

Schools and districts need to redeploy existing funds allocated for addressing barriers to learning and must weave these together with the invaluable resources that can be gained by collaboration with students, family members, and community stakeholders. It is time for schools to move forward in establishing comprehensive systems for addressing barriers to learning and teaching that can enable them to be more effective in ensuring that every student has an equal opportunity to succeed at school and in life.

**What basic underlying research, beliefs and assumptions guide the work?**

The following tenets guide the efforts of the Rebuilding for Learning initiative and are infused throughout the work:

- Every school has a wide range of learners and must ensure equity of opportunity for all students and not just a few.
- External and internal barriers to learning and factors that disrupt teaching widely interfere with schools achieving their mission.
- To meet the challenges for the many students in need, school districts must design and implement learning support systems that are comprehensive, multifaceted, and cohesive, and institutionalize them at every school.
- Learning support systems must address barriers to learning and teaching and ensure that students are engaged and reengaged in classroom learning. Such systems must reflect the best available science, with a special emphasis on intrinsic motivation theory and practices.
- Schools need strong leadership for systemic change and an infrastructure that facilitates schools and communities working together in pursuit of a shared vision and common set of goals around learning supports and student achievement.
How will the initiative’s goals be accomplished?

The Rebuilding for Learning initiative is designed to provide education leaders with learning opportunities around planning and implementing improved systems for addressing barriers to learning and teaching. The initiative aids district capacity building by offering information, guidance and support through the auspices of Scholastic and the UCLA Center.

This includes:

- In person professional input and interchange (e.g., Rebuilding for Learning Institute and on-site technical assistance)
- Online professional development and guidance (e.g., continuing education and online technical assistance)
- Print and online supplemental resources (e.g., capacity-building tools)

Rebuilding for Learning Leadership Institute—The Institute orients school leaders to the need for student learning supports, the full continuum of essential school-community interventions, and the core principles and tenets of comprehensive learning support systems. Leadership teams leave the Institute with an emerging “blueprint” that enables them to more deeply investigate student learning supports and the feasibility for instituting change in their districts.

The Rebuilding for Learning Online Institute—Online resources allow users to probe deeper with theory and practice content. They are especially designed as aids for moving forward.

Technical Assistance—Institute participants pursuing implementation of comprehensive learning support systems have access to the initiative’s team of specialists who are available to provide strategic guidance as districts move from planning to implementation.
The Institute

During the Institute, participants explore new directions for addressing student learning supports and gain a better understanding of how policy and infrastructure work to facilitate learning supports systems. Frameworks, strategies and tools for assessing districts’ needs, mapping resources, and developing systems to enhance student learning supports will be introduced.

The Institute consists of five modules. Here are the key questions and topics covered by each module, including the one we are currently in.

**MODULE 1: What is the Rebuilding for Learning™ initiative and why is it needed?**

**Key topics explored:**

- What is the aim of the initiative?
- Why is the initiative needed?
- What basic underlying research, beliefs and assumptions guide the work?
- How will its goals be accomplished?
- What will be covered during the Institute?

**MODULE 2: Why do schools need a comprehensive system of learning supports?**

**Key topics explored:**

- Why is a system of learning supports imperative for schools to succeed?
- What is currently being done and why isn’t it working?
- What lenses need to be used to see what’s missing in school improvement planning?
  - All—a continuum of learners
  - Barriers to learning and teaching—extrinsic as well as intrinsic factors
  - Engagement and disengagement—maximizing intrinsic motivation, minimizing behavior control strategies
- The three lenses and school improvement planning
MODULE 3: What is a comprehensive system of learning supports?

Key topics explored:

- What are learning supports?

- What must school improvement planners focus on to ensure schools develop comprehensive systems of learning supports?
  - Blueprints for reframing intervention
  - Blueprints for redesigning operational and organizational infrastructure
  - What are the policy implications?

MODULE 4: What are the implications for planning the necessary systemic changes?

Key topics explored:

- The challenge of system change

- What are the phases and steps in developing a comprehensive system of learning supports?

- What are the capacity building implications?

- The importance of an expanded accountability framework

MODULE 5: Why is an emphasis on intrinsic motivation essential in engaging and re-engaging students in classroom instruction?

Key topics explored:

- Motivation: beyond reinforcement theory

- Understanding the motivational bases for disengagement

- Re-engaging students
  - Maximizing intrinsic motivation
  - Minimizing threats to intrinsic motivation
  - Re-engagement through rebuilding working relationships

After Module 5, we issue a call for action.
By attending the Institute, school leaders will have a better understanding of the barriers to learning and teaching and what is needed for establishing and sustaining a comprehensive system of student learning supports. Participants will also walk away with an outline, or what we call a “blueprint,” consisting of key considerations and steps that are needed to reach their goals for student success.

The ultimate goal of a quality education system is to ensure that students, staff, families and community stakeholders all are able to fulfill and be successful in their respective educational roles. This work focuses on addressing the issues and problems that interfere with the ability of children to effectively learn and fully benefit from instruction.

**BRIEF ACTIVITY**

**ABOUT THE BARRIERS TO LEARNING AND TEACHING EXPERIENCED BY YOUR STUDENTS**

Jot down your thoughts about the following:

- What are the key factors that result in students experiencing learning and related behavior problems?
- How are your schools affected by barriers to learning?
Why do schools need comprehensive systems of learning supports?

Key Topics Explored...

- Why is a system of learning supports imperative for school success?

- What is currently being done and why isn’t it working?

- What lenses need to be used to see what’s missing in school improvement planning?
  - All students—a continuum of learners
  - Barriers to learning and teaching—extrinsic as well as intrinsic factors
  - Engagement and disengagement—maximizing intrinsic motivation, minimizing behavior control strategies

- The three lenses and school improvement planning
Why is a system of learning supports imperative for schools to succeed?

Let’s begin this module by revisiting the reasons why the Rebuilding for Learning™ initiative is an imperative. Most policy makers and administrators know that by itself good instruction delivered by highly qualified teachers is not enough to ensure that all students have an equal opportunity to succeed at school. It is widely recognized that schools continue to suffer from high dropout rates of students and staff, an achievement gap that has resisted closure, and a high incidence of schools being designated as low performing (see Exhibit 1).

Many districts across the country experience gains in student achievement after establishing and implementing student improvement initiatives. What an increasing number of school leaders are finding out, however, is that initial gains in test score averages tend to plateau after a few years. We will explain this psychometric reality further as we discuss what’s missing in current school improvement policy and practice.

Simply stated, prevailing policy and practice have not effectively dealt with these matters. In particular, as we will highlight, current learning supports are not designed to provide all students with the opportunity to succeed at school. This becomes particularly evident when we use the three lenses discussed in this module to view what is missing in school improvement planning.

Exhibit 1

WHY IS A SYSTEM OF LEARNING SUPPORTS IMPERATIVE FOR SCHOOL SUCCESS?

Redressing Key Problems Confronting Schools
- High student dropout rates
- High teacher dropout rates
- Continuing achievement gap
- So many schools designated as low performing
- Plateau effect

Addressing Barriers to Learning and Teaching
What is currently being done and why isn’t it working?

Over the years, most schools have instituted support programs designed to tackle a range of learning, behavior, and emotional problems. Across a district, there are efforts to mitigate and alleviate school adjustment and attendance problems, substance abuse, emotional problems, relationship difficulties, violence, physical and sexual abuse, delinquency, and dropouts.

Some of these programs are provided throughout a school district, others are carried out at—or linked to—targeted schools. Some of the programs are owned and operated by schools; some are managed by community agencies. The interventions may be for all students in a school, for those in specified grades, for those identified as “at risk,” or for those in need of compensatory or special education.

School-based and school-linked support programs generally focus on responding to crises, early intervention and some forms of treatment. There also may be a focus on prevention and enhancement of healthy development (e.g., promotion of positive physical, social and emotional development) through use of health education, health services, guidance, and so forth.

Over the years, we have explored and reported on the status of organized efforts to provide student supports. All across the nation we have seen essentially the same thing (see Exhibit 2).

Student support programs are terribly fragmented. And, such fragmentation is widespread. At the school level, it is commonplace for support staff to function in relative isolation of each other and other stakeholders, with too much of the work oriented to addressing discrete problems and providing specialized services for relatively few students. In some schools, a student identified as at risk for grade retention, dropout, and substance abuse may be assigned to three counseling programs operating independently of each other.

Moreover, the contexts for intervention often are limited and makeshift. Many programs and related efforts to prevent and correct problems are assigned space on an ad hoc basis. Support personnel often must rotate among schools as itinerant staff.
Exhibit 2

HOW IS THE DISTRICT/SCHOOL ADDRESSING BARRIERS TO LEARNING?

FRAGMENTED POLICY ← FRAGMENTED PRACTICES

How do districts organize learning supports?

Governance of the work usually is centralized at the district level. The activity tends to be organized into several units or divisions, each with a specialized focus such as curriculum and instruction, student support services, compensatory education, special education, English language learners, parent involvement, intergroup relations and adult and career education.

Mostly, the units operate as relatively independent entities. For example, many school-owned and operated services are offered as part of what are called pupil or student support services. In addition to employing specialists such as psychologists, counselors, social workers, and nurses, these units may include resource teachers, special education staff, behavior and discipline specialists, security staff, and paraprofessionals. In large districts, counselors, psychologists, social workers, nurses and other specialists may be organized into separate units, overlapping regular, special and compensatory education.

Federal and state mandates and special funding play a significant role in determining available resources for student support efforts, and naturally, resources vary with economic conditions. How effectively available resources can be used is a function of how many students are in need of learning supports. In large urban districts and poor rural ones, estimates indicate that more than half the students are encountering major barriers that interfere with their functioning and—as studies over the years have consistently found—student supports as currently operated are not able to meet the demand. At the same time, it must be recognized that substantial resources are being invested.

The most recent *School Health Policies and Program Study* conducted by a unit of the Centers for Disease Control and Prevention (CDC) collected data from 51 state departments of education, 538 school districts, and 1,103 schools. Findings indicate that 56% of states and 73% of districts had a policy stating that student assistance programs would be offered to all students, but only 57% of schools offered such programs. Findings for specialist support staff indicate that 78% of schools had a part- or full-time counselor, 61% had a part- or full-time school psychologist, 42% had a part- or full-time social worker, 36% had a full-time school nurse, and an additional 51% had a part-time nurse. (Centers for Disease Control and Prevention, 2007)
MAJOR DELIVERY MECHANISMS

Prevailing delivery mechanisms and related formats for providing student supports can be grouped into four categories:

School-financed Student Support Services
Most school districts employ pupil services professionals to perform services related to psychosocial and mental and physical health problems, including services designated for special education students. The format for this delivery mechanism tends to be a combination of central-based and school-based programs and services. Direct intervention approaches encompass responding to crises, identifying the needs of targeted individuals, prescribing one or more interventions, offering brief consultation, and providing referrals assessment, corrective services, triage, diagnosis, and various gatekeeping functions. In some situations, however, resources are so limited that specialists can do little more than assess for special education eligibility, offer brief consultations, and make referrals to special education and/or community resources.

Classroom-Based Curriculum and Special Pull-Out Interventions
Most schools include in some facet of their curriculum a focus on enhancing personal and social functioning. Specific instructional activities may be designed to promote healthy physical, social, and emotional development or prevent learning and psychosocial problems such as behavior and emotional problems, school violence, and drug abuse. And, of course, special education classrooms always are supposed to have a constant focus on such concerns. Three formats have emerged:

1) **Integrated instruction as part of the regular classroom content and processes**

2) **Specific curriculum or special intervention implemented by personnel especially trained to carry out the processes**

3) **Curricula integrated into a multifaceted set of interventions designed to enhance positive development and prevent problems**
MAJOR DELIVERY MECHANISMS (cont’d)

School-district Specialized Units
Some districts operate units that focus on specific problems, such as safe and drug-free school programs, child abuse, suicide, mental and physical health (sometimes including clinic facilities, as well as providing outreach services and consultation to schools), newcomer centers and so forth.

Formal Connections with Community Services
Increasingly, schools have developed connections with community agencies, often as the result of school-linked service initiatives (e.g., full service schools, family resource centers), the school-based health center movement, and efforts to develop systems of care (wraparound services for those in special education). It should be noted that the resources of most community agencies tend to be stretched to the limit after they are linked to a few schools in a district. Thus, policies that emphasize adding (co-locating, linking, contracting) community health and social services to schools cannot effectively meet the needs of schools in addressing barriers to learning and teaching.

Moreover, an overemphasis on co-location of community services on school campuses often exacerbates tensions between school district student support staff and their counterparts from community-based organizations. As outside professionals offer services at schools, school specialists often view this trend as discounting their skills and threatening their jobs. At the same time, the outsiders often feel unappreciated and may be rather naïve about the culture of the schools. Conflicts arise over space, confidentiality and liability. Rather than a substantive commitment to collaboration, counterproductive competition and fragmented leadership exist.
What are the implications of the current state of affairs?

In general, student supports continue to constitute a considerable amount of activity, with substantial resources expended. The enterprise encompasses many dedicated professionals who are struggling to make a difference, and there are pockets of excellence. However, as has been widely recognized, interventions and the infrastructure for organizing and operating them are highly fragmented and often redundant.

Clearly, fragmentation is a problem; but fragmentation is a symptom of a more fundamental school improvement policy problem. The need to address barriers to learning and teaching is not assigned a high priority in schools (see Exhibit 3). Indeed, the whole enterprise is marginalized in policy and practice.

Student support concerns gain temporary stature whenever a high visibility problem arises: a natural disaster, a shooting on campus, a student suicide, an increase in bullying. However, in the case of most school improvement efforts, such interventions continue to be developed in an ad hoc, piecemeal way, with the unfortunate tendency for support staff to compete, counterproductively, with each other.

In reaction to all this, reformers of student supports have tended to focus mainly on fragmentation. As a result, the main prescription for improving such supports has been to enhance coordination. Better coordination is a good idea. But it doesn’t really address the problem of marginalization. (see Exhibit 4).

Support programs and services as they currently operate simply can’t meet the needs of the majority of students who require help. In terms of both enhancing equity of opportunity for students and strengthening public education, one major imperative is to move in new directions that focus on developing a comprehensive system of learning supports for all students in all schools. And, as we clarify in Module 3, this can be done by redeploying use of already allocated district resources and then appropriately inviting and weaving in available community resources to help fill critical gaps.
Everyone needs to ask:
How does school improvement planning address barriers to learning and teaching?

Instructional Component
to directly facilitate learning

Management Component
for governance and resource management

What’s Missing?
IT'S NOT REALLY MISSING; IT'S MARGINALIZED AND NOT EFFECTIVELY FRAMED.

* While not treated as a primary and essential component, every school and community offers a relatively small amount of school-owned student "support" services and community-owned resources – some of which are linked together. Schools, in particular, have been reaching out to community agencies to add a few more services. All of this remains marginalized and fragmented. (see Exhibit 2)
CASE STUDY/
LESSONS FROM THE GULF COAST

Following the 2005 Gulf Coast hurricanes, there was an outpouring of support from talented people who expressed a desire to help affected children, families and schools. Financial and in-kind resources from various sectors and sources were directed to the region. From different accounts, a significant proportion of those ready to volunteer did actually attempt to help initially. In many cases, the mechanisms for linking people and resources to where they were needed were not often in place. Here are a few lessons learned:

1) The focus seems to have been mainly on using sparse resources to provide clinical services (e.g., triage and counseling) to individual students, but the numbers in need far outweighed the available clinical services.

2) In some (but not enough) situations, school districts and specific schools did move quickly to develop systemic plans and implement broadly based programs to meet the basic needs of many of the displaced students and families. These districts seemed to have leadership and line staff with a breadth of understanding about how to go beyond immediate crisis responses to attend to the multifaceted and ongoing needs of students, families, and staff.

3) Those schools where crisis response training had been implemented effectively in recent years apparently were able to respond better than those without such training. A few districts and schools did the type of systemic planning and responding necessary to effectively a) address the transition needs of many students, families, and staff who had to move into new schools (often in new states) and b) deal with the longer-term psychological and social aftermath effects that continue to interfere with students learning and teachers teaching.

4) In all cases, a major burden fell on a relatively few people, and they continued over the longer term to bear the responsibility and often overwhelming stress. Their plight underscores the need for systemic changes that enhance how school and community resources are woven together to broaden the base of support and provide assistance to those bearing the brunt of helping others.

5) In some places the response was particularly bad. One volunteer reported feeling that: “The bottom line [was] ... NO ONE was prepared!” Another emphasized there was no effective coordination. The situation was described in the feedback as the “disaster within the disaster.”
What lenses need to be used to see what’s missing in school improvement planning?

Not surprisingly, analyses of guides for school improvement planning indicate the primary focus is on what is mandated and measured. Specifically, such guides stress meeting the demand for standards-based and results-oriented school improvement mainly by elaborating on prevalent thinking about school practices, rather than considering fundamental systemic change. In doing so, they reflect adherence to the failed assumption that intensifying and narrowing the focus of school improvement to matters directly related to instruction and behavioral discipline are sufficient to the task of continuously raising test scores over the long run. This current emphasis ignores the need for fundamentally restructuring school and community resources in ways that enable learning.

To understand what is essentially missing in current school improvement policy and practice, education leaders need to revisit current plans using three critical lenses (see Exhibit 5). These lenses focus on:

- **All students**—conceived along a continuum emphasizing differences in current motivation and abilities.
- **Barriers to learning and teaching**—emphasizing extrinsic as well as intrinsic factors.
- **Engaging and re-engaging students**—stressing the importance of maximizing intrinsic motivation and minimizing behavior control strategies.

**Exhibit 5**

**THREE LENSES FOR SEEING WHAT’S MISSING IN SCHOOL IMPROVEMENT PLANNING**

- All Students
- Barriers to Learning and Teaching
- Engaging and Re-engaging Students in Classroom Learning
  - Maximizing Intrinsic Motivation
  - Minimizing Behavior Control Strategies
All students

Every teacher would like a classroom full of students who appear each day motivationally ready and able to learn what the teacher has planned to teach. What they find is a continuum of students who differ in motivation and abilities (see Exhibit 6). At one end of the continuum are those who are motivationally ready and able to work with the teacher on what has been planned. Around the middle of the continuum are students who come to school not very motivated and/or able to work with the teacher; these students may lack the prerequisite knowledge and skills for pursuing what is being taught, and/or have different learning rates and styles and possibly some minor vulnerabilities. At the other end of the continuum are students who have become very avoidant and completely disengaged from classroom instruction, students who are very deficient in their current capabilities, and students with major disabilities and health problems.

It needs to be stressed that few youngsters start out with internal problems that interfere with learning. That is why it is essential to view the continuum through the lens of barriers to learning and teaching with an appropriate appreciation of the full range of external factors that contribute to the majority of learning, behavior, and emotional problems encountered at school.

In our work, we have asked teachers from across the country, “Most days, how many of your students come to class motivationally ready and able to learn what you have planned to teach them?” The consistency of response is surprising and disturbing. In urban and rural schools serving economically disadvantaged families, teachers tell us that about 10 to 15% of their students fall into this group. In suburbia, teachers usually say 75% fit that profile.
RANGE OF LEARNERS
(categorized in terms of their response to academic instruction)

- Motivationally ready and able
- Not very motivated
- Lacking prerequisite knowledge and skills
- Different learning rates and styles
- Minor vulnerabilities
- Avoidant
- Very deficient in current capabilities
- Has a disability
- Major health problems
Barriers to learning and teaching

The notion of barriers to learning encompasses both external and internal factors that affect children’s abilities to receive educational instruction. Some children bring with them a wide range of problems stemming from restricted opportunities associated with poverty, difficult and diverse family conditions, high rates of mobility, lack of English language skills, violent neighborhoods, problems related to substance abuse, inadequate health care, and lack of enrichment opportunities. (see Exhibit 7) Some youngsters also bring with them intrinsic conditions that make learning and performing difficult.

As a result, at every grade level there are students who come to school each day not quite ready to perform and learn in the most effective manner. Students’ problems are exacerbated as they internalize frustrations related to the barriers and the debilitating effects of poor academic or social performance.

Exhibit 7

**WHAT ARE BARRIERS TO LEARNING?**

*Examples of Risk-Producing Conditions that Can be Barriers to Development and Learning*

<table>
<thead>
<tr>
<th>ENVIRONMENTAL CONDITIONS*</th>
<th>PERSON FACTORS*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Neighborhood</strong></td>
<td><strong>School and Peers</strong></td>
</tr>
<tr>
<td>• extreme economic deprivation</td>
<td>• poor quality school</td>
</tr>
<tr>
<td>• community disorganization, including high levels of mobility</td>
<td>• negative encounters with teachers</td>
</tr>
<tr>
<td>• violence, drugs, etc.</td>
<td>• negative encounters with peers &amp;/or inappropriate peer models</td>
</tr>
<tr>
<td>• minority and/or immigrant status</td>
<td><strong>Family</strong></td>
</tr>
<tr>
<td></td>
<td>• chronic poverty</td>
</tr>
<tr>
<td></td>
<td>• conflict/disruptions/violence</td>
</tr>
<tr>
<td></td>
<td>• substance abuse</td>
</tr>
<tr>
<td></td>
<td>• models problem behavior</td>
</tr>
<tr>
<td></td>
<td>• abusive caretaking</td>
</tr>
<tr>
<td></td>
<td>• inadequate provision for quality child care</td>
</tr>
</tbody>
</table>

**Individual**

• medical problems
• low birth weight/neurodevelopmental delay
• psychophysiological problems
• difficult temperament and adjustment problems
• inadequate nutrition

*A reciprocal determinist view of behavior recognizes the interplay of environment and person variables.*
School staff must have a basic appreciation of what causes problems. Good teaching and all efforts to enhance positive development must be complemented with direct actions to remove or at least minimize the impact of barriers (see Exhibit 8). Without effective intervention, problems persist, inhibiting student development and learning, and fostering disengagement.

Exhibit 8

BARRIERS TO STUDENT LEARNING AND SCHOOL IMPROVEMENT

Range of Learners (categorized in terms of their response to academic instruction)

- Motivationally ready and able
- Not very motivated
- Lacking prerequisite knowledge and skills
- Different learning rates and styles
- Minor vulnerabilities
- Avoidant
- Very deficient in current capabilities
- Has a disability
- Major health problems

Instructional Component
(a) Classroom Teaching
(b) Enrichment Activity
(High Standards)

Barriers* to Learning, Development, & Teaching

Desired Outcomes
(High Expectations & Accountability)

*Barriers include both external factors (neighborhood, family, school, peer) and internal ones (vulnerabilities and disabilities).
Engaging and re-engaging students in classroom learning: maximizing intrinsic motivation and minimizing behavior control strategies

In general, teaching involves being able to apply strategies focused on content to be taught and knowledge and skills to be acquired—with some degree of attention given to the process of engaging students. Learning is a function of how good a fit there is in the transactions between the learner, the teacher and the learning environment. Teaching works fine in schools where most students come each day ready and able to learn what is being taught. As already noted, that is not the situation in many schools.

Student engagement involves not only engaging and maintaining engagement, but also re-engaging those who have disengaged. Given the fact that teachers have to provide instruction to the full continuum of learners, schools must provide the range of supports essential to enhancing student engagement and re-engagement.

It is especially noteworthy that strategies for re-engaging students in learning rarely are a prominent part of pre or in-service preparation and too seldom are the focus of interventions pursued by professionals whose role is to support teachers and students. Of particular concern is what teachers do when they encounter a student who has disengaged and is misbehaving. In most cases, the foremost emphasis shouldn’t be on implementing social control techniques.

It is commonplace to find that, when students are not engaged in the schoolwork at hand, they tend to pursue other activity. As teachers and other staff try to cope with those who are disruptive, the main concern usually is classroom management. At one time, a heavy dose of punishment was the dominant approach. Currently, the stress is on more positive practices designed to provide behavior support in and out-of-the-classroom. For the most part, however, the strategies are applied as a form of social control aimed directly at stopping disruptive behavior.

An often-stated assumption is that stopping the behavior will make the student amenable to teaching. In a few cases, this may be so. However, the assumption ignores all the work that has led to understanding psychological reactance and the motivational need for individuals to restore their sense of self-determination.

The argument is sometimes made that the reason students continue to misbehave is because the wrong socialization practices have been used or have been implemented incorrectly. In particular, schools have been criticized for overemphasizing punishment. To move schools beyond overreliance on punishment, there is ongoing advocacy for social skills training, asset development, character education, and positive behavior support initiatives. The move from punishment to positive approaches is a welcome one, but most of the new initiatives have not focused enough on providing systemic ways to help teachers deal with student engagement issues.

What many of us have been taught about dealing with student misbehavior and learning problems runs counter to what we intuitively understand about human motivation. Teachers and parents, in particular, often learn to overdepend on reinforcement theory,
despite the appreciation they may have of the importance of intrinsic motivation (see Exhibit 9).

Those who argue we must focus on basics are right; but too ignored in school improvement planning have been the basics related to student intrinsic motivation.

Student engagement and re-engagement must be less about reacting to behavior problems and more about enhancing motivation to learn at school—with a strong emphasis on intrinsic motivation. As this is such a fundamental matter for school improvement, we devote Module 5 to this topic.

The Three Lenses and School Improvement Planning

The Rebuilding for Learning™ initiative’s vision fits well with the mission statement of the Council of Chief State School Officers (CCSSO). The Council sagely stresses that:

*It is not enough to say that all children can learn or that no child will be left behind; the work involves…achieving the vision of an American education system that enables all children to succeed in school, work, and life.*

Ensuring that all children have an equal opportunity to succeed at school involves building on what is working well at schools, enhancing capacity for promoting promising practices, escaping old ideas that limit school improvement and establishing new approaches that are effective, sustained, and replicated.

Rebuilding for Learning™ uses the three lenses previously highlighted to zero-in on ways to redress key problems confronting schools by focusing school improvement planning on the development of a comprehensive system of learning supports that enables students to:

- get around the barriers
- re-engage in classroom instruction (see Exhibit 10).
*More emphasis is needed on maximizing intrinsic motivation and minimizing control strategies.*
Does school improvement planning encompass a comprehensive system of learning supports to address barriers and re-engage students?

Range of Learners (categorized in terms of their response to academic instruction)

- Motivationally ready and able
- Not very motivated
- Lacking prerequisite knowledge and skills
- Different learning rates and styles
- Minor vulnerabilities
- Avoidant
- Very deficient in current capabilities
- Has a disability
- Major health problems

No Barriers

Instructional Component
(a) Classroom Teaching
(b) Enrichment Activity

Comprehensive System of Learning Supports or Enabling Component
(1) Addressing interfering factors
(2) Re-engaging students in classroom instruction

Desired Outcomes
What is a comprehensive system of learning supports?

Key Topics Explored...

What are learning supports?

What must school improvement planners focus on to ensure schools develop comprehensive systems of learning supports?

A) Blueprints for reframing intervention

B) Blueprints for redesigning operational and organizational infrastructure

C) Policy implications
Breakthroughs in the battles against learning, behavior, and emotional problems can be achieved only when school improvement policy, planning, implementation, and accountability fully address factors interfering with learning and teaching. As we have previously noted, this requires more than coordinating school-owned services, more than coordinating school services with community services, and more than creating family resource centers, full service schools, and community schools. None of these alone constitutes a comprehensive system of learning supports.

To clarify what such a system is, we begin with a working definition of the term *learning supports*. Then, we sketch out two sets of blueprints to a) reframe student support interventions into a comprehensive system of learning supports and b) provide prototypes for redesigning *organizational and operational infrastructure* at the school, feeder pattern, and district levels. We end with a brief look at c) some fundamental policy implications.

### What are learning supports?

Every district is likely to define learning supports in its own way. In doing so, it is essential to keep in mind that, if schools are to achieve their mission, they must effectively address the problems of the *many* students who are not benefiting from instructional reforms. With that in mind, learning supports are intended to encompass what *all* schools in a district need to do to enable *all* students to learn and *all* teachers to teach effectively. This is especially important in settings where large numbers of students are manifesting learning, behavior, and emotional problems and at any school that is not paying adequate attention to matters of equity and diversity.

From this perspective, learning supports involve 1) addressing barriers to learning and teaching and 2) re-engaging students in classroom instruction. Here is a working definition that has been incorporated into one state’s proposed legislation.

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*Learning supports are the resources, strategies, and practices that provide physical, social, emotional, and intellectual assistance intended to enable all pupils to have an equal opportunity for success at school.*

To accomplish this, a comprehensive, multifaceted, and cohesive learning support system should be integrated with instructional efforts and interventions provided in classrooms and schoolwide to address barriers to learning and teaching. From: *proposed legislation in California to establish a comprehensive pupil learning support system*
What must school improvement planners focus on to ensure schools develop a comprehensive system of learning supports?

Developing a comprehensive learning supports component in all schools requires phasing in significant systemic changes over a period of years. Initially, the emphasis is on weaving together what schools already have (e.g., pupil services, special and compensatory education and other categorical programs). Then, the focus expands to development of an integrated set of systems. Over time, this includes an increasing effort to link school resources with those in homes and communities (e.g., formally connecting school programs with assets at home, in the business and faith communities, and neighborhood enrichment, recreation, and service resources).

Accomplishing all this involves:

- **Redefining intervention**
- **Redefining organizational and operational infrastructure**

This also encompasses rethinking the roles and functions of those personnel at schools and central offices who are responsible for learning supports, establishing new collaborative arrangements, and redistributing authority. Given the degree of systemic changes involved, it is important for policy and decision makers to ensure that those responsible for making the changes have appropriate incentives and safeguards, as well as adequate resources and support.

Learning supports must be developed for the classroom and schoolwide.

We do recognize all this is easy to say and rather more difficult to implement.
Part A: Blueprints for reframing intervention

We assume that any district’s instructional agenda encompasses more than the 3 Rs. That is, there also is a focus on promoting healthy physical, social, and emotional development. In order to accomplish this, every school needs to anticipate and proactively plan to address barriers to learning. This adds three essential functions as illustrated in Exhibit 11:

- Preventing problems
- Intervening as early after the onset of problems as is feasible
- Providing specialized assistance for those with severe, pervasive, or chronic problems

Schools currently have some interventions related to each of these functions. However, the efforts are not organized into a cohesive framework.

School improvement efforts require a comprehensive and unifying intervention framework to guide development of a system of learning supports. To this end, we offer blueprints for:

1) an integrated and systemic continuum of interventions and
2) a multifaceted and cohesive set of intervention content arenas. Then, we meld the two together to create the framework for
3) a comprehensive learning supports component.

A continuum of integrated school-community intervention systems

Over time, schools can transform their fragmented learning support activities into a fully integrated continuum containing systems for:

- Promoting healthy development and preventing problems
- Intervening early to address problems as soon after onset as is feasible
- Assisting with chronic and severe problems

In keeping with public education and public health perspectives, such a continuum encompasses efforts to enable academic, social, emotional, and physical development and address behavior, learning, and emotional problems at every school.

As illustrated in Exhibit 12, the continuum spans the full spectrum of prevention efforts and incorporates a holistic and developmental emphasis that envelops individuals, families, and the contexts in which they live, work, and play. The continuum also provides a framework for adhering to the principle of using the least restrictive and most non-intrusive forms of intervention required to appropriately respond to problems and to accommodate diversity.
MEETING THE NEEDS OF ALL STUDENTS REQUIRES PROMOTION OF ASSETS, PREVENTION OF PROBLEMS, AND PROVIDING APPROPRIATE ASSISTANCE.

Promoting Learning and Healthy Development*  
plus  
Prevention of Problems  
System of Prevention**

System of Early Intervention**  
Intervening as early after onset of problems as is feasible

System of Care**  
Specialized assistance for those with severe, pervasive, or chronic problems

*Interventions to directly facilitate development and learning  
**Interventions that combine to establish a full continuum for addressing barriers to learning and development
Exhibit 12

**LEVELS OF INTERVENTION: CONNECTED SYSTEMS FOR MEETING THE NEEDS OF ALL STUDENTS**

**School Resources** (facilities, stakeholders, programs, services)

- General health education
- Social and emotional learning programs
- Recreation programs
- Enrichment programs
- Support for transitions
- Conflict resolution
- Home involvement
- Drug and alcohol education

**Community Resources** (facilities, stakeholders, programs, services)

- Recreation and enrichment
- Public health and safety programs
- Prenatal care
- Home visiting programs
- Immunizations
- Child abuse education
- Internships and community service programs
- Economic development

**Systems for Promoting Healthy Development and Preventing Problems**

- Primary prevention – includes universal interventions (low-end need/low cost per individual programs)

**Systems of Early Intervention**

- Early-after-onset – includes selective and indicated interventions (moderate need, moderate cost per individual programs)

**Systems of Care treatment/indicated**

- Interventions for severe and chronic problems (High-end need/high cost per individual programs)

*Systemic collaboration is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among systems for promoting healthy development and preventing problems, systems of early intervention, and systems of care.

Such collaboration involves horizontal and vertical restructuring of programs and services:

(a) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters of schools);

(b) between jurisdictions, school and community.
Moreover, given the likelihood that many problems are not discrete, the continuum can be designed to address root causes, thereby minimizing tendencies to develop separate programs for each observed problem. In turn, this enables better coordination and integration of resources, and this can increase impact and cost effectiveness.

As graphically illustrated by the tapering of the three levels of intervention in the exhibit, development of a fully integrated set of systems is meant to reduce the number of individuals who require specialized supports. That is, the aim in developing such an approach is to prevent the majority of problems; deal with another significant segment as soon after problem onset as is feasible, and end up with relatively few students needing specialized assistance and other intensive and costly interventions.

**A multifaceted and cohesive set of content arenas**

A second facet of a comprehensive learning supports component is the set of content arenas that have emerged from pioneering intervention efforts. Various interventions at each level of the continuum have been grouped into six programmatic arenas that serve as a defined content or “curriculum” blueprint. The six arenas capture the essence of the multifaceted ways schools must address barriers to learning.

As illustrated in Exhibit 13 and highlighted by the examples in Exhibits 14A-F, the six arenas encompass interventions for:

- Enhancing regular classroom strategies to enable learning (e.g., improving and personalizing instruction for students shown to have become disengaged from learning at school and for those with mild to moderate learning and behavior problems, establishing a welcoming and supportive classroom environment)
- Responding to, and where feasible, preventing crises
- Supporting transitions (e.g., welcoming and providing social support for newcomers, assisting students and families as they negotiate school and grade changes, and other transitions)
- Increasing home connections to the school
- Increasing community involvement and support (outreach to develop greater community involvement and support, including enhanced use of volunteers)
- Facilitating student and family access to effective services and special assistance as needed
Note: An enhanced school climate and sense of community is an emergent quality resulting from a well-designed and implemented enabling or learning supports component.

### CLASSROOM-BASED APPROACHES TO LEARNING AND RE-ENGAGING STUDENTS IN CLASSROOM LEARNING

**Classroom-based efforts to enable learning**
- Prevent problems; intervene as soon as problems are noted
- Enhance intrinsic motivation for learning
- Re-engage students who have become disengaged from classroom learning

**Opening the classroom door to bring available supports in**
- Peer tutors, volunteers, aids (trained to work with students-in-need)
- Resource teachers and student support staff

**Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals**
- Personalized instruction; special assistance as necessary
- Developing small group and independent learning options
- Reducing negative interactions and overreliance on social control
- Expanding the range of curricular and instructional options and choices
- Systematic use of peripheral interventions

**Enhancing and personalizing professional development**
- Creating a learning community for teachers
- Ensuring opportunities to learn through co-teaching, team teaching, mentoring
- Teaching intrinsic motivation concepts and their application to schooling

**Curricular enrichment and adjunct programs**
- Varied enrichment activities that are not tied to reinforcement schedules
- Visiting scholars from the community

**Classroom and school-wide approaches used to create and maintain a caring and supportive climate**
- Emphasis is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings
Exhibit 14B

CRISIS ASSISTANCE AND PREVENTION

School-wide and classroom-based efforts for
- Responding to crises
- Minimizing the impact of crises
- Preventing crises

Ensuring immediate assistance in emergencies so students can resume learning

Providing follow-up care as necessary
- Brief and longer-term monitoring

Forming a school-focused Crisis Team to formulate a response plan and take leadership for developing prevention programs

Mobilizing staff, students, and families to anticipate response plans and recovery efforts

Creating a caring and safe learning environment
- Developing systems to promote healthy development and prevent problems
- Bullying and harassment abatement programs

Working with neighborhood schools and community to integrate planning for response and prevention

Staff/stakeholder development focusing on the role and responsibility of all in promoting a caring and safe environment
Exhibit 14C

SUPPORT FOR TRANSITIONS

School-wide and classroom-based efforts to
- Enhance acceptance and successful transitions
- Prevent transition problems
- Use transition periods to reduce alienation
- Use transition periods to increase positive attitudes/motivation toward school and learning

Welcoming and social support programs for newcomers
- Welcoming signs, materials, and initial receptions
- Peer buddy programs for students, families, staff, volunteers

Daily transition programs for
- Before school, breaks, lunch, afterschool

Articulation programs
- Grade to grade (new classrooms, new teachers)
- Elementary to middle school; middle to high school
- In and out of special education programs

Summer or intersession programs
- Catch-up, recreation, and enrichment programs

School-to-career/higher education
- Counseling, pathway, and mentor programs

Broad involvement of stakeholders in planning for transitions
- Students, staff, home, police, faith groups, recreation, business, higher education

Staff/stakeholder development for planning transition programs/activities
Exhibit 14D

HOME INVOLVEMENT IN SCHOOLING

School-wide and classroom-based efforts to engage the home in

- Strengthening the home situation
- Enhancing problem-solving capabilities
- Supporting student development and learning
- Strengthening school and community

Addressing specific support and learning needs of family

- Support services for those in the home to assist in addressing basic survival needs and obligations to the children
- Adult education classes to enhance literacy, job skills, English as a second language, citizenship preparation

Improving mechanisms for communication and connecting school and home

- Opportunities at school for family networking and mutual support, learning, recreation, enrichment, and for family members to receive special assistance and to volunteer to help
- Phone calls from teacher and other staff with good news
- Frequent and balanced conferences (student-led when feasible)
- Outreach to attract hard-to-reach families (including student dropouts)

Involving homes in student decision making

- Families prepared for involvement in program planning and problem solving

Enhancing home support for learning and development

- Family literacy, family homework projects, family field trips

Recruiting families to strengthen school and community

- Volunteers to welcome and support new families and help in various capacities
- Families prepared for involvement in school governance

Staff/stakeholder development to broaden awareness of and plan programs to enhance opportunities for home involvement
Exhibit 14E

COMMUNITY OUTREACH FOR INVOLVEMENT AND SUPPORT (INCLUDING VOLUNTEERS)

Building linkages and collaborations to strengthen students, schools, families, and neighborhoods

Planning and implementing outreach to recruit a wide range of community resources

- Community resources such as public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations
- Community policy and decision makers

Systems to recruit, screen, prepare, and maintain community resource involvement

- Mechanisms to orient and welcome
- Mechanisms to enhance the volunteer pool
- Mechanisms to maintain current involvements; enhance sense of community

Reaching out to students and families who don’t come to school regularly – including truants and dropouts

Connecting school and community efforts to promote child and youth development and a sense of community

Capacity building to enhance community involvement and support

- Policies/mechanisms to enhance and sustain school-community involvement
- Staff/stakeholder development on the value of community involvement
- “Social marketing”
STUDENT AND FAMILY ASSISTANCE

Specialized assistance provided through personalized health and social service programs

Providing support as soon as a need is recognized and doing so in the least disruptive ways

- Peripheral interventions in classrooms
- Problem-solving conferences with parents
- Open access to school, district, and community support programs

Referral interventions for students and families with problems

- Screening, referrals, and follow-up – school-based, school-linked

Enhancing access to direct interventions for health, mental health, and economic assistance

- School-based, school-linked, and community-based programs

Follow-up assessment to check whether referrals and services are adequate and effective

Mechanisms for resource coordination to avoid duplication of and fill gaps in services and enhance effectiveness

- School-based and linked, feeder family of schools, community-based programs

Enhancing stakeholder awareness of programs and services

Involving community providers to fill gaps and augment school resources

Staff/stakeholder development to enhance effectiveness of student and family assistance systems, programs, and services
Framework for a comprehensive enabling or learning supports component

Combining the six content arenas with the continuum of interventions provides a unifying intervention framework. This component is referred to as an enabling or a learning supports component. The resultant matrix is shown in Exhibit 15.

The framework is designed to guide and unify school improvement planning. To accomplish this, existing support programs must be reframed and efforts must be made over time to braid school, community, and home resources. Toward these ends, the framework facilitates mapping and analyzing the current scope and content of how a school, a group of schools (e.g., a feeder pattern of schools) a district, and the community at each level addresses barriers to learning and teaching and how the framework intervenes to re-engage students in classroom instruction.

In applying the framework, planners need to focus on classroom-based and school-wide approaches. This requires:

- Addressing barriers and re-engagement through a broader view of “basics” and through effective accommodation of individual differences and disabilities
- Enhancing the focus on motivational considerations with a special emphasis on intrinsic motivation (as it relates to individual readiness and ongoing involvement with the intent of fostering intrinsic motivation as a basic outcome—see Module 5)
- Adding remediation, treatment, and rehabilitation as necessary—but only as necessary

The Rebuilding for Learning™ kit designed for the Institute provides access to a set of tools for mapping and analyzing the scope and content of efforts to address barriers. One such tool is included for use as an activity at the end of Part A.

As Exhibit 16 illustrates, a major goal is to reduce the number of students who require costly, specialized interventions. For individual youngsters, this means preventing and minimizing as many problems as feasible and doing so in ways that maximize engagement in productive learning. For the school and community as a whole, the intent is to produce a safe, healthy, nurturing environment/culture characterized by respect for differences, trust, caring, support, and high expectations.
**Exhibit 15**

**COMBINED CONTINUUM AND CONTENT ARENAS PROVIDE THE FRAMEWORK FOR A COMPREHENSIVE ENABLING OR LEARNING SUPPORTS COMPONENT**

*Note: Various venues, concepts, and initiatives will fit into several cells of the matrix. Examples include venues such as day care centers, preschools, family centers, and school-based health centers, concepts such as social and emotional learning and development, and initiatives such as positive behavior support, response to interventions, and the coordinated school health program. Most of the work of the considerable variety of personnel who provide student supports also fits into one or more cells.*
A comprehensive enabling or learning supports component is designed to reduce the number of students requiring special assistance.

**Levels of Intervention**

1. System for Promoting Healthy Development and Preventing Problems
2. System for Early Intervention (Early after problem onset)
3. System of Care

**Content Arenas**

- Accommodations for Differences and Disabilities
- Specialized Assistance and Other Intensified Interventions (e.g., Special Education and School-Based Behavioral Health)

**Key**

1. Classroom-Based Approaches to Enable Learning
2. Crisis/Emergency Assistance and Prevention
3. Support for Transitions
4. Home Involvement in Schooling
5. Community Outreach/Volunteers
6. Student and Family Assistance
CASE STUDY

What might a fully functioning learning supports component look like at the school level?

Hawaii has legislated what it calls a Comprehensive Student Support System (CSSS). CSSS is intended to ensure that every school develops a comprehensive, multifaceted, and integrated component to address barriers to learning and to promote healthy development. The following outline of what a fully functioning enabling or learning supports component might look like at a school is adapted from a description developed for use by CSSS.

A school with a learning supports component integrates the component as a primary and essential facet of school improvement. Given limited resources, such a component is established by deploying, redeploying, and weaving all existing learning support resources together.

The school has redesigned its infrastructure to establish an administrative leader who guides the component’s development and is accountable for daily implementation, monitoring, and problem solving. There is a team (e.g., a Learning Supports Resource Team) focused on ensuring that all relevant resources are connected together to install an integrated continuum of interventions over a period of years. The team maps and analyzes available resources, sets priorities, and organizes work groups to plan program development. As illustrated in Exhibit 12 the goal is to establish effective systems for:

- Promoting healthy development and preventing problems
- Responding to problems as soon after onset as is feasible
- Providing specialized assistance and care

The work involves creating the continuum in keeping with the content or “curriculum” framework the school has adopted for its enabling or learning supports component (e.g., see the six arenas illustrated in Exhibit 13).

While the focus of the team is on resource use and program development, it also ensures that effective mechanisms are in operation for responding rapidly when specific students are identified as having mild to moderate learning, behavior, and emotional problems. For most students, the problems can be addressed through relatively straightforward situational and program changes and problem-solving strategies.
CASE STUDY (cont’d)

Based on analyses of their response to such interventions, additional assistance in the classroom is provided to those for whom these first methods are insufficient. Those whose problems persist are referred for additional and sometimes specialized assistance.

Before such interventions are set in motion, in-depth analyses are made of the causes of student problems in order to ensure appropriate assistance is planned. All special interventions are carefully monitored and coordinated. Through a sequential strategy that begins with the least intervention needed and that gauges students’ responses at every stage, there is a significant reduction in the number requiring intensive help and referral for specialized assistance.

Because there is an emphasis on programs and activities that create a school-wide culture of caring and nurturing, students, families, staff, and the community perceive school as a welcoming and supportive place. When problems arise, they are responded to positively, quickly, and effectively. Morale is high among faculty and students alike.

The following should be understood as examples of the types of interventions that might be used with any student who experiences barriers to learning. Remember the point is to ensure a full continuum is available at schools so that the least number of intervention strategies are implemented and students’ responses to intervention can be used to gauge whether more intensive help and referrals for specialized assistance are required. When such a sequential approach is followed, schools can expect a significant reduction in the flow of referrals for specialized assistance.

EXAMPLE/Focusing on helping the teacher with student re-engagement, rather than overemphasizing discipline and referral for services

The Grade 3 teacher has several students who had not been doing well at school. They often were in trouble on the playground before school and during lunch. Before the learning supports component was established, the teacher constantly had to discipline and send them to the principal’s office. They had been referred to the “student success team” but were just put on a long list waiting to be reviewed. Now, the focus is on how to enhance what goes on in the classroom and on school-wide changes that minimize negative encounters.
CASE STUDY (cont’d)

This approach minimizes the need for classroom management, discipline, and outside referral for expensive special services.

The focus on enhancing teacher capacity to re-engage students in daily learning activities is helping the teacher learn more about matching individual interests and skills and how to design the instructional day to provide additional supports from peers and community volunteers. Rather than seeing the solution in terms of discipline, she learns how to understand what is fostering problems and is able to provide a more personalized approach to instruction and extra in-classroom support that will re-engage the students. Over time, all student support staff (all professional staff who are not involved in classroom instruction) are trained to go into the classroom to help the teacher learn and implement new engagement approaches.

At the same time, the focus on enhancing support for transition times (such as before school and lunch) increases the recreational and enrichment opportunities available for all students so that they have positive options for interaction. Staff involved in playground supervision are specifically asked to help engage the students in an activity that interests them (e.g., a sports tournament or an extramural club activity). They monitor involvement to ensure the students are truly engaged, and along with one of the student support staff (e.g., school psychologist, counselor, social worker, nurse), the playground staff use the opportunity to help these and other students learn any interpersonal skills needed to interact well with peers.

Newcomers: One example of support for transitions and home involvement

To increase family involvement in schooling, special attention is placed on enhancing welcoming and social support strategies for new students and families. Student support staff work with office staff to develop welcoming programs and establish social support networks (e.g., peer buddy systems for students; parent-parent connections). As a result, newcomers (and all others) are greeted promptly and with an inviting attitude when they come into the school. Those without correct enrollment records are helped to access what they need. Parents are connected with another parent who helps them learn about school and neighborhood resources. Upon entering the new classroom, teachers connect the newcomer with a trained peer buddy who sticks with the newcomer for a few weeks while he or she learns the ropes.
CASE STUDY (cont’d)

Support staff work with each teacher to identify any student who hasn’t made a good transition. Together they determine why and work with the family to turn things around.

Crisis prevention

To reduce the number of crises, student support staff analyze what is preventable (usually related to human relations problems) and then design a range of school-wide prevention approaches. Among these are strategies for involving all school personnel (credentialed and classified) in activities that promote positive interactions and natural opportunities for learning pro-social behavior and mutual respect.

Fewer referrals, better response

As the in-classroom and school-wide approaches emerge, the need for out-of-classroom referrals declines. This allows for rapid and early response when a student is having problems, and it enables student support staff to work more effectively in linking students with community services when necessary.

ACTIVITY

Looking at the schools you know...

How close are schools to having a comprehensive system of learning supports? To answer this, see the tool for mapping and analyzing learning supports provided during the Institute.
Part B: Blueprints for redesigning organizational and operational infrastructure

The fundamental principle in developing an organizational and operational infrastructure is that *structure follows function*. That is, the focus should be on establishing an infrastructure that enables accomplishment of major functions and related tasks in a cost-effective and efficient manner.

A well-designed organizational and operational infrastructure ensures that fundamental functions and processes are properly guided and carried out on a regular basis. Such an infrastructure enables leaders to steer together and work productively with staff on major tasks. These include, for example, designing and directing activity, planning and implementing specific organizational and program objectives, allocating and monitoring resources with a clear content and outcome focus, facilitating coordination and integration to ensure cohesive implementation, managing communication and information, providing support for capacity building and quality improvement, ensuring accountability, and promoting self-renewal.

Because the current infrastructure mainly supports efforts to improve instruction, the intent to develop a system of learning supports calls for a redesign of current organizational and operational infrastructure. The need is for an infrastructure that supports and fully integrates efforts to 1) improve instruction, 2) address barriers to learning and teaching, and 3) improve governance and management.

In recent years, we have worked with a representative sample of districts in urban, suburban, and rural localities across the country. Given our concern, we particularly focused on the ways in which districts and schools were organized to carry out tasks dealing with barriers to learning and teaching. From that work, we garnered an appreciation of the many tasks that must be carried out district-wide and by schools. At the same time, we found little consensus about what constitute best practice infrastructures.

In outlining blueprints for organizational and operational infrastructure redesign, we suggest a good strategy is to plan from the school outward to establish compatible and interconnected infrastructures at schools, for school complexes, and at the district level. From this perspective, we first offer a prototype for the school level, then we highlight the importance of connecting groups of schools (e.g., feeder patterns), and finally we outline changes at the district level to enhance support of the work at school and school complex levels.
Not another reorganization! Most school and district leaders have been through reorganization after reorganization.

Why another one?

Because by reorganizing, it is possible to free up the time and talents of student support personnel in ways that can have great payoffs. These include making better use of the resources allocated for student support programs, services, and personnel, enhancing cost-effective connections with community resources, and moving from reacting to problems to preventing many of them.

And, all this makes it more likely that schools will achieve desired outcomes for students.

So, the school improvement planning time spent on reorganizing to build a comprehensive system of learning supports will prove to be time well-invested.

At school and school complex levels

As previously noted, every school spends resources on student learning supports. In some schools, as much as 30 percent of the budget may be going to problem prevention and correction.

Exhibit 17 portrays what the student support infrastructure tends to look like at most schools. As illustrated, these schools have infrastructure mechanisms that consist of designated administrative and staff leadership and work groups for their instructional and management or governance components. It is the personnel involved with these mechanisms who generally do school improvement planning.

In contrast, the only organized infrastructure mechanisms around student supports at a school are two case-oriented teams that usually have overlapping members. One team, sometimes called a student study, assistance, or intervention team, processes referrals of students with moderate problems. The other team, an IEP team, does individual education planning for students diagnosed with a disability. These mechanisms have no formal linkages with each other or with the other operational and planning mechanisms.

A blueprint for school-level infrastructure. Exhibit 18 illustrates a redesigned school infrastructure prototype. As can be seen, a learning supports component is established that encompasses the two case-oriented teams within an organizational framework that designates leadership, a resource-oriented mechanism, and work groups to carry out delineated tasks.
WHAT THE STUDENT SUPPORT INFRASTRUCTURE LOOKS LIKE AT MOST SCHOOLS

Leadership for Instruction
Various teams and work groups focused on improving instruction

Management/Governance Administrators
Various teams and work groups focused on management and governance

Case-Oriented Mechanisms
- Moderate Problems
- Severe Problems

Exhibit 17
Integrated Infrastructure at the School Level

Leadership for Instruction
Various teams and work groups focused on improving instruction

Leadership for Learning Supports
plus infrastructure mechanisms as illustrated below

School Improvement Team

Management/Governance Administrators
Various teams and work groups focused on management and governance

Various Teams and Work Groups Focused on Improving the Learning Supports/Enabling Component

CASE-Oriented Mechanisms
- Moderate Problems
- Severe Problems

Learning Supports Resource Team

RESOURCE-Oriented MECHANISM
To elaborate on the infrastructure for a learning supports or enabling component:

Leadership for addressing barriers to learning and teaching requires an administrator and other advocates/champions with responsibility and accountability for promoting the vision for the component and ensuring that continuous progress is made. Such leadership parallels that which is assigned to the instructional and management components.

A key resource-oriented mechanism (e.g., a Learning Supports Resource Team) focuses on how resources are used, rather than on processing specific individuals. A school-based, resource-oriented team ensures cohesion, integrated implementation, and ongoing development of the learning supports system. Ideally, it meets weekly to guide and monitor daily implementation and development of all school programs, services, initiatives, and systems. The administrative leader meets with the team and provides regular input.

Work group mechanisms usually are ad hoc and standing work groups. Initially, these may be “teams” that already exist for various initiatives and programs (e.g., a crisis team) and for processing “cases” (e.g., a student assistance team, an IEP team). Where redundancy exists, work groups can be combined. Others are formed as needed by the Learning Supports Resource Team to address specific concerns. These groups are essential for accomplishing the many tasks associated with developing a system of learning supports.

Small schools, obviously, have less staff and other resources than larger schools. Thus, the added challenge in a small school is how to do it with so few personnel. The key is to use and modestly expand the roles and staffing of existing infrastructure mechanisms. This means that, rather than thinking in terms of different mechanisms for each function, the added functions and tasks for addressing barriers are assumed by existing and, as feasible, expanded infrastructure mechanisms (e.g., the School Leadership Team). Usually, the principal and whoever else is part of a school leadership team will lead the way in improving instruction and management/governance. As presently constituted, however, such a team may not be prepared to advance development of a learning supports system. Thus, someone already on the leadership team will need to be assigned this role and trained to carry it out effectively.

Alternatively, someone in the school who is involved with student supports (e.g., a pupil services professional, a Title I coordinator, a special education resource specialist) can be invited to join the leadership team, assigned responsibility and accountability for ensuring the vision for the component is not lost, and provided additional training for the tasks involved in being a learning supports component lead. The lead, however chosen, will benefit from eliciting the help of other advocates/champions at the school and in the community.

Those providing student and learning supports at a school are the primary resources for staffing infrastructure mechanisms for a learning supports component. Ironically, because such staff often are itinerant circuit riders, schools rarely have a formal catalogue listing such personnel and their roles and functions. Exhibit 19 illustrates a simple format for doing this.
LEARNING SUPPORTS STAFF AT A SCHOOL*

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

**Administrative Leader for Learning Supports**

**School Psychologist**

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

**School Nurse**

- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

**Pupil Services and Attendance Counselor**

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

**Social Worker**

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

**Counselors**

- General and special counseling/guidance services. Consultation with parents and school staff.

**Dropout Prevention Program Coordinator**

- Coordinates activity designed to promote dropout prevention.

**Title I and Bilingual Coordinators**

- Coordinate categorical programs, provide services to identified Title I students, implement Bilingual Master Plan (supervising the curriculum, testing, and so forth).

**Resource and Special Education Teachers**

- Provide information on program modifications for students in regular classrooms as well as providing services for special education.

*Examples of job descriptions for a learning support component’s leadership at a school site are online at [http://smhp.psych.ucla.edu/pdfs/docs/studentsupport/toolkit/aidd.pdf](http://smhp.psych.ucla.edu/pdfs/docs/studentsupport/toolkit/aidd.pdf)
More about about resource-oriented mechanisms

Resource-oriented mechanisms focus specifically on how learning support resources are used. At schools, for groups of schools, and at the district level they are essential for weaving together existing school and community resources and developing a full continuum of interventions over time. (see Exhibit 20) Such mechanisms enable programs and services to function in an increasingly cohesive, cost-efficient, and equitable way.

Although content and resource-oriented mechanisms might be created solely around psychosocial programs, they are meant to focus on all major student support activity. When the infrastructure includes a resource-oriented “team,” a new means is created for enhancing working relationships and solving turf and operational problems.

One of the essential tasks resource-oriented mechanisms undertake is that of delineating school and community resources (e.g., programs, services, personnel, facilities) that are in place to assist students, families, and staff. A comprehensive “gap” assessment is generated as resource mapping is aligned with unmet needs and desired outcomes. Analyses of what is available, effective, and needed provide a sound basis for formulating priorities, redeploying resources, and developing strategies to link with additional resources at other schools, district sites, and in the community (see list of resources and references). Such analyses guide efforts to improve cost-effectiveness and enhance resources.

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No time!

Student support staff often say:

*Don’t you realize I have a full caseload and have to respond to some student crisis almost every day? Where do I find the time to build a system of learning supports?*

We recognize the challenge. But, what also must be recognized is that full caseloads and small numbers of support staff mean that relatively few of the many students in need can be served. Redeploying time and talents to build a system of learning supports will eventually enable staff to efficiently meet the needs of many students.

So, we call for a reduction in current caseload to free up about 20 percent of support staff time for working together to develop a system of learning supports. Their first emphasis in designing and implementing programs should be on addressing common, preventable problems (e.g., school adjustment problems resulting from inadequate supports for school and grade transitions, negative peer interactions in the schoolyard resulting from the lack of well-planned and supervised recreation programs). Given that effective programs are put in place to reduce the frequency of such problems and thus the number of students referred for services, the caseload reduction will be more than justified.
NEEDED: A SCHOOL-BASED RESOURCE-ORIENTED MECHANISM
(e.g., a Learning Support Resource Team)

What are its functions?
- Aggregating data across students and from teachers to analyze school needs
- Mapping resources
- Analyzing resources
- Enhancing resources
- Program and system planning/development
- Redeploying resources
- Coordinating and integrating resources
- “Social marketing”

If it is a team, how many are on it?
From two – to as many as are willing and able

Another team?
Not necessary – but definitely a different agenda and time to do it

Who’s on it? (depends on what’s feasible)
- The administrative leader for a learning supports component
- School staff (e.g., counselors, psychologists, social workers, nurses, attendance and dropout counselors, special education staff, health educators, bilingual program coordinators, teachers)
- 1-2 parents
- 1-2 older students
- Representatives of any community resources/agencies who are working closely with the school

Infrastructure connections:
- The administrator on the team represents the team at administrator meetings
- One member must be an official representative on the school’s governance body
- One member represents the team on the complex’s Learning Support Resource Council

See one-page handout on What is a Learning Supports Resource Team? online at http://smhp.psych.ucla.edu/pdf/docs/resource coord team.pdf
School-based resource-oriented teams do not focus on specific individuals, but on how resources are used (see Exhibit 21). Such a team can be designated by a variety of names including “Resource Coordinating Team,” “Resource Management Team,” and “Learning Supports Resource Team.” For purposes of this discussion, we will use the last of these.

We initially demonstrated the feasibility of such teams in the Los Angeles Unified School District, and now they are being introduced in many schools across the country. Properly constituted at the school level, such a team provides on-site leadership for efforts to address barriers comprehensively, and ensures development, maintenance, and improvement of a multifaceted and integrated approach.

A resource-oriented team exemplifies the type of mechanism needed to pursue overall cohesion and ongoing development of school support programs and systems. At the very least, it can reduce fragmentation and enhance cost-efficiency by guiding programs to perform in a coordinated and increasingly integrated way. More generally, the group can provide leadership in guiding school personnel and clientele in evolving the school’s vision, priorities, and practices for student learning supports.

In pursuing its work, the team provides what often is a missing link for managing and enhancing programs and systems in ways that strengthen and stimulate new and improved interventions. For example, such a link can be used to a) map and analyze activity and resources to improve their use in preventing and ameliorating problems, b) build effective referral, case management, and quality assurance systems, c) enhance procedures for management of programs and information and for communication among school staff and with the home, and d) explore ways to redeploy and enhance resources—such as clarifying which activities are nonproductive, suggesting better uses for resources, and establishing priorities for developing new interventions, as well as reaching out to connect with additional resources in the school district and community.

To these ends, efforts are made to bring together representatives of all relevant programs and services. At a school, this might include, for example, school counselors, psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after school program staff, bilingual and Title I program coordinators, safe and drug-free school staff, and union reps. Such a team also should include representatives of any community agency that is significantly involved with a school. Beyond these stakeholders, it is advisable to add the energies and expertise of classroom teachers, non-certificated staff, parents, and older students.

Where creation of “another team” is seen as a burden, existing teams, such as student or teacher assistance teams and school crisis teams, have demonstrated the ability to perform resource-oriented tasks. In adding the resource-oriented tasks to another team’s work, great care must be taken to structure the agenda so sufficient time is devoted to the additional tasks. For small schools, a large team often is not feasible, but a two-person team can still perform effectively.
### CONTRASTING TEAM TASKS

#### A CASE-ORIENTED TEAM

Focuses on specific *individuals* and discrete *services* to address barriers to learning

**Sometimes called:**
- Child Study Team
- Student Study Team
- Student Success Team
- Student Assistance Team
- Teacher Assistance Team
- IEP Team

**EXAMPLES OF MAJOR TASKS:**
- Triage
- Referral
- Case monitoring/management
- Case progress review
- Case reassessment

#### A RESOURCE-ORIENTED TEAM

Focuses on *all* students and the *resources, programs, and systems* to address barriers to learning and promote healthy development

**Possibly called:**
- Resource Coordinating Team
- Resource Coordinating Council
- School Support Team
- Learning Supports Resource Team

**EXAMPLES OF MAJOR TASKS:**
- Aggregating data across students and from teachers to analyze school needs
- Mapping resources
- Analyzing resources
- Enhancing resources
- Program and system planning/development including emphasis on establishing a full continuum of intervention
- Redeploying resources
- Coordinating and integrating resources
- “Social marketing”
Connecting a group of schools with each other, with the district, and with the community

It can be invaluable to link a group of schools together to maximize use of limited resources and achieve economies of scale. Schools in the same geographic or catchment area have a number of shared concerns. Furthermore, some programs and personnel already are shared or can be shared by several neighboring schools, thereby minimizing redundancy, reducing costs, and enhancing equity. Exhibit 22 outlines a multi-site mechanism connecting schools in a feeder pattern with each other as well as with the district and the community.

As illustrated, a multi-site team (e.g., a Learning Supports Resource Council) can provide a mechanism to help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources to reduce costs. Such a mechanism can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools. This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster. It is neither cost-effective nor good intervention for each school to contact a family separately in instances where several children from a family are in need of special attention. With respect to linking with community resources, multi-school teams are especially attractive to community agencies that often don’t have the time or personnel to make independent arrangements with every school.

In general, a group of schools can benefit from a multi-site resource mechanism designed to provide leadership, facilitate communication and connection, and ensure quality improvement across sites. For example, the Learning Supports Resource Council, might consist of a high school and its feeder middle and elementary schools. It brings together one or two representatives from each school’s resource team.

The council meets about once a month to help a) coordinate and integrate programs serving multiple schools, b) identify and meet common needs with respect to guidelines and staff development, and c) create linkages and collaborations among schools and with community agencies. In this last regard, it can play a special role in community outreach both to create formal working relationships and make sure that all participating schools have access to such resources.

More generally, the council provides a useful mechanism for leadership, communication, maintenance, quality improvement, and ongoing development of a continuum of programs and services. Natural starting points for councils are the sharing of needs assessments, resource maps, analyses, and recommendations for reform and restructuring. Specific areas of initial focus would be on local, high priority concerns, such as addressing violence and developing prevention programs and safe school and neighborhood plans.

Representatives from Learning Supports Resource Councils would be invaluable members of planning groups (e.g., Service Planning Area Councils, Local Management
ENHANCING A SYSTEM OF LEARNING SUPPORTS BY CONNECTING RESOURCES ACROSS

- a family of schools
- a district
- the community
Boards). They bring information about specific schools, clusters of schools, and local neighborhoods and do so in ways that reflect the importance of school-community partnerships. They can readily be transformed into an effective school-community collaborative.

Blueprint for redesigning district infrastructure

We have stressed that the infrastructure for a comprehensive system of learning supports should be designed from the school outward. That is, conceptually, the emphasis is first on what an integrated infrastructure should look like at the school level. Then, the focus expands to include the mechanisms needed to connect a group or complex (e.g., feeder pattern) of schools and establish collaborations with surrounding community resources. Ultimately, central district units need to be redesigned in ways that best support the work at the school and school complex levels. It is imperative to establish infrastructure mechanisms that are integrated tautological—at each level and among levels and that are fully integrated into school improvement efforts.

Along with unifying various initiatives, projects, programs, and services, the need at a school is to rework infrastructure to support efforts to address barriers to learning in a cohesive manner and to integrate this work with efforts to facilitate instruction and promote healthy development. At the district level, the need is for administrative leadership and capacity building support that helps maximize development of a learning supports system at each school. And, it is crucial to establish the district’s leadership for this work at a high enough level to ensure the administrator is always an active participant at key planning and decision-making tables.

How do districts organize to address barriers to learning and teaching?

What is currently done? As is the case at the school level, prevailing district organizational and operational infrastructure tends to downplay and fragment learning support efforts. Here is a common example from one major urban school district.

The district has separate departments focusing on student support services, special education, attendance, child study, alternative schools, bilingual education, character education, after school programs, community services, and community and parent engagement. The department designated as the Student Support Services Department has responsibility for increasing the child’s capacity to benefit from education by providing high quality health, counseling, psychological, social work, and prevention services that support student achievement, improve the relationship between teacher and child, promote parent involvement and engage the community with the schools. Student support services are
available to all district students including regular and special education students, LEP and early childhood students.

This department is divided into four units: 1) Counseling and Guidance (including elementary and secondary counseling and social work services), 2) Psychological Services, 3) Health and Medical Services (nurses), and 4) Student Engagement (focusing specifically on dropout prevention and attendance).

In addition to the data amassed from districts with which we have had direct contact, additional samples were gathered through the Internet and direct requests. Among those sampled were major urban districts (e.g., New York, Boston, Chicago, Los Angeles, Houston, Portland, St. Paul, Sacramento) as well as several rural districts.

We reviewed district hierarchy charts, descriptions of unit organization, and—where available—detailed descriptions of infrastructure, organizational, and operational mechanisms. Prevailing trends were then analyzed to clarify how districts organize to provide interventions. We analyzed the likelihood of infrastructure designs leading to the development of comprehensive systems of learning supports. The analysis suggests that the tendency is for districts to organize around:

A) **Levels of schooling** (e.g., elementary, secondary, early education),

B) **Traditional arenas of activity, discipline, affiliations, funding streams, and categorical programs** (e.g., curriculum and instruction; assessment; student supports including counseling and guidance, attendance, psychological and social services, health; specific types of support personnel such as counselors, psychologists, social workers, nurses; professional development; special education; specific types of compensatory education such as Title I and English language learners; gifted and talented; safe and drug free schools; athletics, youth development, and after school programs; homeless education; alternative schools; dropout prevention; adult education),

C) **Operational concerns** (e.g., finances and budget, payroll and business services, facilities, human resources, labor relations, enrollment services, information technology, security, transportation, food, emergency preparedness and response, grants and special programs, legal considerations).

All the school districts we sampled have administrators, managers, and staff who have roles related to the districts' various efforts to address barriers. However, the programs, services, and initiatives often are divided among several associate or assistant superintendents, their middle managers (e.g., directors or coordinators for specific programs), and a variety of line staff.
The result is that activities related to the function of addressing barriers to learning and teaching are dispersed, often in counterproductive ways, over several divisions or departments. These include units designated as Student Services, Teaching and Learning, Title I, Parent/Community Partnerships, Grant and Special Projects, Youth Development, and so forth. Special Education may be embedded in a Student Support unit, in a Teaching and Learning unit, or organized as a separate unit.

In one district, they have an Office of Student Services that includes a student placement center, wellness program, guidance counseling, and related services and an Office of Instructional Services which houses special education, Title I, ESL, and a major demonstration pilot program that features learning supports.

Another district has a Division of Education Services that encompasses three departments: Academic Advancement, Learning Supports, and Special Assignments. Special Education, however, is a separate division.

Still another district reports having one assistant superintendent for Student Support Services (which includes guidance, social work, teen parenting, dropouts, community involvement, homeless education), and an assistant superintendent for curriculum and instruction who has responsibility for special education, after school programs, and social emotional learning. At the same time, this district’s deputy superintendent (who oversees the assistant superintendents) has direct responsibility for all special grant and federal programs, health services, and safe schools.

Regardless of the units involved, we find that the work being carried out primarily tends to center around allocating and monitoring resources, assuring compliance and accountability, providing some support for school improvement, generating some ongoing staff development, offering a few districtwide programs and services for students, and minimal outreach to community agencies.
Moving forward

Exhibit 23 offers a prototype to consider in reworking district infrastructure. As indicated, it is essential to have a cabinet level administrative leader (e.g., an associate superintendent, a chief officer) who is responsible and accountable for all resources used to address barriers to learning and teaching. The resources of concern come from the general fund, compensatory education, special education, and special projects (e.g., student support personnel such as school psychologists, counselors, social workers, nurses; compensatory and special education staff; special initiatives, grants, and programs for after school, wellness, dropout prevention, attendance, drug abuse prevention, violence prevention, pregnancy prevention, parent/family/health centers, volunteer assistance, community resource linkages to schools).

At the school and school complex levels, it is important to coalesce all this activity into a component that can develop into a comprehensive system of learning supports.

Cabinet level leadership for the learning supports component

As the expanded illustration (Exhibit 24) outlines, once a learning supports administrator is appointed, that leader should establish mechanisms—comparable to content and process mechanisms for the instructional component—for accomplishing the unit’s work. Specifically, we suggest establishing a “cabinet” for learning supports consisting of leaders for major content arenas. The intent is for personnel to have accountability for advancing a specific arena and for ensuring a systemic and integrated approach to all learning supports. This, of course, requires cross-content and cross-disciplinary training.

A formal infrastructure link also is needed to make sure the learning supports system is fully integrated with overall school improvement efforts (e.g., in the classroom and schoolwide). This means the leader and members of the learning supports cabinet must be included at district planning and decision making tables with their instructional and management/governance counterparts. (in Exhibits 23 and 24, we designate the district mechanism for this as the Schools’ Improvement Planning Team.)
Notes: 1. If there isn’t one, a board subcommittee for learning supports should be created to ensure policy and supports for developing a comprehensive system of learning supports at every school (see Center documents Restructuring Boards of Education to Enhance Schools’ Effectiveness in Addressing Barriers to Student Learning http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf and Example of a Formal Proposal for Moving in New Directions for Student Support http://smhp.psych.ucla.edu/pdfdocs/newdirections/exampleproposal.pdf).
Exhibit 24

**Prototype for an Integrated Infrastructure at the District Level with Mechanisms for Learning Supports That Are Comparable to Those for Instruction**

**Notes:**
1. If there isn’t one, a board subcommittee for learning supports should be created to ensure policy and supports for developing a comprehensive system of learning supports at every school (see Center documents Restructuring Boards of Education to Enhance Schools’ Effectiveness in Addressing Barriers to Student Learning http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf and Example of a Formal Proposal for Moving in New Directions for Student Support http://smhp.psych.ucla.edu/pdfdocs/newdirections/exampleproposal.pdf).

2. All resources related to addressing barriers to learning and teaching (e.g., student support personnel, compensatory and special education staff and interventions, special initiatives, grants, and programs) are integrated into a refined set of major content arenas such as those indicated here. Leads are assigned for each arena and work groups are established.
Part C: Policy implications

School improvement policy is currently dominated by a two-component model. That is, the primary thrust is on improving instruction and school management (see Exhibits 25). While continuous improvement in these two facets obviously is essential, this emphasis is insufficient for too many students. A third component designed to effectively address student learning, behavior, and emotional problems must be established as primary, essential, complementary, and overlapping.

This will require expanding current policy to enable development of a comprehensive system of learning supports. Such a focus must go well beyond school safety, classroom management, coordinated services, and so forth. There must be a classroom and school-wide emphasis on helping students around barriers and re-engaging them in classroom instruction. Policies that address barriers without also providing ways for students to re-engage in classroom learning lead to practices that are insufficient for sustaining student involvement, good behavior, and effective learning.

Reworking policy necessitates addressing barriers to learning as the third fundamental facet of education reform and school improvement. States and localities have adopted this third component as a basis for policy designed to develop learning supports systems. These policies recognize that schools must do much more to enable all students to learn and all teachers to teach effectively.

The intent, over time, is for schools to play a major role in establishing a comprehensive system of learning supports by enhancing how school resources are used and by weaving in community resources to fill critical gaps.
SCHOOL IMPROVEMENT IS CURRENTLY DOMINATED BY A TWO-COMPONENT FRAMEWORK

Besides offering a small amount of school-owned student “support” services, schools outreach to the community to add a few school-based/linked services.
The Learning Supports Component is designed to enable learning by addressing factors that interfere with learning and teaching. It is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.
What are the implications for planning the necessary system changes?

**Key Topics Explored...**

- The challenge of system change
- What are the phases and steps in developing a comprehensive system of learning supports?
- What are the capacity building implications?
- The importance of an expanded accountability framework
Rebuilding for Learning™ calls for major systemic changes in schools and districts to address barriers to learning and teaching and re-engaging students in classroom learning. We know that initiating such changes is not easy.

In discussing school change, Michael Fullan stresses the need for leadership that “motivates people to take on the complexities and anxieties of difficult change.” We would add that such leadership also must be ready to escape old ideas about student supports and refine their understanding of how to plan, facilitate, and sustain systemic changes.

In our ongoing analyses of school improvement efforts, we find little evidence of sophisticated strategic planning for how schools and districts intend to move from where they are to where they want to go when complex systemic change is indicated. Despite the fact that administrators increasingly are expected to effect fundamental changes, little attention is being paid to the intricacies of accomplishing such changes at school or district levels. This probably reflects the tendency in education for leadership training to give short shrift to the topics of planning and facilitating systemic changes at a school and replicating new approaches on a large scale.

Given this state of affairs, it is essential to turn now to a brief discussion of systemic change to develop a comprehensive system of learning supports. While we can’t go into great detail here, it is worth highlighting the following:

- The challenge of effecting and sustaining substantive systemic changes
- Phases and steps in developing a comprehensive system of learning supports
- Systemic change infrastructure
- Some strategies for facilitating systemic changes
- The importance of expanding the accountability framework to reflect a three-component policy for school improvement

(For more detail, see references at the end of this document.)

The challenge of pursuing sustainable systemic changes

Those who set out to improve schools and schooling across a district are confronted with two enormous tasks. The first is to develop a prototype; the second involves implementing systemic changes. The latter often begins at a few specific schools, but from an equity perspective, the task is to replicate the prototype throughout the district. In both cases, the work requires a clear vision, strong leadership, and adequate resources to build capacity for systemic change; and it draws on the available science-base.
With specific reference to the type of fundamental changes we have discussed, the first challenges are to formulate:

- **A prototype design** focusing on coalescing all learning supports into a comprehensive, multifaceted, and integrated component for helping students around barriers and reconnecting and re-engaging them in classroom learning.

- **A strategic plan** for implementing such a new design—how to get from here to there. (Such a plan deals with concerns about capacity building to facilitate effective implementation at every school, redeployment and integration of existing resources, professional development of staff at all levels encompassing leadership/change agent training, developing understanding and motivational readiness for implementation of systemic changes, cross-content and cross-disciplinary training, etc.)

With these matters fully incorporated in school improvement policy and planning, the challenges of implementing change arise. The frequent failure to sustain innovations and take them to scale in school districts has increased interest in understanding systemic change implementation as a central concern in school improvement.

The difficulty in successfully implementing systemic change increases when planned school improvements are quite dissonant with the current culture in a district and at its schools. It should be evident by now that the systemic changes we have described in the preceding modules involve modifications that amount to a substantial shift in institutional organization and operation. Therefore, the first implementation challenges involve making sure that school improvement policy makers and planners understand and commit to the essential changes. This commitment needs to be reflected in policy statements and creation of infrastructure that provides essential leadership, resources, motivation, and capability for developing a learning supports system.

Additional implementation challenges will be evident as we now proceed to outline phases, steps, and strategies, infrastructure concerns, and the need for an expanded accountability framework.
Project Mentality is an Implementation Challenge

The history of schools is strewn with valuable innovations that were not sustained or replicated. Naturally, financial considerations play a role in failures to sustain and replicate, but a widespread “project mentality” also is culpable.

Our interest in systemic change has evolved over many years of implementing demonstrations and working to institutionalize and diffuse new approaches in schools and throughout districts. By now, we are fully convinced that advancing the field requires escaping project mentality (sometimes referred to as “projectitis”) and becoming sophisticated about planning and facilitating sustainable systemic changes.

New initiatives usually are developed and initially implemented as a pilot demonstration at one or more schools. This is particularly the case for new initiatives that are specially funded projects. For those involved in projects or piloting new school programs, a common tendency is to think about their work as a time limited demonstration. And, other school stakeholders also tend to perceive the work as temporary (e.g., “It will end when the grant runs out” or “I’ve seen so many reforms come and go; this too shall pass.”). This mindset leads to the view that new activities will be fleeting. It also works against the type of systemic changes needed to sustain and expand major school improvements.

Efforts to make substantial and substantive school improvements require much more than implementing a few demonstrations. Improved approaches are only as good as a school district’s ability to develop and institutionalize them equitably in all its schools. This process often is called diffusion, replication, roll out, or scale-up.

To overcome the short-term mindset that “this too shall pass,” planning for development of a comprehensive system of learning supports needs to avoid terms such as pilots and demonstrations. Instead, a district’s strategic plan should delineate the process in terms of phases, with the end goal of replicating to scale.
Phases and steps in developing a comprehensive system of learning supports

There are four overlapping phases of systemic change involved in prototype implementation and eventual scale-up. These are:

1) Creating readiness—increasing a climate and culture for change through enhancing both the motivation and the capability of a critical mass of stakeholders.

2) Initial implementation—change is phased in using a well-designed infrastructure for providing guidance and support and building capacity.

3) Institutionalization—accomplished by ensuring there is an infrastructure to maintain and enhance productive changes.

4) Ongoing evolution and creative renewal—through use of mechanisms to improve quality and provide continuing support in ways that enable stakeholders to become a community of learners who creatively pursue renewal.

At any time, a district may be involved in introducing innovations at one or more sites; it may also be involved in replicating one or more prototypes on a large scale. Whether the focus is on establishing a prototype at one site or replicating it at many, the systemic changes involve all four phases.

For purposes of planning implementation and outlining benchmarks for monitoring progress, each of the phases can be delineated in terms of key steps and tasks. For example, Exhibit 26 highlights a set of steps and tasks related to establishing a system of learning supports at a school site.

It should be emphasized that the process is not as linear as Exhibit 26 implies. For instance, overlapping the efforts to create readiness are processes to develop an organizational structure for start-up and phase-in. This involves establishing mechanisms and procedures to guide reforms, such as a steering group and leadership training, formulation of specific start-up and phase-in plans, and so forth.
OVERVIEW OF MAJOR STEPS TO ESTABLISHING A LEARNING SUPPORTS COMPONENT

First Phase: *Creating Readiness and Commitment*

- Introduce basic ideas to relevant groups of stakeholders to build interest and consensus for the work, and to garner feedback and support.
- Establish a policy framework and get leadership commitment—the leadership should make a commitment to adopt comprehensive learning supports as a primary and essential component of school improvement.
- Identify a leader (equivalent to the leader for the instructional component) to ensure policy commitments are carried out for establishing the new component.

Second Phase: *Start-up and Phase-in: Building Infrastructure and Capacity*

- Establish temporary mechanisms to facilitate initial implementation and systemic change (e.g., a steering group, an organization change facilitator) and develop the capacity of these mechanisms to guide and manage change and provide essential leadership during phase-in.
- Formulate specific start-up and phase-in actions.
- Refine infrastructure so that the component is fully integrated with the instructional and management components:
  - Establish and train an administrative leader;
  - Ensure there is a resource-oriented mechanism (e.g., a Learning Supports Resource Team) and train those who staff it in performing major resource-oriented tasks (e.g., mapping, analysis, coordinating, planning, setting priorities for program development, enhancing intervention systems);
  - Help organize work groups for each major arena of component activity and facilitate their initial mapping and analysis of resources along with formulation of recommendations;
  - Develop ad hoc work groups to enhance component visibility, communication, sharing, and problem solving.
Systemic change infrastructure

Implementation and scaling-up of major school improvement efforts require administrative leadership and the addition of temporary infrastructure mechanisms to facilitate changes. In general, existing infrastructure mechanisms must be modified in ways that guarantee new policy directions are translated into appropriate daily operations. Well-designed mechanisms ensure local ownership, a critical mass of committed stakeholders, processes that overcome barriers to stakeholders effectively working together, and strategies that mobilize and maintain proactive effort so that changes are implemented and there is renewal over time.
One way for a district to conceive the daily operational infrastructure for systemic change is in terms of a *system change staff*. As a group, such district staff has full-time responsibility for creating readiness, coalition building, implementing strategic plans, maintaining daily oversight, problem solving, resolving stakeholder conflicts, and so forth. They provide a necessary organizational base and skilled personnel for diffusing improvements into a school and across a district. Designated change agents can rotate among schools to guide the change process. In addition, special coaches or mentors can be brought in whenever a specialist is needed to assist in replicating a specific type of improvement.

It is rare to find situations where a well-designed systemic change infrastructure is in place. More characteristically, ad hoc mechanisms have been set in motion with personnel who have too little training and inadequate formative evaluation. It is common to find structures, such as teams and collaboratives operating without clear understanding of functions and major tasks. This, of course, defies the basic organizational principle that structure should follow function.

Effective and linked administrative leadership *at every level* is key to the success of any systemic change initiative in schools. Everyone needs to be aware of who is leading and is accountable for the development of the planned changes. It is imperative that such leaders be specifically trained to guide systemic change. In addition, they must be sitting at key decision making tables when budget and other fundamental decisions are discussed.

General functions and major tasks related to sustainability and large-scale replication require dedicated change agent mechanisms that are fully integrated into the infrastructure for school improvement at each school site, for a group of schools, and at the district level. Thus, a significant portion of the resources for systemic change must be used to design and implement the set of integrated mechanisms that constitute the temporary, but essential, infrastructure for steering, facilitating, and evaluating the change process itself.

Another facet of a systemic change infrastructure is a team of champions who agree to steer the process. Such a team provides a broad-based and potent mechanism for guiding change. At the school level, for example, such a steering group creates a special leadership body to own the linked visions for school improvement and systemic change and to guide and support the work. These advocates must be competent planners, and they should be highly motivated not just to help get things underway, but to ensure sustainability. Over time, the main functions of a steering group are to ensure that staff assigned to facilitate changes a) maintain a big picture perspective, b) make appropriate movement toward long-term goals, and c) have sufficient training, support, and guidance.

The first focus of these teams is on assuring that capacity is built to accomplish the desired systemic changes. This includes ensuring an adequate policy and leadership base for
implementation. If essential policy and staffing are not already in place, this becomes the first focus for the group. Capacity building, of course, also includes special training for change agents.

Steering groups should not be too large. For example, at a school level, membership should include a few well-connected champions and the key change agents (e.g., the administrative leader and other system change staff) who have responsibility for implementing school improvements. To work against the perception that it is a closed, elite group, it can host “focus groups” to elicit input and feedback, provide information, and problem solve.

### Organization Facilitators

Some years ago, as part of a federal dropout prevention initiative, we developed a change agent position called an organization facilitator to aid with major restructuring. This form of specially trained change agent has the necessary expertise to help school sites and complexes substantively implement and institutionalize school improvements. Such an individual can be used as a change agent for one school or a group of schools. A cadre of such professionals can be used to facilitate change across an entire district. The focus can be on changes in a few key aspects or on full-scale restructuring (see Exhibits 27).

One of the first functions of an organization facilitator is to help form and train an onsite change team that includes a site administrator and encompasses work groups. With the change agent initially taking the lead, members of the school’s change team learn to be catalysts and managers of change. After initial implementation, the change team focuses on ensuring maintenance and renewal. Clearly, substantive school improvements require site team members who are committed each day to ensuring effective systemic change and who have enough time and ability to attend to details.
ORGANIZATION FACILITATOR
A TEMPORARY CHANGE AGENT MECHANISM

(See tool kit: Change Agent Mechanisms for School Improvement: Infrastructure not Individuals http://smhp.psych.ucla.edu/pdfdocs/systemic/change_agents.pdf)

At the School Level
- Facilitates establishment of resource-oriented mechanism (e.g., School-Based Resource Team)
- Facilitates initial capacity building (especially leadership training)
- Provides support in implementing initial tasks
  - mapping
  - analyzing resources

At the Complex Level
- Facilitates establishment of resource-oriented mechanism (e.g., Complex Resource Council)
- Facilitates initial capacity building
- Provides support in implementing initial tasks
  - mapping
  - analyses
  - interface with neighborhood resources

Sequence
- Focus first on establishing school infrastructure, then complex infrastructure
- Focus first on complex, then each school
- Focus simultaneously on establishing infrastructure at schools and complex
What are some strategies for facilitating systemic changes?

Drawing on available literature and based on our own efforts in the field, we have been formulating strategies to facilitate systemic changes. For illustrative purposes, a few are outlined below.

As previously noted, substantive systemic change begins with creating readiness (i.e., enhancing a climate and culture for change). This involves:

• Articulation of a clear, shared vision for the changes (e.g., building interest and consensus; introducing basic concepts to relevant groups of stakeholders)

• Mobilizing interest, consensus, and support among key stakeholders (e.g., identifying champions and other individuals who are committed to the changes; planning and implementing a social marketing strategy to mobilize a critical mass of stakeholder support; planning and implementing strategies to obtain the support of key policy makers, such as administrators and school boards)

• Clarifying feasibility (e.g., how necessary changes can be accomplished; who will lead; what mechanisms can be used to steer and underwrite the change process)

• Ensuring there is a major policy commitment from all participating stakeholders (e.g., establishing a policy framework that recognizes the importance of the work)

• Negotiating agreements with decision makers and implementers (e.g., about role responsibilities; about how accountability for commitments will be assured).
This is followed by processes for:

- Enhancing or developing an infrastructure based on a clear articulation of essential functions (e.g., mechanisms for governance and priority setting, steering, operations, resource mapping and coordination).

Pursuing implementation requires special attention to the match between systemic change interventions and those who are to change. This includes planning and implementing interventions to:

- Account for individual differences in motivation and capability
- Enhance motivation and capability (especially among those responsible for making systemic changes)
- Redeploy resources and establish new resources
- Ensure there is strong facilitation related to all infrastructure mechanisms
- Provide transition supports and capacity building to address challenges arising from stakeholder mobility
- Establish appropriate standards, evaluation processes, and accountability procedures

Because substantive change requires stakeholder readiness and ongoing motivation and capability, it is essential to monitor these matters and to maintain an ongoing emphasis on social marketing and capacity building.

Moving forward in how schools address barriers to learning and teaching is critical to the future of public education. The need is to proactively develop a comprehensive system of learning supports that is fully integrated with other school improvement plans and is not simply designed as another demonstration pilot project. Given that such a system takes time to build, systemic changes must be planned and implemented step-by-step and priority-by-priority. And, it is essential to remember that underlying substantive and sustainable systemic change are processes that reflect a sophisticated appreciation of human motivation (see Module 5).
The importance of expanding the accountability framework to reflect a three component policy for school improvement

As stressed throughout the handbook, well-designed, systemic efforts are essential to ensure all students have an equal opportunity to succeed in school. However, systems, and therefore systemic changes, are driven by what is measured for purposes of accountability. This is particularly so for systems pressed to make major improvements. As everyone involved in school improvement planning knows, the pressure on schools is to improve achievement quickly, and the data most attended to are achievement test scores. These scores drive school accountability and dominate most school improvement planning.

Current accountability pressures have led to evaluating a small range of basic skills and doing so in a narrow way. One consequence of this is that, too often, students with learning, behavior, or emotional problems find themselves cut off from participating in learning activities that might enhance their interest in overcoming their problems and that might open up future opportunities to enrich their lives.

The result of all this is a growing disconnect between what schools are held accountable for and the realities of what it takes to improve academic performance. The disconnect is especially evident in schools serving low-wealth families. Such families and those who work in schools serving them have a clear appreciation of the many obstacles to learning that must be overcome so students can benefit from instruction. These stakeholders stress that, in many schools, major academic improvements are unlikely until approaches to address barriers are developed and pursued effectively.

At the same time, it is evident that there is no direct accountability for whether these barriers are addressed. On the contrary, learning support efforts often are devalued and cut when achievement test scores do not reflect an immediate impact. So, rather than building the type of system that can produce substantive improvements in academic performance, prevailing accountability measures pressure schools to pursue what superficially appears to be the most direct route to improving instruction.

Ironically, not only does the restricted emphasis on achievement measures work against what needs to be done, it works against increasing the body of evidence for how essential and effective it is to address barriers to learning directly.

All this leads to an appreciation of the need for an expanded framework for school accountability, a framework that includes direct measures of achievement and much more. This is a move toward what Michael Fullan has called intelligent accountability. EXHIBIT 28 highlights such an expanded framework.
EXPANDING THE FRAMEWORK FOR SCHOOL ACCOUNTABILITY

High Standards for Academics
(measures of cognitive achievements, e.g., standardized tests of achievement, portfolio and other forms of authentic assessment)

High Standards for Learning/Development Related to Social and Personal Functioning*
(measures of social learning and behavior, character/values, civility, healthy and safe behavior)

High Standards for Enabling Learning and Development by Addressing Barriers**
(measures of effectiveness in addressing barriers, e.g., increased attendance, reduced tardies, reduced misbehavior, less bullying and sexual harassment, increased family involvement with child and schooling, fewer referrals for specialized assistance, fewer referrals for special education, fewer pregnancies, fewer suspensions and dropouts)

“Community Report Cards”
• increases in positive indicators
• decreases in negative indicators

*Results of interventions for directly facilitating development and learning.
**Results of interventions for addressing barriers to learning and development.
Academics

As illustrated in Exhibit 28, there is no intent to deflect from the laser-like focus on accountability for meeting high standards related to academics. The debate will continue as to how best to measure academic outcomes, but clearly schools must demonstrate that they effectively teach academic skills and knowledge.

Social and personal functioning

At the same time, we must acknowledge that schools also are expected to pursue high standards in promoting positive social and personal functioning, including promoting engagement, enhancing civility, teaching safe and healthy behavior, and some form of character education. Schools we visit have specific goals related to this facet of student development and learning. It is evident that these schools currently are not held accountable for goals in this arena. That is, there is no systematic evaluation or reporting of the work.

As would be expected, schools direct few resources and too little attention to these unmeasured concerns. Yet, society wants schools to attend to these matters, and most professionals understand that personal and social functioning are integrally tied to academic performance. From this perspective, it seems self-defeating not to hold schools accountable for improving students’ social and personal functioning.

Addressing barriers

For schools where many students are not doing well, it is also self-defeating not to attend to benchmark indicators of progress that address barriers to learning. Teachers cannot teach children who are not in class. Increasing attendance, reducing tardiness, reducing problem behaviors, lessening suspension and dropout rates, and abating the large number of inappropriate referrals for special education are all essential indicators of school improvement and precursors of enhanced academic performance. Therefore, the progress of school staff on such matters should be measured and treated as a significant aspect of school accountability.

Community indicators

School outcomes, of course, are influenced by the well-being of the families and the neighborhoods in which they operate. The performance of any school must be judged within the context of the current indicators of community well-being, such as economic, social, and health measures. If those indicators are not improving or are declining, it is patently unfair to ignore these contextual conditions in judging school performance.

Given all this, it seems evident that the current accountability framework must be expanded, and planning for school improvement and systemic change must reflect the expanded framework.
Concluding comments about getting from here to there

Awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with limited financial resources, leads us to reiterate that systemic change is not a straightforward sequential or linear process. Rather, the work proceeds, and changes emerge in overlapping and spiraling ways. Thus, the time frames for accomplishing desired changes must be realistic.

From the perspective of systemic change, the importance of creating an atmosphere at a school and throughout a district that encourages mutual support, caring, and a sense of community takes on added importance. New collaborative arrangements must be established, and authority (power) redistributed. Key stakeholders and their leadership must understand and commit to the changes. Furthermore, the commitment must be reflected in policy statements and creation of an organizational and operational infrastructure at all levels that ensures effective leadership and resources.

For significant systemic change to occur, policy and program commitments must be demonstrated through effective allocation and redeployment of resources. That is, finances, personnel, time, space, equipment, and other essential resources must be made available, organized, and used in ways that adequately implement and sustain policy and promising practices. As stressed above, this includes ensuring sufficient resources to develop an effective structural foundation, albeit a temporary one, for systemic changes and related capacity building.

Reforms and major school improvements obviously require ensuring that those who operate essential mechanisms have adequate training, resources, and support—initially and over time. Moreover, there must be appropriate incentives and safeguards for individuals as they become enmeshed in the complexities of systemic change.

Although many of the above points about systemic change seem self-evident, their profound implications for school improvement are widely ignored. As a result, it is not surprising that so many efforts to improve schools fail. Too often changes are cosmetic, rather than substantive.

There is no need to belabor all this. Our point is to encourage greater appreciation for, and more attention to, the processes and challenges of systemic change. Too little attention currently is being paid to these matters, and as a result, substantive systemic changes are undermined and an unsatisfactory status quo is perpetuated. As Seymour Sarason stressed a long time ago:

“Good ideas and missionary zeal are sometimes enough to change the thinking of individuals; they are rarely, if ever, effective in changing complicated organizations (like the school) with traditions, dynamics, and goals of their own.”
Why is an emphasis on intrinsic motivation essential in engaging and re-engaging students in classroom instruction?

Key Topics Explored...

- Motivation: Beyond reinforcement theory
- Understanding the motivational bases for disengagement
- Re-engaging students
  - Maximizing intrinsic motivation
  - Minimizing threats to intrinsic motivation
  - Re-engagement through rebuilding working relationships
“Engagement is associated with positive academic outcomes, including achievement and persistence in school; and it is higher in classrooms with supportive teachers and peers, challenging and authentic tasks, opportunities for choice, and sufficient structure.”


As emphasized throughout, a prominent concern of school improvement efforts is how to motivate the many students who are hard to engage and those who have totally disengaged from classroom learning. Ironically, strategies for re-engaging students rarely are a prominent part of pre or in-service preparation and seldom are the focus of interventions pursued by professionals whose role is to support teachers and students. Re-engagement depends on use of interventions that help minimize conditions that negatively affect intrinsic motivation and maximize conditions that have a positive motivational effect.

In this module, we briefly highlight the following matters because they are fundamental to the challenge of student (and staff) disengagement and re-engagement:

• Motivation: beyond reinforcement theory
• Understanding the motivational bases for disengagement
• The challenge of re-engaging students in school learning
• Focusing on intrinsic motivation to re-engage students

Exhibit 29 embeds these concerns into the range of matters that warrant attention by all who are involved in planning the pre and in-service education of those planning school improvements.

While our focus here is on students, any discussion of motivation has applications to family members and school personnel. Think about the challenge of home involvement in schooling, and think about teacher burnout and dropout; think about systemic change.
As applied to schools, Fredricks, Blumenfeld, and Paris stress that engagement is defined in three ways in the research literature:

- **Behavioral engagement** draws on the idea of participation; it includes involvement in academic and social or extracurricular activities and is considered crucial for achieving positive academic outcomes and preventing dropping out.

- **Emotional engagement** encompasses positive and negative reactions to teachers, classmates, academics, and school and is presumed to create ties to an institution and influences willingness to do the work.

- **Cognitive engagement** draws on the idea of investment; it incorporates thoughtfulness and willingness to exert the effort necessary to comprehend complex ideas and master difficult skills.

From a psychological perspective, disengagement from proactive classroom learning is associated with situational threats to feelings of competence, self-determination, and/or relatedness to valued others. The demands may be from school staff, peers, instructional content and processes. Psychological disengagement can be expected to result in internalized behavior (e.g., boredom, emotional distress) and/or externalized behavior (misbehavior, dropping out).
Motivation: beyond reinforcement theory

As the National Academy of Science’s Research Council has stressed:

“Learning and succeeding in school requires active engagement. ... The core principles that underlie engagement are applicable to all schools—whether they are in urban, suburban, or rural communities. ... Engaging adolescents, including those who have become disengaged and alienated from school, is not an easy task. Academic motivation decreases steadily from the early grades of elementary school into high school. Furthermore, adolescents are too old and too independent to follow teachers’ demands out of obedience, and many are too young, inexperienced, or uninformed to fully appreciate the value of succeeding in school.”

Intrinsic motivation is a fundamental consideration in designing learning supports. A broadened understanding of motivation clarifies how essential it is to avoid processes that limit options, make students feel controlled and coerced, and narrowly focus on remedying problems. From a motivational perspective, such processes are seen as likely to produce avoidance reactions in the classroom and to school and, thus, reduce opportunities for positive learning and for development of positive attitudes.

Of course, teachers, parents, and support staff cannot control all factors affecting motivation. Indeed, when any of us address learning and behavior concerns, we only have direct control over a relatively small slice of the physical and social environment. Using what is accessible, we try to maximize the likelihood that opportunities to learn are a good fit with the current capabilities of a given youngster. So, with student engagement in mind, we try to match individual differences in motivation which means attending to the following concerns.

**Motivation as a readiness concern.** Optimal performance and learning require motivational readiness. The absence of such readiness can cause or maintain problems. If a learner does not have enough motivational readiness, strategies must be implemented to develop it (including ways to reduce avoidance motivation). Readiness should not be viewed in the old sense of waiting until an individual is interested. Rather, it should be understood in the contemporary sense of establishing environments that are perceived by students as caring, supportive places and as offering stimulating activities that are valued and challenging, and doable.
Motivation as a key ongoing process concern. Many learners are caught up in the novelty of a new subject, but after a few lessons, interest often wanes. Some students are motivated by the idea of obtaining a given outcome but may not be motivated to pursue certain processes and thus may not pay attention or may try to avoid them. For example, some are motivated to start work on overcoming their problems but may not maintain that motivation. Strategies must be designed to elicit, enhance, and maintain motivation so that a youngster stays mobilized.

Minimizing negative motivation and avoidance reactions as process and outcome concerns. Teachers and others at a school and at home not only must try to increase motivation especially intrinsic motivation but also take care to avoid or at least minimize conditions that decrease motivation or produce negative motivation. For example, care must be taken not to exclusively depend on extrinsics to entice and reward because to do so may decrease intrinsic motivation. At times, school is seen as unchallenging, uninteresting, overdemanding, overwhelming, overcontrolling, nonsupportive, or even hostile. When this happens, a student may develop negative attitudes and avoidance related to a given situation, and over time, related to school and all it represents.

Enhancing intrinsic motivation as a basic outcome concern. It is essential to enhance motivation as an outcome so the desire to pursue a given area (e.g., reading, good behavior) increasingly is a positive intrinsic attitude that mobilizes learning and behaving outside the teaching situation. Achieving such an outcome involves use of strategies that do not overuse extrinsic rewards and that do enable youngsters to play a meaningful role in making decisions related to valued options. In effect, enhancing intrinsic motivation is a fundamental protective factor and is the key to developing resiliency.

Students who are intrinsically motivated to learn at school seek out opportunities and challenges and go beyond requirements. In doing so, they learn more and learn more deeply than do classmates who are extrinsically motivated. Facilitating the learning of such students is a fairly straightforward matter and fits well with school improvements that primarily emphasize enhancing instructional practices. The focus is on helping establish ways for students who are motivationally ready and able to achieve and, of course, to maintain and enhance their motivation. The process involves knowing when, how, and what to teach and also knowing when and how to structure the situation so they can learn on their own.
In contrast, students who manifest learning, behavior, and/or emotional problems may have developed extremely negative perceptions of teachers and programs. In such cases, they are not likely to be open to people and activities that look like “the same old thing.” Major changes in approach are required if the youngster is even to perceive that something has changed in the situation. Minimally, exceptional efforts must be made to have them 1) view the teacher and other interveners as supportive (rather than controlling and indifferent) and 2) perceive content, outcomes, and activity options as personally valuable and obtainable. Thus, any effort to re-engage disengaged students must begin by addressing negative perceptions. School support staff and teachers must work together to reverse conditions that led to such perceptions.

**Increasing intrinsic motivation involves affecting a student’s thoughts, feelings, and decisions. In general, the intent is to use procedures that can potentially reduce negative and increase positive feelings, thoughts, and coping strategies with respect to learning. For learning and behavior problems, in particular, this means identifying and minimizing experiences that maintain or may increase avoidance motivation.**

**What are the motivational bases for disengagement?**

Two common reasons people give for not engaging are “It’s not worth it” and “I know I won’t be able to do it.” These reflect two key concepts that help us understand motivation: *valuing and expectations*. In general, the amount of time and energy spent on an activity seems dependent on how much the activity is valued by the person and on the person’s expectation that what is valued will be attained without too great a cost. Conversely, non-proactive psychological disengagement from an activity seems dependent on how much the activity is devalued by the person and/or on the person’s expectation that something that is valued can only be attained at too great a cost. Such psychological disengagement can be expected to result in internalized behavior (e.g., boredom, emotional distress) and/or externalized behavior (e.g., misbehavior, dropping out).
About valuing

What makes something worth doing? Prizes? Money? Merit awards? Praise? Certainly! We all do a great many things, some of which we don’t even like to do, because the activity leads to a desired reward. Similarly, we often do things to escape punishment or other negative consequences that we prefer to avoid.

Rewards and punishments may be material or social. For those with learning, behavior, and emotional problems, there has been widespread use of such “incentives” (e.g., systematically giving points or tokens that can be exchanged for candy, prizes, praise, free time, or social interactions). Punishments have included loss of free time and other privileges, added work, fines, isolation, censure, and suspension. Grades have been used both as rewards and punishments. Because people will do things to obtain rewards or avoid punishment, rewards and punishment often are called reinforcers. Because they generally come from sources outside the person, they often are called extrinsics.

Extrinsic reinforcers are easy to use and can immediately affect behavior. Therefore, they have been widely adopted in the fields of special education and psychology. Unfortunately, the immediate effects are usually limited to very specific behaviors and often are short-term. Moreover, extensive use of extrinsics can have some undesired effects. And, sometimes the available extrinsics simply aren’t powerful enough to get the desired results.

It is important to remember that what makes an extrinsic factor rewarding is the fact that it is experienced by the recipient as a reward. What makes it a highly valued reward is that the recipient highly values it. If someone doesn’t like candy, there is not much point in offering it as a reward. Furthermore, because the use of extrinsics has limits, it is fortunate that people often do things even without apparent extrinsic reason. In fact, a lot of what people learn and spend time doing is done for intrinsic reasons. Curiosity is a good example. Curiosity seems to be an innate quality that leads us to seek stimulation, avoid boredom, and learn a great deal.

People also pursue some things because of what has been described as an innate striving for competence. Most of us value feeling competent. We try to conquer some challenges, and if none are around, we usually seek one out. Of course, if the challenges confronting us seem unconquerable or make us too uncomfortable (e.g., too anxious or exhausted), we try to put them aside and move on to something more promising.

Another important intrinsic motivator appears to be an internal push toward things that make a person feel self-determining. People seem to value feeling and thinking that they have some degree of choice and freedom in deciding what to do. And, human beings also seem intrinsically moved toward establishing and maintaining relationships. That is, we value feeling connected interpersonally.

The immediate effects of extrinsic reinforcement are usually limited to very specific behaviors and often are short term, and their extensive use can have some undesired effects.
About expectations

Our expectations of outcome are shaped by our perceptions of how easy or hard it will be to obtain the outcome. Such expectations about these matters are influenced by past experiences. Sometimes we know we can easily do something, but it is not something that we value. At other times, we may value something a great deal but don’t believe we can do it or can only obtain it by paying too great a personal price. Under such circumstances, we are likely to look for other valued activities and outcomes to pursue.

Previously unsuccessful arenas usually are seen as unlikely paths to valued extrinsic rewards or intrinsic satisfactions. We may perceive past failure as the result of our lack of ability; or we may believe that more effort was required than we were willing to give. We may also feel that the help we needed to succeed was not available. If our perception is that very little has changed with regard to these factors, our expectation of succeeding now will be rather low. In general, then, what we value interacts with our expectations, and motivation is one product of this interaction. (see Exhibit 30)

About over-reliance on extrinsics

Throughout this discussion of valuing and expectations, the emphasis has been on the fact that motivation is not something that can be determined solely by forces outside the individual. Others can plan activities and outcomes to influence motivation and learning; however, how the activities and outcomes are experienced determines whether they are pursued (or avoided) with a little or a lot of effort and ability. Understanding that an individual’s perceptions can affect motivation has led researchers to important findings about some undesired effects resulting from over-reliance on extrinsics.

Because of the prominent role they play in school programs, grading, testing, and other performance evaluations are a special concern in any discussion of the over-reliance on extrinsics as a way to reinforce positive learning. Although grades often are discussed as simply providing information about how well a student is doing, many, if not most, students perceive each grade as a reward or a punishment. Certainly, many teachers use grades to try to control behavior to reward those who do assignments well and to punish those who don’t. Sometimes parents add to a student’s perception of grades as extrinsic reinforcers by giving a reward for good report cards.

The point is that extrinsic rewards can undermine intrinsic reasons for doing things. Although this is not always the case and may not always be a bad thing, it is an important consideration in deciding to rely on extrinsic reinforcers in addressing learning, behavior, and emotional problems. The first preference in designing intervention should be an emphasis on intrinsic motivation.
A BIT OF THEORY

Motivation theory has many facets. At the risk of oversimplifying things, the following discussion is designed to make a few crucial points.

\[ E \times V \]

Can you decipher this? (Don’t go on until you’ve tried.)

Hint: the “x” is a multiplication sign.

In case the equation stumped you, don’t be surprised. The main introduction to motivational thinking that many people have been given in the past involves some form of reinforcement theory (which essentially deals with extrinsic motivation). Thus, all this may be new to you—even though motivational theorists have been wrestling with it for a long time, and intuitively, you probably understand much of what they are talking about.

\( E \) represents an individual’s expectations about outcome (in school this often means expectations of success or failure). \( V \) represents valuing, with valuing influenced by both what is valued intrinsically and extrinsically. Thus, in a general sense, motivation can be thought of in terms of expectancy times valuing. Such theory recognizes that human beings are thinking and feeling organisms and that intrinsic factors can be powerful motivators. This understanding of human motivation has major implications for learning, teaching, parenting, and mental health interventions.

Within some limits (which we need not discuss here), high expectations and high valuing produce high motivation, while low expectations (\( E \)) and high valuing (\( V \)) produce relatively weak motivation.

Youngsters may greatly value the idea of improving their reading. They usually are not happy with limited skills and know they would feel a lot better about themselves if they could read. But, often they experience everything the teacher asks them to do as a waste of time. They have done it all before, and they still have a reading problem. Sometimes they will do the exercises, but just to earn points to go on a field trip or to avoid the consequences of not cooperating. Often, however, they try to get out of doing the work by distracting the teacher. After all, why should they do things they are certain won’t help them read any better?

\((\text{Expectancy} \times \text{Valuing} = \text{Motivation} \quad 0 \times 1.0 = 0)\)

High expectations paired with low valuing also yield low approach motivation. Thus, the oft-cited remedial strategy of guaranteeing success by designing tasks to be very easy is not as simple a recipe as it sounds. Indeed, the approach is likely to fail if the outcome (e.g., improved reading, learning math fundamentals, applying social skills) is not valued or if the tasks are experienced as too boring or if doing them is seen as too embarrassing. In such cases, a strong negative value is attached to the activities, and this contributes to avoidance motivation.

\((\text{Expectancy} \times \text{Valuing} = \text{Motivation} \quad 1.0 \times 0 = 0)\)

Appropriate appreciation of all this is necessary in designing a match for optimal learning and performance.
Many individuals with learning problems also are described as hyperactive, distractible, impulsive, behavior disordered, and so forth. Their behavior patterns are seen as interfering with efforts to remedy their learning problems. Although motivation has always been a concern to those who work with learning and behavior problems, the emphasis in handling these interfering behaviors usually is on using extrinsics as part of efforts to directly control, and/or in conjunction with, direct skill instruction. For example, interventions are designed to improve impulse control, perseverance, selective attention, frustration tolerance, sustained attention and follow-through, and social awareness and skills. In all cases, the emphasis is on reducing or eliminating interfering behaviors, usually with the presumption that the student will then re-engage in learning. However, there is little evidence that these strategies enhance a student’s motivation toward classroom learning.

Ironically, the reliance on extrinsics to control behavior may exacerbate student problems. Motivational research suggests that when people perceive their freedom (e.g., of choice) is threatened, they have a psychological reaction that motivates them to restore their sense of freedom. (For instance, when those in control say: You can’t do that ... you must do this ..., the covert and sometimes overt psychological reaction of students often is: Oh, you think so!) This line of research also suggests that with prolonged denial of freedom, people’s reactivity diminishes, they become amotivated and usually feel helpless and ineffective.

**Focusing on intrinsic motivation to re-engage students**

Psychological scholarship over the last fifty years has brought renewed attention to intrinsic motivation as a central concept in understanding learning and attention problems. This work is just beginning to find its way into applied fields and programs. One line of work has emphasized the relationship of learning and behavior problems to deficiencies in intrinsic motivation. This work clarifies the value of interventions designed to increase the following:

- Feelings of self-determination
- Feelings of competence and expectations of attaining valued outcomes
- Feelings of interpersonal relatedness
- The range of interests and satisfactions related to learning
The research also stresses the importance of minimizing interventions that threaten these basic psychological needs.

Activities to correct deficiencies in intrinsic motivation are directed at improving awareness of personal motives and true capabilities, learning to set valued and appropriate goals, learning to value and to make appropriate and satisfying choices, and learning to value and accept responsibility for choice.

Examples of practices for maximizing intrinsic motivation are:

- Personalized (as opposed to individualized) instruction
- Building relationships and planning instruction with an understanding of student perceptions and including a range of real life needs, as well as personal and cooperative experiences
- Providing real, valued, and attainable options and choices ensuring shared decision making
- Enhancing feelings of competence, self-determination, and relatedness to valued others

Examples of minimizing threats to intrinsic motivation are:

- Welcoming, caring, safe, and just environment
- Countering perceptions of social control and indifference including not relying too much on extrinsics
- Motivated application as opposed to rote practice and deadening homework
- Ensuring extra-curricular and enrichment opportunities
- Providing regular feedback in ways that minimize use of evaluative processes that threaten feelings of competence, self-determination, and relatedness to valued others

With an emphasis on all this, listed in Exhibit 31 and highlighted below are four personalized intervention strategies for working with disengaged students.

**Clarifying student perceptions of the problem**

It is desirable to create a situation where it is feasible to talk openly with students about why they have become disengaged. This provides an invaluable basis for formulating a personalized plan to alter their negative perceptions and to prevent others from developing such perceptions.
Reframing school learning

As noted above, in the case of those who have disengaged, major reframing in teaching approaches is required so that these students a) view the teacher as supportive (rather than controlling and indifferent) and b) perceive content, outcomes, and activity options as personally valuable and obtainable. It is important, for example, to eliminate threatening evaluative measures; reframe content and processes to clarify purpose in terms of real life needs and experiences and underscore how it all builds on previous learning; and clarify why the procedures are expected to be effective especially those designed to help correct specific problems.

Renegotiating involvement in school learning

New and mutual agreements must be developed over time through conferences with the student and including parents, where appropriate. The intent is to affect perceptions of choice, value, and probable outcome. The focus throughout is on clarifying awareness of valued options, enhancing expectations of positive outcomes, and engaging the student in meaningful, ongoing decision making. For the process to be most effective, students should be assisted in sampling new processes and content, options should include valued enrichment opportunities, and there must be provision for reevaluating and modifying decisions as perceptions shift.

Exhibit 31

WORKING WITH DISENGAGED STUDENTS
GENERAL STRATEGIES

- Clarifying student perceptions of the problem
- Reframing school learning
- Renegotiating involvement in school learning
- Reestablishing and maintaining an appropriate working relationship
Reestablishing and maintaining an appropriate working relationship

This requires the type of ongoing interactions that create a sense of trust, open communication, and provide personalized support and direction. To maintain re-engagement and prevent disengagement, the above strategies must be pursued using processes and content that:

- Minimize threats to feelings of competence, self-determination, and relatedness to valued others

- Maximize such feelings (included here is an emphasis on a school taking steps to enhance public perception that it is a welcoming, caring, safe, and just institution)

- Guide motivated practice (e.g., providing opportunities for meaningful applications and clarifying ways to organize practice)

- Provide continuous information on learning and performance in ways that highlight accomplishments

- Provide opportunities for continued application and generalization (e.g., ways in which students can pursue additional, self-directed learning or can arrange for additional support and direction)

Obviously, it is no easy task to decrease well-assimilated negative attitudes and behaviors. And, the task is likely to become even harder with the escalation toward high-stakes testing policies (no matter how well-intentioned). It also seems obvious that, for many schools, enhanced achievement test scores will only be feasible when the large number of disengaged students are re-engaged in learning at school.

All this argues for 1) minimizing student disengagement and maximizing re-engagement by moving school culture toward a greater focus on intrinsic motivation and 2) minimizing psychological resistance and enhancing perceptions that lead to re-engagement in learning at school by rethinking social control practices. The above considerations are summarized in Exhibit 32 and 33. With respect to the matter of enhancing student options and decision making, see Exhibit 34.
### INTRINSIC MOTIVATION: SOME BASIC INTERVENTION CONSIDERATIONS

Think in terms of

- **Enhancing** feelings of
  - Self-determination
  - Competency
  - Connectedness to others

- **Minimizing threats** to feelings of
  - Self-determination
  - Competency
  - Connectedness to others

Minimize strategies designed only for social control and increase

- Options
- Choice
- Involvement in decision making

### INTRINSIC MOTIVATION: SOME GUIDELINES FOR STRATEGIES THAT CAPTURE AN UNDERSTANDING OF INTRINSIC MOTIVATION

- Minimize coercive interactions
- Facilitate students’ desires and abilities to share their perceptions readily (to enter into dialogues with the adults at school)
- Emphasize real life interests and needs
- Stress *real* options and choices and a meaningful role in decision making
- Provide enrichment opportunities (and be sure not to withhold them as punishment)
- Provide a *continuum* of structure
A greater proportion of individuals with avoidance or low motivation for learning at school are found among those with learning, behavior, and/or emotional problems. For these individuals, few currently available options may be appealing. How much greater the range of options needs to be depends primarily on how strong avoidance tendencies are. In general, however, the initial strategies for working with such students involve:

- Further expansion of the range of options for learning (if necessary, this includes avoiding established curriculum content and processes)
- Primarily emphasizing areas in which the student has made personal and active decisions
- Accommodation of a wider range of behavior than usually is tolerated (e.g., a widening of limits on the amount and types of “differences” tolerated)

From a motivational perspective, one of the most basic concerns is the way in which students are involved in making decisions about options. Critically, decision making processes can lead to perceptions of coercion and control or to perceptions of real choice (e.g., being in control of one’s decisions, being self-determining). Such differences in perception can affect whether a student is mobilized to pursue or avoid planned learning activities and outcomes.

People who have the opportunity to make decisions among valued and feasible options tend to be committed to following through. In contrast, people who are not involved in decisions often have little commitment to what is decided. And, if individuals disagree with a decision that affects them—besides not following through—they may react with hostility.
Thus, essential to programs focusing on motivation are decision making processes that affect perceptions of choice, value, and probable outcome. Three special points should be noted about decision-making:

- Decisions are based on current perceptions. As perceptions shift, it is necessary to reevaluate decisions and modify them in ways that maintain a learner’s motivation.
- Effective and efficient decision making is a basic skill, and one that is as fundamental as the three Rs. Thus, if an individual does not do it well initially, this is not a reason to move away from learner involvement in decision making. Rather, it is an indication of a need and a reason to use the process not only for motivational purposes, but to improve this basic skill.
- Among students manifesting learning, behavior, and/or emotional problems, it is well to remember that the most fundamental decision some of these individuals have to make is whether they want to participate or not. That is why it may be necessary in specific cases to put aside (temporarily) established options and standards.

As we have stressed, before some students will decide to participate in a proactive way, they have to perceive the learning environment as positively different—and quite a bit so—from the one in which they had so much failure.

Reviews of the literature on human motivation suggest that providing students with options and involving them in decision making are key facets of addressing the problem of engagement in the classroom and at school. For example, numerous studies have shown that opportunities to express preferences and make choices lead to greater motivation, academic gains, increases in productivity and on-task behavior, and decreases in aggressive behavior. Similarly, researchers report that student participation in goal setting leads to more positive outcomes (e.g., higher commitment to a goal and increased performance).
Concluding comments about a renewed and enhanced focus on motivation

Whatever the initial cause of someone’s learning and behavior problems, the longer the individual has lived with such problems, the more likely he or she will have negative feelings and thoughts about instruction, teachers, and schools. The feelings may include anxiety, fear, frustration, and anger. The thoughts may include strong expectations of failure and vulnerability and low valuing of many learning opportunities. Such thoughts and feelings can result in avoidance motivation or low motivation for learning and performing in many areas of schooling.

Low motivation leads to half-hearted effort. Avoidance motivation leads to avoidance behaviors. Individuals with avoidance and low motivation often also are attracted to socially disapproved activity. Poor effort, avoidance behavior, and active pursuit of disapproved behavior on the part of students are sure-fire recipes for failure.

It remains tempting to focus directly on student misbehavior. It also is tempting to think that behavior problems at least can be minimized by laying down the law. We have seen many administrators pursue this line of thinking. For every student who shapes up, ten others may be pushed out of school through a progression of suspensions, opportunity transfers, and expulsions.

Official dropout figures don’t tell the tale. The reality seen in most high schools in cities such as Los Angeles, Baltimore, Washington, D.C., Miami, and Detroit is that only about half those who were enrolled in Grade 9 are still around to graduate from Grade 12.

Most of these students entered kindergarten with a healthy curiosity and a desire to learn to read and write. By the end of Grade 2, we start seeing the first referrals by classroom teachers because of learning and behavior problems. From that point on, increasing numbers of students become disengaged from classroom learning, and most of these manifest some form of behavioral and emotional problems.

It is not surprising, then, that many are heartened to see the shift from punishment to positive behavior support in addressing unwanted behavior. However, as long as factors that lead to disengagement are left unaffected, we risk perpetuating the phenomenon that William Ryan identified as blaming the victim.

From an intervention perspective, the key point is that engaging and re-engaging students in classroom learning involves matching motivation. Matching motivation requires factoring in students’ perceptions in determining the right mix of intrinsic and extrinsic reasons. It also requires understanding the key role played by expectations related to outcome. Without a good match, social control strategies can temporarily suppress negative attitudes and behaviors, but re-engagement in classroom learning is unlikely. Unfortunately, without re-engagement in classroom learning, there will be no gains in achievement test scores, unwanted behavior is very likely to reappear, and many will be left behind.
“I suspect that many children would learn arithmetic, and learn it better, if it were illegal.”

–John Holt

To read more about intrinsic motivation, see some of the introductory references highlighted in Exhibit 35.

Exhibit 35

**INTRINSIC MOTIVATION: A FEW INTRODUCTORY REFERENCES**

**Online from the UCLA Center (http://smhp.psych.ucla.edu):**

- *Revisiting Learning and Behavior Problems: Moving Schools Forward* (book-length)
- *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling* (a guidebook)
- *Accompanying Readings and Tools for Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling*
- *Classroom Changes to Enhance and Re-engage Students in Learning* (a training tutorial)
- *Re-engaging Students in Learning* (a very brief Quick Training Aid)

**A few other general resources:**


CALL TO ACTION

As we move forward in developing a comprehensive system of learning supports, it is essential not to lose sight of the simple truth: if improvements don’t play out effectively at school and in the classroom, they don’t mean much. Schools and classrooms must be the center and guiding force for all school improvement.

At the same time, it is essential not to create a new mythology suggesting that every classroom and school are unique. There are fundamentals that permeate all efforts to improve schools and schooling and that should continue to guide policy, practice, research, and training. These include the following guidelines:

1) The curriculum in every classroom must include a major emphasis on acquisition of basic knowledge and skills. However, such basics must be understood to involve more than the 3 Rs and cognitive development. There are many important areas of human development and functioning, and each contains “basics” that individuals may need help in acquiring. Moreover, any individual may require special accommodation in any of these areas.

2) Every classroom must address student motivation as an antecedent, process, and outcome concern.

3) Special assistance must be added to instructional programs for certain individuals, but only after the best non-specialized procedures for facilitating learning have been tried. Moreover, such procedures must be designed to build on strengths and must not supplant continued emphasis on promoting healthy development.

4) Beyond the classroom, schools must have policy, leadership, and mechanisms for developing schoolwide programs to address barriers to learning. Some of the work will need to be in partnership with other schools, some will require weaving school and community resources together. The aim is to evolve a comprehensive, multifaceted, and integrated continuum of programs and services ranging from primary prevention through early intervention to treatment of serious problems. Our work suggests that at the school level this will require evolving programs to a) enhance the ability of the classroom to enable learning, b) provide support for the many transitions experienced by students and their families, c) increase home involvement, d) respond to and prevent crises, e) offer special assistance to students and their families, and f) expand community involvement (including volunteers).

5) Relatedly, decision makers at all levels must revisit current policy—using the lens of addressing barriers to learning—with the intent of both realigning existing policy to foster cohesive practices and enacting new policies to fill critical gaps.
CALL TO ACTION (cont’d)

6) Leaders for education reform at all levels are confronted with the need to foster effective scale-up of promising reforms. This encompasses a major thrust to develop demonstrations and models for replicating new approaches to schooling on a large scale.

For significant prototype development and systemic change to occur, policy and program commitments must be demonstrated through effective allocation and redeployment of resources to facilitate organizational and operational changes. That is, finances, personnel, time, space, equipment, and other essential resources must be made available, organized, and used in ways that adequately implement policy and promising practices. This includes ensuring sufficient resources to develop an effective structural foundation for prototype development, systemic changes, sustainability, and ongoing capacity building.

The next decade must mark a turning point for how schools and communities address the problems of children and youth. In particular, the focus must be on initiatives to develop a comprehensive system of learning supports to prevent and ameliorate the many learning, behavior, and emotional problems experienced by students. This means reshaping the functions of all school personnel who have a role to play in addressing barriers to learning and promoting healthy development.

Given the current state of school resources, developing a comprehensive system of learning supports must be accomplished by rethinking and redeploying how existing resources are used and by taking advantage of the natural opportunities at schools for countering psychosocial and mental health problems and promoting personal and social growth. Staff and students need to feel good about themselves if they are to cope with challenges proactively and effectively. Every school needs to commit to fostering staff and student resilience and creating an atmosphere that encourages mutual support, caring, and sense of community. For example, a welcoming induction and ongoing support are critical elements both in creating a positive sense of community and in facilitating staff and student school adjustment and performance. School-wide strategies for welcoming and supporting staff, students, and families at school every day are part of creating a mentally healthy school, one where staff, students, and families interact positively and identify with the school and its goals.

A major shift in policy and practice is long overdue. We must transform how schools, families, and communities meet the challenge of addressing persistent barriers to learning and teaching and re-engage students in classroom instruction.

All this, of course, involves major systemic changes. Such changes require weaving school-owned resources and community-owned resources together over time at every school in a district as well as addressing the complications stemming from the scale of public education in the U.S.A.

There is much work to be done.
APPENDICES

REFERENCES


This outline is intended to provide a focus for informal self-evaluation of progress in developing a comprehensive, multifaceted, and cohesive approach to address barriers to student learning.

Think in terms of four levels: school, group of schools, district, and state.

### POLICY STATUS
- To what degree have effective policies been enacted/implemented to facilitate the work?
- What policy matters still must be dealt with?
- What are the plans for doing so? (Who, when, how)

### STRATEGIC PLAN FOR CREATING READINESS AND PHASE-IN
- Is there a written plan?
  - If so, does it need revision?
  - If not, is one in the works? (Who, how, when)

### CREATING READINESS FOR IMPLEMENTATION
- Who is on-board in a well-informed and committed way?
- Who is on-board but still needs to enhance understanding?
- Who still must be brought on-board for good progress to be made?
- What plans have been made to address concerns about readiness? (Who, how, when)
### INFRASTRUCTURE FOR NEEDED SYSTEMIC CHANGES

- Are there steering bodies at all levels and are the right people on them?
- Who are the designated change agents (organization facilitators for specific systemic change)?
- What ongoing training, supervision, and support are the advisory/steering bodies and change agents receiving so that they can be effective?
- What steps ensure that change agents are not diverted into other roles and functions?
- What steps are taken to address weaknesses in the performance of steering bodies and change agents? (Included here are steps for orienting and bringing newcomers up to speed.)

### LEADERSHIP DESIGNATION, TRAINING, AND SUPPORT

- Who have been designated as leaders for a learning support component at each level?
- What ongoing training and support are leadership personnel receiving so that they can be effective? (Included here are steps for orienting and bringing new personnel up to speed.)

### MAPPING AND ANALYSES OF RESOURCES

- Is there a process for mapping and analyzing resources for addressing barriers to learning and promoting healthy development?
- To what degree have existing activities and initiatives (programs and services) been charted with respect to delineated areas of intervention (e.g., six arenas of a learning support/enabling component) and displayed publicly?
- What priorities have been set for next steps in using resources more effectively to develop a comprehensive, multifaceted approach?
REBUILDING KIT: FOR A COMPREHENSIVE SYSTEM OF LEARNING SUPPORTS

Rebuilding a system of supports for learning requires blueprint guides, materials, tools and other resources for strategic planning, implementation, and capacity building. Such resources also help to deepen learning about the substance and processes of the work to be done.

With this in mind, a “Rebuilding Kit” has been developed and will continue to evolve. It provides a wide range of detailed resource materials (e.g., exemplars, guides, aids, tools) ranging from guides for responding to frequently asked questions, tools for mapping and analyzing existing practices, and prototypes for expanding school improvement policy, framing intervention comprehensively, and rethinking infrastructure at all levels. Direct website addresses are provided for ready access.

This kit is divided into four sections.

Section 1 provides brief documents clarifying the imperative for rebuilding and providing a big picture (including exemplars and guides) for policy makers, administrators, and other stakeholders to adapt in moving forward with a comprehensive system of learning supports. For example, it contains:

- Brief overviews of rationale and responses to frequently asked questions about rebuilding student and learning supports
- Examples of policy formulations at school, district, county, and state levels
- Prototypes of guidelines and standards
- Prototype for a school district proposal

Section 2 offers a variety of tools for initial and ongoing planning of the rebuilding process. For example, it contains resources related to:

- Reframing intervention
- Reworking infrastructure
- Capacity building

Section 3 offers brief guidance and blueprint notes, specific tools, and training material related to phasing in the new system and providing ongoing capacity building.

Section 4 provides some introductory resources for planning and implementing essential systemic changes.
Rationale and Responses to Frequently Asked Questions about Rebuilding Student Supports

• School Improvement? Fully addressing barriers to learning and teaching is the next step! http://smhp.psych.ucla.edu/pdfdocs/schoolimprovement.pdf

• Assuring No Child is Left Behind; Enhancing Our Learning Support System by Building a Comprehensive Approach that Closes the Achievement Gap and Ensures Every Student has an Equal Opportunity to Succeed at School http://smhp.psych.ucla.edu/summit2002/assuringnochild.pdf

• Two related “White Papers” with a set of talking points that can be used for brief presentations to administrators, school boards, etc.


• Developing a Comprehensive System to Address Barriers to Learning and Teaching: Keeping the Big Picture in Focus
  http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/keepinginmind.pdf

Notes for Q & A

These brief sets of notes address five frequently asked questions that arise in discussing efforts to ensure schools have a Comprehensive Learning Supports System in place.

  • Why is a Comprehensive Learning Supports System an imperative?
  • What needs to be done to make such a component a reality?
  • What does such a component need to look like at a school?
  • What’s the research-base for such a component?
  • What will it cost?

All five questions are addressed in two overlapping sets of notes:

  • Why a Comprehensive Learning Supports System?
• Why Address What’s Missing in School Improvement Planning?  

Four other brief documents embellish the answers:

• What will it Cost? No New Dollars!  

• What’s the Research-base for Moving Toward a Comprehensive System of Learning Supports?  

• Data Related to the Need for New Directions for School Improvement  

• Data on the Plateau or Leveling Off Effect of Achievement Test Scores  

Examples of Policy Formulations at School, District, County, and State Levels  

Prototypes of Guidelines and Standards

• Prototype Guidelines for a Learning Supports Component—In considering policy, this concise outline of guidelines covering the nature and scope of a learning supports component can be helpful.  
  http://smhp.psych.ucla.edu/pdfdocs/studentsupportguidelines.pdf

• There is a supporting document outlining the rationale and research behind each of the guidelines.  http://smhp.psych.ucla.edu/summit2002/guidelinessupportdoc.pdf

• Overview of Standards and Accountability to Encompass a Learning Supports Component—Establishing standards is another facet of ensuring high levels of attention and support for development of comprehensive, multifaceted approaches to address barriers to learning and teaching. To illustrate a starting point in developing such a set of standards, included in this resource are:
  – The prototype guidelines for a student support component

  – A set of standards with quality indicators

Also included is an expanded framework for school accountability to account for a learning supports component.

A Prototype for a School District Proposal

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**REBUILDING KIT: SECTION 2**

**Reframing Intervention**

- *Moving Toward a Comprehensive System of Learning Supports: Mapping and Analyzing Learning Supports*—A tool outlining 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.

- *Response to Intervention*—Feature article in Center Newsletter/Journal
http://smhp.psych.ucla.edu/pdfdocs/Newsletter/fall06.pdf

- *Natural Opportunities to Promote Social-Emotional Learning and Mental Health*—Featured article in Center Newsletter/Journal
http://smhp.psych.ucla.edu/pdfdocs/Newsletter/fall03.pdf

**Reworking Infrastructure**

- *Infrastructure: Is What We Have What We Need?*—A tool outlining a four step process that can be used by planners and decision makers to map and analyze current infrastructure.

- *Notes on Infrastructure at a Small School*—Obviously, a small school has less staff and other resources than most larger schools. Nevertheless, the three major functions necessary for school improvement remain the same in all schools, namely (1) improving instruction, (2) providing learning supports to address barriers to learning and teaching, and (3) enhancing management and governance.
These notes highlight the needed roles and functions that call for a change in current operational and organizational infrastructure at the school site.

http://smhp.psych.ucla.edu/pdfdocs/infra_small_school_notes.pdf

- **Notes on Infrastructure for Learning Supports at District, Regional, and State Offices**—Highlights roles and functions related to developing a comprehensive learning supports system that call for a change in current operational and organizational infrastructure at these levels.
  

- **Resource Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports**—Pulls together the Center’s work on resource-oriented mechanisms designed to ensure schools pay systematic attention to how they use resources for addressing barriers to learning and promoting healthy development.
  

- **One Page Handout on What is a Learning Supports Resource Team?**—Basic description of the purpose, composition, and functions of a school site resource-oriented team mechanism.
  
  http://smhp.psych.ucla.edu/pdfdocs/resource_coord_team.pdf

- **Guide to enhancing school-community infrastructure and weaving resources together**—Discusses school-community collaboratives as key mechanisms for braiding school and community resources and stresses ways to optimize the functioning of such groups.
  

**Capacity Building**

- **Job descriptions for learning support component leadership at a school site**—Examples of job descriptions are provided for both an administrative and staff lead for a learning supports component.
  

- **Notes about Reframing the Roles and Functions of Student Support Staff in Terms of Levels of Competence and Professional Development**—Presents a framework of areas of function, levels of professional development, and the nature and scope of competencies.
  
  http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aide.pdf
• **Benchmark Checklist for Monitoring and Reviewing Progress in Developing a Comprehensive System to Address Barriers to Learning and Teaching**—The checklist is designed to aid those involved in the process of restructuring education support programs and developing a Learning Supports (Enabling) Component. This tool was developed as a formative evaluation instrument for use by Steering Groups, Organization Facilitators, and other change agents. It aids in focusing problem solving discussions and planning next steps. [http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/benchmarktool.pdf](http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/benchmarktool.pdf)

• **Monitoring Progress in Developing a Comprehensive System to Address Barriers to Learning and Teaching—Topical Guide for Self-Evaluation**—This outline is intended to provide a focus for informal self-evaluation of progress in developing a comprehensive, multifaceted, and cohesive approach to address barriers to student learning. Think in terms of four levels: school, complex of schools, district, and state. [http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/selfevaltool.pdf](http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/selfevaltool.pdf)

• **Using Federal Education Legislation in Moving Toward a Comprehensive Multifaceted, and Integrated Approach to Addressing Barriers to Learning**— Discusses those facets of the “No Child Left Behind Act” and the “Individuals with Disabilities Education Act” that cover coalescing student/learning supports. [http://smhp.psych.ucla.edu/pdfdocs/federallegislation.pdf](http://smhp.psych.ucla.edu/pdfdocs/federallegislation.pdf)

• Presentation Handouts/Slides on: **Enhancing School Improvement: Addressing Barriers to Learning and Reducing the Achievement Gap** [http://smhp.psych.ucla.edu/presentations.htm](http://smhp.psych.ucla.edu/presentations.htm)

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**REBUILDING KIT: SECTION 3**

**Planning Phase-in**

• **Guide on how to phase in a learning supports component**—Discusses phasing-in throughout a district or in one school – includes an outline of steps, a calendar for integrating the work into school improvement planning, and a monitoring outline and set of benchmarks. [http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidb.pdf](http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidb.pdf)
• **Draft of a five year plan for phasing in a learning supports component**—This example is one school’s draft of a five-year plan for developing a comprehensive, multifaceted approach to address barriers to learning (an enabling or Learning Supports component). The sketch is a bit rough, but it provides a sense of one site’s thinking and could readily be adapted. [http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/draft5year.pdf](http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/draft5year.pdf)


**Ongoing Capacity Building**

• **Guide to resource mapping and management to address barriers to learning: An intervention for systemic change**—Discusses the purposes, processes, and products of mapping resources and provide a set of self study surveys for a learning supports component. [http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf](http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf)

• **Self-study surveys**—Includes a discussion of comprehensive, integrated approaches for addressing barriers to learning followed by a set of surveys covering six program arenas and the leadership and coordination systems every school must evolve to enable learning effectively. Areas covered are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers). In addition, there is a survey of mechanisms for leadership and coordination of enabling activity, and a survey of School-Community Partnerships. [http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf](http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf)

• **Notes on capacity building in stages for rebuilding supports for learning**—Key aids for capacity building are organized with respect to three stages: Stage I: Understanding Some Basics and Tools for Enhancing Readiness and Momentum; Stage II: Initial Capacity Building; and Stage III: Development. [http://smhp.psych.ucla.edu/summit2002/NewDirectionsSomeResources.pdf](http://smhp.psych.ucla.edu/summit2002/NewDirectionsSomeResources.pdf)
APPENDICES

REBUILDING KIT: SECTION 4

• Tool for Assessing Readiness for Systemic Change

• Systemic Change for School Improvement (Excerpts from a 2006 article by the Center co-directors published in the Journal of Educational and Psychological Consultation)—Focuses on the problem of expanding school improvement planning to better address how schools and districts intend to accomplish designated changes. Specifically, some basic considerations related to systemic change are framed and outlined, along a set of proposed policy actions. http://smhp.psych.ucla.edu/pdfdocs/systemic/systemicchange.pdf

• Change Agent Mechanisms for School Improvement: Infrastructure not Individuals—Provides some basic information about systemic change roles and functions related to promoting, facilitating, sustaining, and replicating innovations throughout a school district. The emphasis is on developing and staffing a set of change agent mechanisms that are interconnected to form an infrastructure for systemic change. http://smhp.psych.ucla.edu/pdfdocs/systemic/changeagents.pdf


• Guide to rethinking a school board's committee structure to focus on rebuilding supports for learning—The document is meant to encourage school boards to take another critical step in improving schools, specifically by focusing on how the district and each school addresses barriers to learning and teaching. The discussion explores (a) why school boards need to increase their focus on addressing barriers to learning and teaching, (b) the benefits accrued from doing so, (c) ways to build an enhanced focus on addressing barriers into a school board’s committee structure, (d) lessons learned from a major district where the board created a committee dedicated to improving how current resources are expended to address barriers to learning and teaching. http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidh.pdf
Appendix III:

Steering a Course Toward Effective Youth Policies – Dashboards for Youth
Based on frameworks advanced by states across America and countries around the world, the Forum for Youth Investment has developed a sample youth policy framework to help policy makers and administrators bring more discipline to the challenge of ensuring that all young people are Ready by 21: ready by college, work and life.™ This framework, which is summarized on pages 8–9 of the full report, builds off of the metaphor of a car dashboard. If one wants to “steer a positive course” for youth, the first thing they will need is a clear vision of the areas of development they wish to promote. Then they will need a clear view of young people at different ages (odometer — which shows how many miles a car has driven), how they are growing and developing (speedometer — which shows how fast a car is moving), the amount of services, supports and opportunities they are receiving (fuel gauge — which shows how much gas a car has) and the quality of these services, supports and opportunities (octane — which indicates the quality of the gas in a car).

In reality, the dashboard may have to be more complex (perhaps ending up looking more like an airplane’s cockpit control panel). At a minimum, the dashboard would have to monitor the status of five developmental areas (if one were to stretch the metaphor, this could perhaps be thought of as five separate engines). In order to become fully prepared and fully engaged adults, young people need to learn and grow in a range of areas. Whatever age a young person is at, they need to be:

1. learning (developing positive basic and applied academic attitudes, skills and behaviors);
2. working (developing positive vocational attitudes, skills and behaviors);
3. thriving (developing physically healthy attitudes, skills and behaviors);
4. connecting (developing positive social attitudes, skills and behaviors); and
5. leading (developing positive civic attitudes, skills and behaviors).

There are an infinite number of ways to group and present desired outcomes. Many already exist. This particular list is offered simply as one option among many. The bottom line is that whatever list is selected must 1) cover the full range of developmental areas; 2) be memorable and potentially inspirational; 3) link to what research says is important; and 4) create a framework within which organizations and agencies can organize their work.
For each of these developmental areas, one would want to monitor at least three dials on a dashboard (odometer, speedometer and fuel gauge), and one would want to select the quality of the fuel (octane).

1. **ODOMETER (MILES DRIVEN): AGES/DEVELOPMENTAL PERIODS**

   The first two decades of life are dramatic periods of growth. In order to get a snapshot of the lives of young people, one actually needs to take a number of snapshots — one for each age group. Research shows that investments in young people must begin early and be sustained for more than 20 years. While schools end at age 18, too many 18-year-olds are still not fully prepared for adulthood. Any dashboard must have clear displays for multiple developmental periods.

2. **SPEEDOMETER (SPEED OF CAR): INDICATORS OF GROWTH**

   Once one knows what developmental period a young person is in, one will want to know if they are achieving their developmental goals. For every age group, there are range of goals for youth: protecting them from harm (and some might even say punishing youth when they harm society, although many focus instead on rehabilitation); preventing a range of negative outcomes, from drug abuse to youth violence; promoting positive outcomes, such as academic success; and ensuring that youth are not just fully prepared, but are fully participating in their world in positive ways. Each are critical, and indicators must track progress in all of these areas.

3. **FUEL GAUGE (QUANTITY OF GAS): INPUTS FROM SYSTEMS**

   Viewing indicators of growth is not useful unless one can change their direction. Fortunately, states have a number of inputs they can and do provide, organized into various systems (education, juvenile justice, etc.) How do these systems span across both the developmental areas and the goals from protection to participation? There are two ways to answer this question. First, one could map out where each system places its primary emphasis. Second, one could map out the full range of resources each system brings to bear. The primary emphasis of the educational system, for example, is on promoting learning. But, on closer inspection, one would find that it actually devotes resources that span the full range of developmental areas and goals.

4. **OCTANE (QUALITY OF GAS): QUALITY OF SERVICES, SUPPORTS AND OPPORTUNITIES**

   Knowing that inputs are being provided is only one piece of the puzzle. One also needs to know the quality of these inputs. The National Research Council and Institute of Medicine recently released an authoritative report laying out the characteristics of settings that support, or undermine, young people’s development.1 These provide a template by which one could judge the quality of any input into young people’s lives.

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The first two decades of life are dramatic periods of growth. In order to get a snapshot of the lives of young people, one really needs to take a number of snapshots — one for each age group. Research shows that investments in young people must begin early and be sustained for more than 20 years. While schools end at age 18, too many youth are still not fully prepared for adulthood. Any dashboard must have clear displays for multiple developmental periods.

Please note: the specific elements in the cells are presented as samples. People using this frame are encouraged to engage stakeholders in a process to define specific outcomes that resonate within their particular context. We would, however, encourage users to consider the full range of developmental outcomes and age groups.

<table>
<thead>
<tr>
<th>DEVELOPMENTAL AREAS</th>
<th>AGES</th>
<th>Early Childhood 0-5 yrs</th>
<th>Elementary Age 6-10 yrs</th>
<th>Middle School 11-13 yrs</th>
<th>High School 14-18 yrs</th>
<th>Young Adults 19-24 yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READY FOR COLLEGE</strong></td>
<td>Learning</td>
<td>All young children ready to learn</td>
<td>All children developing basic skills and competencies</td>
<td>All youth succeeding in school</td>
<td>All young people are fully prepared for higher education or work</td>
<td>All young adults enter workforce or higher education with marketable skills</td>
</tr>
<tr>
<td><strong>READY FOR WORK</strong></td>
<td>Working</td>
<td>All young children have awareness that adults work</td>
<td>All children have positive attitudes toward the employment of adults in their lives</td>
<td>All youth are aware of possible career paths that give them hope and purpose</td>
<td>All young people make a successful transition to adulthood</td>
<td>All young adults are employed with living wage and benefits</td>
</tr>
<tr>
<td><strong>READY FOR LIFE</strong></td>
<td>Thriving</td>
<td>All young children are fully immunized</td>
<td>All children meet physical standards for developmental age</td>
<td>All youth develop proper nutrition, hygiene and exercise routines</td>
<td>All youth are engaged in physical activity and avoid risk-compromising behaviors</td>
<td>All young adults have good health and health habits</td>
</tr>
<tr>
<td></td>
<td>Connecting</td>
<td>All young children have appropriate attachment to a significant adult</td>
<td>All children have positive self awareness, ability to express themselves</td>
<td>All youth engage in socially acceptable behavior and have a healthy self-concept</td>
<td>All young people have a sense of independent as well as positive relationships with those around them</td>
<td>All young adults foster personal and social growth in the people in their lives</td>
</tr>
<tr>
<td></td>
<td>Leading</td>
<td>All young children feel supported by a community around them</td>
<td>All children accept rules and social boundaries</td>
<td>All youth demonstrate attitudes and behaviors of civic responsibility</td>
<td>All young people are involved in programs to give back</td>
<td>All young adults are making a difference in their community</td>
</tr>
</tbody>
</table>
For every age group, there are range of goals for youth: protecting them from harm (and punishing youth when they harm society); preventing a range of negative outcomes, from drug abuse to youth violence; promoting positive outcomes, such as academic success; and ensuring that youth are not just fully prepared, but are fully participating in their world in positive ways. Each are critical, and indicators must track progress in all of these areas.

Please note: the specific indicators in the cells are presented as samples. Ideally, each cell would be filled with multiple indicators. An ongoing tension exists between being comprehensive (including every possible indicator) and being comprehensible (selecting only a few indicators to make it easier for people to quickly assess results). One possible solution would be to include multiple indicators, but to report them back in summary form. In other words, each cell would have a single score that summarizes the underlying related indicators. Developing and/or selecting such summary indices would be a valuable research project. We would encourage anyone undertaking such a project to consider the full range of developmental outcomes and goals for young people. We would also encourage them to use the same overarching framework for the full set of age ranges, yet to develop different summary indices for each developmental period.

### Indicators
(Shown for 15- to 19-Year Olds)

<table>
<thead>
<tr>
<th>Developmental Areas</th>
<th>College Learning</th>
<th>Work Working</th>
<th>Thriving</th>
<th>Life Connecting</th>
<th>Leading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protecting</td>
<td>Percent of students who are not enrolled in school</td>
<td>Unemployment rate among 16- to 19-year olds</td>
<td>Percent of youth who are overweight or obese, have STDS, use tobacco or illicit substances, or binge drink.</td>
<td>Suicide rates</td>
<td>Number of violent juvenile arrests per 100,000 juvenile population</td>
</tr>
<tr>
<td>Preventing</td>
<td>Percentage of students who “skipped or “cut” classes or school days in the last three weeks</td>
<td>Percent of youth with workplace skills</td>
<td>Percent of youth reporting regular exercise, healthy diet and reproductive health</td>
<td>Percent of youth who are reported to be sad, unhappy or depressed</td>
<td>Percent of youth who report physical fighting</td>
</tr>
<tr>
<td>Promoting</td>
<td>Percent of students achieving at grade level</td>
<td>Percent of youth who are active in programs to promote physical health among their peers</td>
<td>Percent of youth reporting “adults in my community care about people my age,” and “students in my school treat each other with respect”</td>
<td>Percent of youth who participate in one or more community organizations</td>
<td>Percent of youth who participate in one or more community organizations</td>
</tr>
<tr>
<td>Participating</td>
<td>Percent of students actively involved in service learning programs</td>
<td>Percent of youth engaged in workplace activities</td>
<td>Percent of youth serving as peer tutors and counselors</td>
<td>Percent of 18- to 24-year-olds voting</td>
<td>Percent of 18- to 24-year-olds voting</td>
</tr>
</tbody>
</table>

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*Child Trends, one of the organizations working to advance the science of youth outcomes and indicators, recently compiled a compendium that identifies potential youth outcomes and corresponding indicators, summarizes their research base and includes examples of age-appropriate measures to track them over time. This compendium provides a solid foundation for work on indicators.*
Viewing indicators of growth is not useful unless one can change their direction. Fortunately, states have a number of inputs they can and do provide, organized into various systems (education, juvenile justice, etc.) How do these systems cover the array of indicators of development, spanning both the developmental areas and the goals from protection to participation? There are two ways to answer this question. First, one can map out where each system places its primary emphasis — it would come as no surprise, for example, to see that the educational system focuses on promoting learning.

<table>
<thead>
<tr>
<th>DEVELOPMENTAL AREAS</th>
<th>SYSTEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Child Welfare</td>
</tr>
<tr>
<td>READY FOR COLLEGE</td>
<td>Learning</td>
</tr>
<tr>
<td>READY FOR WORK</td>
<td>Working</td>
</tr>
<tr>
<td>READY FOR LIFE</td>
<td>Thriving</td>
</tr>
<tr>
<td></td>
<td>Connecting</td>
</tr>
<tr>
<td></td>
<td>Leading</td>
</tr>
</tbody>
</table>

**Fuel Tank:**
**INPUT FROM SYSTEMS**
Second, one could map out the full range of resources the systems bring to bear. For example, the educational system actually devotes resources that span the full range of developmental areas and goals.

Please note: the specific resources in the cells are presented as samples. Ideally, this framework would be filled out for each of the systems and sectors that provide supports and opportunities for youth. The next task would be to analyze strengths and gaps. Summary indices which provide an overall indication of how well each of the cells is filled across sectors and systems would be valuable to provide an overall sense of how much support young people are receiving in each aspect of their lives. Again, we would encourage anyone undertaking such a project to consider the full range of developmental outcomes and goals for young people, and to use the same framework to analyze each system and sector. We would also encourage them to use the same overarching framework for the full set of age ranges, yet to develop different summary indices for each developmental period.

<table>
<thead>
<tr>
<th>DEVELOPMENTAL AREAS</th>
<th>COLLEGE</th>
<th>WORK</th>
<th>LIFE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning</td>
<td>Working</td>
<td>Connecting</td>
</tr>
<tr>
<td>GOALS</td>
<td>Protecting</td>
<td>Preventing</td>
<td>Promoting</td>
</tr>
<tr>
<td></td>
<td>Ending social promotion</td>
<td>Remedial education</td>
<td>Academic courses</td>
</tr>
<tr>
<td></td>
<td>Workers’ rights class</td>
<td>Remedial education</td>
<td>Vocational education</td>
</tr>
<tr>
<td></td>
<td>Reporting suspected abuse</td>
<td>Sexual education school clinic</td>
<td>Physical education</td>
</tr>
<tr>
<td></td>
<td>Reported suspected neglect</td>
<td>Counseling</td>
<td>Student clubs</td>
</tr>
<tr>
<td></td>
<td>Expulsion policies for dangerous youth</td>
<td>Conflict management training</td>
<td>Civics education</td>
</tr>
</tbody>
</table>
Knowing that inputs are being provided is only half of the battle. One also needs to know the quality of these inputs. The National Academy of Sciences recently released an authoritative report laying out the characteristics of settings that support young people’s development — and the characteristics of settings that undermine development. These provide a template by which one could judge the quality of any input into young people’s lives. Most settings fall somewhere in between, hopefully meeting minimal quality standards while striving to continually improve.

<table>
<thead>
<tr>
<th></th>
<th>Harmful</th>
<th>Minimal</th>
<th>Optimal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical and Psychological Safety</strong></td>
<td>Physical and health dangers, fear, feeling of insecurity, sexual and physical harassment, verbal abuse.</td>
<td>Safe and health-promoting facilities; practice that increases safe peer group interaction and decreases unsafe or confrontational peer interactions.</td>
<td>Limit setting, clear and consistent rules and expectations, firm-enough control, continuity and predictability, clear boundaries and age-appropriate monitoring.</td>
</tr>
<tr>
<td><strong>Appropriate Structure</strong></td>
<td>Chaotic, disorganized, laissez-faires, rigid, overcontrolled, autocratic.</td>
<td></td>
<td>Warmth, closeness, connectedness, good communications, caring, support, guidance, secure attachment, responsiveness</td>
</tr>
<tr>
<td><strong>Supportive Relationships</strong></td>
<td>Cold, distant, overcontrolling, ambiguous support, untrustworthy, focused on winning, inattentive, unresponsive, rejecting</td>
<td></td>
<td>Opportunities for meaningful inclusion, regardless of one’s gender, ethnicity, sexual orientation, or disabilities; social inclusion, social engagement and integration; opportunities for socio-cultural identity formation; support for cultural and bicultural competence.</td>
</tr>
<tr>
<td><strong>Opportunities to Belong</strong></td>
<td>Exclusion, marginalization, intergroup conflict</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Positive Social Norms</strong></td>
<td>Normless, anomie, laissez-faire practices, antisocial and amoral norms, norms that encourage violence, reckless behavior consumerism, poor health practices; conformity</td>
<td>Rules of behavior, expectations, injunctions, ways of doing things, values and morals, obligations for service</td>
<td></td>
</tr>
<tr>
<td><strong>Support for Efficacy and Mattering</strong></td>
<td>Unchallenging, overcontrolling, disempowering, disabling. Practices that undermine includes motivation and desire to learn, such a excessive focus on current relative performance level rather than improvement</td>
<td>Youth-based, empowerment practices that support autonomy, making a real difference in one’s community and being taken seriously. practice that is enabling, responsibility granting, meaningful challenges. practice that focus on improvement rather than on relative current levels</td>
<td></td>
</tr>
<tr>
<td><strong>Opportunities for Skill-Building</strong></td>
<td>Practice that promotes bad physical habits and habits of mind; practice that undermines school and learning.</td>
<td></td>
<td>Opportunities to learn physical, intellectual, psychological, emotional and social skills; exposure to intentional learning experiences; opportunities to learn cultural.</td>
</tr>
<tr>
<td><strong>Integration of Family, School and Community Efforts</strong></td>
<td>Discordance, lack of communications, conflict</td>
<td></td>
<td>Concordance, coordination and synergy among family, school and community</td>
</tr>
</tbody>
</table>

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Leaders need to use the Big Picture Approach – sharpening the focus of the whole picture while setting priorities within it – to plan for and tackle each of the following 10 action steps that make up the...

**BLUEPRINT FOR ACTION**

**SET BIG PICTURE GOALS**
clarify and connect the frameworks and the messages, the data and the metrics

Define big picture messages and frameworks. Develop common language and common messages that connect to big picture organizing frameworks.

Develop or request youth-centered data and information that focus on children and youth and cuts across systems (including youth outcomes, participation, programs, resources, public opinion, public policies).

Define common metrics and track progress on measurable goals related to youth outcomes, community supports and leadership commitments.

**BE BIG TENT PARTNERS**
engage diverse stakeholders and link existing efforts to work together under one tent

Understand and engage the range of stakeholders. Respect self-interest. Make sure partners are honest and articulate about their issues, goals, capacities, resources and constraints. And understand that within the big picture everyone doesn’t have to do everything.

Map and link the existing initiatives and coordinating structures. Understand the focus and force of the various moving trains and standing bodies concerned with children and youth.

**USE BIG IMPACT STRATEGIES**
integrate current and emerging strategies to make sure you realize your goals

Improve and coordinate existing programs and supports across systems and settings. Fill gaps when needed.

Align existing policies and resources. Understand the policy and resource landscape. Make adjustments aggressively.

Engage youth and families as organizers, planners, advocates by ensuring ongoing opportunities for leadership and participation. Have strategies that reach all, not just a few.

Increase public, private and corporate demand by expecting it. Communicate a big picture vision and plan. Leverage your champions.

**CREATE (OR STRENGTHEN) A BIG PICTURE COORDINATING BODY**
Identify a change making entity with the capacity, motivation and authority to help add up and align these actions.
Appendix IV:

Community Schools –
Promoting Student Success,
A Rationale and Results Framework
ABOUT THE COALITION FOR COMMUNITY SCHOOLS

The Coalition for Community Schools is an alliance of national, state and local organizations in education K-16, youth development, community planning and development, family support, health and human services, government and philanthropy as well as national, state and local community school networks. Our mission is to advance opportunities for the success of children, families and communities by promoting the development of more, and more effective, community schools. The Coalition for Community Schools believes that strong communities require strong schools and strong schools require strong communities. We envision a future in which schools are centers of thriving communities where everyone belongs, works together, and succeeds. The Coalition is housed at the Institute for Educational Leadership in Washington, DC.

COALITION FOR COMMUNITY SCHOOLS STAFF

Martin J. Blank, President, Institute for Education Leadership, and Director, Coalition for Community Schools;

Maame Ameyaw
Shital C. Shah
Reuben Jacobson

ORDERING INFORMATION

The full report is available for download free of charge at www.communityschools.org.

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Web site: www.communityschools.org
The purpose of this document is twofold:

- To outline a rationale for the community school as a primary vehicle for increasing student success and strengthening families and community
- To define specific results that community schools seek—both in terms of how they function and in relationship to the well-being of students, families, and communities.

The information in this document reflects the work of community school advocates and practitioners at the national, state, and local levels. It is intended as a resource for local policymakers and practitioners who wish to explore or implement a community school strategy. *It is not a prescription; each community school initiative and individual community school must define and explain the results it is seeking to its constituency in terms that reflect its unique conditions and circumstances.*

**The Community School Vision**

A community school is both a place and a set of partnerships between school and community. It has an integrated focus on academics, youth development, family support, health and social services, and community development. Its curriculum emphasizes real-world learning through community problem solving and service. By extending the school day and week, it reaches families and community residents. The community school is uniquely equipped to develop an educated citizenry, to strengthen family and community, and to nurture democracy in the twenty-first century.
There is a tendency in education reform to disregard the role of family and community. In recent years, the focus of education reform has been predominantly inside the school, focused on standards, testing, and teacher quality. It has all but ignored the external factors that influence student achievement such as family circumstances, poverty, health, cultural differences, student engagement, and others.

While the public recognizes the importance of these non-school factors, school reform efforts have ignored them. The recent 38th Annual Phi Delta Kappa/Gallup Poll of the Public’s Attitudes Toward the Public Schools indicates that 70 percent of Americans blame societal factors for the achievement gap and high dropout rates while only 22 percent fault the schools. Public Agenda’s June Reality Check 2006, a set of public opinion tracking surveys on key public education issues, showed that:

“…key segments of the public increasingly see standards and testing as a ‘Johnny-one-note approach.’ They are concerned about...school climate, family support, and social problems that are seeping into the school.”

Research published by the Educational Testing Service confirms these public perceptions. Parsing the Achievement Gap by Paul Barton identified eight factors before and beyond school that influence the achievement gap; among them are parent participation, student mobility, hunger and nutrition, lead poisoning, low birth weight, and television watching.

Community schools recognize that many factors influence the education of our children. This is why they work to mobilize the assets of the school and the entire community to improve educational, health, social, family, economic, and related results.
Community schools function as active agents of change in the lives of students, families and their communities. Leaders of community school initiatives know that success in school, strong families, and healthy communities are intertwined.

Partners pursue a balanced approach that recognizes the importance of academic and non-academic factors and the value of developing social capital to support young people.

Community schools achieve this balance by creating the Conditions for Learning (see below). These conditions, based on research from multiple fields, describe the comprehensive and supportive environment necessary to educate all students to high standards.

The experience of the Coalition for Community Schools suggests that fulfilling these conditions will enable public schools and their communities to more readily achieve the multiple purposes of public education—to help students develop the academic and social competencies to succeed in life and to prepare them to be productive participants in our democracy. The collective presence of these conditions, and the interaction among them, increases the likelihood of success for all.

The Conditions for Learning

- Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development.
- The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.
- Students are motivated and engaged in learning—both in school and in community settings, during and after school.
- The basic physical, social, emotional, and economic needs of young people and their families are met.
- There is mutual respect and effective collaboration among parents and school staff.
- The community is engaged in the school and promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.

To learn more about the conditions for learning, go to: http://www.communityschools.org/mtdhomepage.html
Partnership is one of the most important principles of effective community schools. No single entity can create all of these conditions, so community schools build partnerships between the school and other organizations and institutions, both public and private. Often, a lead organization coordinates the relationship between the school and its community partners, bringing new expertise to the school and reducing the burden on school staff. The lead organization can be a community-based organization, a public agency, or the school itself.

Community schools intentionally align resources and relationships toward specific results for students, families, schools, and the community. Both the school and community set priorities for action together.

COMMUNITY SCHOOLS LOGIC MODEL

To create a picture of what happens at a community school in order to achieve a set of results, the Coalition created a Community Schools Logic Model (see Exhibit 1 on page 9) that illustrates how community school activities can lead to desired results.

Guiding Principles for Community Schools

- **Foster strong partnerships:** Partners share their resources and expertise and work together to design community schools and make them work.

- **Share accountability for results:** Clear, mutually agreed-upon results drive the work of community schools. Data helps partners measure progress toward results.

- **Set high expectations for all:** Community schools are organized to support learning. Children, youth, and adults are expected to learn at high standards and to be contributing members of their community.

- **Build on the community’s strengths:** Community schools marshal the assets of the entire community—including the people who live and work there, local organizations, and the school.

- **Embrace diversity:** Community schools know their communities. They work to develop respect and a strong, positive identity for people of diverse backgrounds and are committed to the welfare of the whole community.
The Community Schools results framework is divided into two parts. The first part focuses on the specific results in the Logic Model related to the learning and well-being of students, as well as their families and communities, and includes specific indicators for measuring progress toward these results.

The second part addresses the capacity of a community school to attain the results it desires and how to measure that capacity. The greater the capacity of the community school, the more likely it is to achieve its desired results for students, family, and community.

PART 1. RESULTS AND INDICATORS OF STUDENT SUCCESS

Exhibit 2 (see page 10) suggests nine results, both short and long term, that are essential for student success. Please note that interaction between the “conditions for learning” may contribute to more than one result.

Short Term Results
- Children are ready to enter school
- Students attend school consistently
- Students are actively involved in learning and in their community
- Families are increasingly involved in their children's education
- Schools are engaged with families and communities

Long Term Results
- Students succeed academically
- Students are healthy—physically, socially, and emotionally
- Students live and learn in safe, supportive, and stable environments
- Communities are desirable places to live

All of these results move community schools towards contributing to the larger impact of: students graduate ready for college, careers, and citizenship. Specific indicators for measuring progress toward each result are proposed in Exhibit 2. They represent a comprehensive list of the most important indicators being used currently by various community school initiatives and the most recent research. The Coalition
Coalition for Community Schools

anticipates that local community school leaders will use this framework as a starting point for defining results and indicators that are responsive to their own challenges and circumstances.

To complement this results framework, the Coalition has prepared a Community Schools Evaluation Toolkit that will assist you in the design and evaluation of your community schools initiative. You can access the toolkit at the Coalition's website: www.communityschools.org.

PART 2. SCHOOLS FUNCTION FULLY AS COMMUNITY HUBS

Student success relies on the effective operation of community schools—interpersonally and organizationally. Strong leadership and management, alignment of resources to achieve specific results, and strong relationships among students, parents and families, school personnel, and community partners are all pivotal. Together they create a solid infrastructure and the capacity to build student success.

Exhibit 3 (see page 11) includes a set of indicators for determining whether the community school has the capacity to function effectively as a hub of the community. These indicators reflect the operating experience of community school practitioners and advocates. Use the form as a tool that key actors at individual community schools can use to assess progress against each of these indicators. Dialogue about the assessment data is vital for improving performance.
### Exhibit 1. Community Schools Logic Model

**Inputs**
- Family engagement (Adult education)
- Extended learning opportunities/Youth Development
- Family support (health, mental health, Social Services)
- Social and emotional learning
- Early Childhood Development
- Professional Development (School Staff/Community)

**What Happens at Community Schools?**
- Supported Families
- Comprehensive Learning Supports
- Integrated Academic, Intellectual, Social, Emotional, and Physical Development
- High-Quality, engaging, instructional Programs
- Partnership between Schools and Partners

**Outputs**
- Children Ready to enter school
- Students Attend school Consistently
- Students Actively involved in learning/Community

**Short-term Results (Proximal)**
- Students succeed Academically
- Students physically, socially, emotionally
- Students live/learn in safe, supportive, stable environments
- Communities are Desirable places to live

**Long-term Results (Distal)**
- Students Graduate Ready for College, Careers, Citizenship
- Health Students—Physically, Socially, Emotionally
- Students live/Learn in Safe, Supportive, Stable Environments

**Impact**
- Community Schools Logic Model

**Your Planned Work**
- Your intended outcomes

**Your Intended Outcomes**
- Supported Families
- Comprehensive Learning Supports
- Integrated Academic, Intellectual, Social, Emotional, and Physical Development
- High-Quality, engaging, instructional Programs
- Partnership between Schools and Partners

**Coalesc for Community Schools**
## Exhibit 2. Community Schools Framework for Student Success

### “Students Succeeding at School and in Life”

<table>
<thead>
<tr>
<th>CONDITIONS FOR LEARNING</th>
<th>RESULTS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development.</td>
<td>SHORT TERM</td>
<td>Immunization rates, Blood lead levels, Parents read to children, Blood lead levels, Parents read to children, Teachers support students, Grades, Teachers take positive approach to teaching and learning, Graduation rates, Dropout rates, Reading by 3rd grade</td>
</tr>
<tr>
<td>The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.</td>
<td>Students Are Ready To Enter School</td>
<td>Daily attendance, Early Chronic Absenteeism, Tardiness, Truancy</td>
</tr>
<tr>
<td>Students are motivated and engaged in learning—both in school and in community settings, during and after school.</td>
<td>Students Attend School Consistently</td>
<td>Students feel they belong in school, Availability of in-school and after-school programs, Students feel competent, Schools are open to community, Attendance at before- and after-school programs, Partnerships for service learning in the school/community, Post-secondary plans</td>
</tr>
<tr>
<td>The basic physical, social, emotional, and economic needs of young people and their families are met.</td>
<td>Students Are Actively Involved in Learning and the Community</td>
<td>Trust between faculty and families, Teacher attendance and turnover, Faculty believe they are an effective and competent team, Community–school partnerships</td>
</tr>
<tr>
<td>There is mutual respect and effective collaboration among parents, families, and school staff.</td>
<td>Schools Are Engaged with Families and Communities</td>
<td>Families support students’ education at home, Family attendance at school-wide events and parent-teacher conferences, Family experiences with school-wide events and classes, Family participation in school decisionmaking</td>
</tr>
<tr>
<td>The community is engaged in the school and promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.</td>
<td>Families Are Actively Involved in Children’s Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LONG TERM</td>
<td>Standardized test scores, Teachers support students, Grades, Teachers take positive approach to teaching and learning, Graduation rates, Dropout rates, Reading by 3rd grade</td>
</tr>
<tr>
<td></td>
<td>Students Succeed Academically</td>
<td>Asthma control, Vision, hearing, and dental status, Physical fitness, Nutritional habits, Positive adult relationships, Positive peer relationships</td>
</tr>
<tr>
<td></td>
<td>Students Are Healthy Physically, Socially, and Emotionally</td>
<td>Students, staff, and families feel safe, Schools are clean, Families provide for basic needs, Incidents of bullying, Reports of violence or weapons</td>
</tr>
<tr>
<td></td>
<td>Students Live and Learn In Stable and Supportive Environments</td>
<td>Employment and employability of residents and families served by the school, Student and families with health insurance, Community mobility and stability, Juvenile crime</td>
</tr>
<tr>
<td></td>
<td>Communities Are Desirable Places to Live</td>
<td></td>
</tr>
</tbody>
</table>
**Exhibit 3. Indicators of Capacity**

*“Schools Function Fully as Community Hubs”*

### Leadership and Management

<table>
<thead>
<tr>
<th>Statement</th>
<th>No opinion/information</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree/disagree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our principal provides supportive leadership.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. A community school coordinator is present on a full-time basis.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. Our coordinator facilitates close communication between the principal, school, and community partners.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. The community school coordinator is an active participant on the school leadership team.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. Key stakeholders have agreed upon a clear vision and guiding principles for our community school.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. Teachers view the efforts of community partners as supporting their work.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7. Trust is present among school administrators, teachers, parents, family members, and community partners.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Results and Data

<table>
<thead>
<tr>
<th>Statement</th>
<th>No opinion/information</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree/disagree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Working with staff, families, and community partners, our community school has identified desired results.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. Our community school has identified baseline indicators for measuring students, family, and community progress.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. Our community school uses data-based methods to determine its priorities and assess progress regularly.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. Our community school analyses data and reviews the results to adjust implementation strategies when appropriate.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Relationships with Partners

<table>
<thead>
<tr>
<th>Statement</th>
<th>No opinion/information</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree/disagree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community partners see our school as an inviting and productive place to provide programs and services.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. Effective communications mechanisms are in place between school staff and community partners.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. Effective communications mechanisms are used regularly to inform parents, families, and residents, as well as community leaders and the public about the accomplishments and needs of our community school.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

### Planning and Decision Making

<table>
<thead>
<tr>
<th>Statement</th>
<th>No opinion/information</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree/disagree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A plan is in place for aligning and coordinating supports and opportunities from the school and the community in order to achieve specific results.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6</td>
</tr>
<tr>
<td>2. The plan demonstrates clear linkages between in-school and after-school curriculum.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. A flexible, decision-making group guides the work of the community school.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. The decision-making group's members represent all key stakeholders, including parents or family members, community residents, school staff, and community partners.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</table>

### Parent and Community Participation

<table>
<thead>
<tr>
<th>Statement</th>
<th>No opinion/information</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree/disagree</th>
<th>Somewhat agree</th>
<th>Agree</th>
<th>Strongly agree</th>
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</thead>
<tbody>
<tr>
<td>1. Our community school welcomes diversity.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. The leaders of our community school facilitate honest conversations among students, families, and residents from different ethnic and racial groups.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3.Parents, family members, and community residents play active and effective roles in our community school.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. Community residents use the school as a focal point for addressing community issues and challenges and for celebration.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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### Sustainability

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<tr>
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<th>Somewhat agree</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>1. Our community school has developed a long-range plan for financial sustainability.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>2. Our community school is the early stages of implementing a long-range financial plan.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</tbody>
</table>
Coalition for Community Schools

Because Every Child Deserves Every Chance

Coalition for Community Schools
c/o Institute for Educational Leadership
4455 Connecticut Avenue, NW, Suite 310
Washington, DC 20008
Telephone: (202) 822-8405 ext 156
Fax (202) 872-4050
E-mail: ccs@iel.org
Web site: www.communityschools.org

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The San Francisco Foundation
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UCLA Center for Mental Health in Schools
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Chicago Public Schools
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Evansville-Vanderburgh School Corporation
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National League of Cities
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Afterschool Alliance
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Children’s Aid Society
Brent Schondelmeyer
Local Investment Commission
Sharon Adams Taylor
American Association of School Administrators
Roger Weissberg
Collaborative for Academic, Social, and Emotional Learning
Martin J. Blank, President
Institute for Educational Leadership
Appendix IV:

The Cradle through College Pipeline: Supporting Children's Development through Evidence-Based Practices
The Cradle through College Pipeline: Supporting Children's Development through Evidence-Based Practices

A Document from the Harlem Children’s Zone
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</table>
Promise Academy Charter School

Similar Promising Practice Programs:
- Charter School Research
- Chicago Child Parent Centers
- Tools of the Mind
- Experience Corps
- The Incredible Years
- Al’s Pals: Kids Making Healthy Choices
- Reading One-to-One
- Fast Track Prevention Project
- Woodrock Youth Development Project (WYDP)

MIDDLE SCHOOL PROGRAMS

HCZ Programs: Promise Academy Charter Middle School, TRUCE Fitness and Nutrition Center, Boys to Men
- Promise Academy Charter Middle School

Similar Promising Practice Programs:
- Healthy Weight Regulation Curriculum
- “Fit for Life” Boy Scout Badge
- SHAPEDOWN
- Child and Adolescent Trial for Cardiovascular Health (CATCH)
- Children’s Aid Society - Carrera (CAS - Carrera) Program
- Big Brothers Big Sisters (BBBS)
- The Summer Training and Education Program (STEP)
- Across Ages
- Fast Track Prevention Project
- The Aban Aya Youth Project: Reducing Violence Among African American Adolescent Males
- I Have a Dream®
- The Boys & Girls Clubs of Philadelphia, Inc.
- Building Essential Life Options through New Goals (Project BELONG)
- CASASTART (Formerly Children At Risk)
- Woodrock Youth Development Project (WYDP)

HIGH SCHOOL PROGRAMS

HCZ Programs: TRUCE, College Success Office, Education and Technology Center

Similar Promising Practice Programs:
- Gimme 5: A Fresh Nutrition Concept for Students
- SHAPEDOWN
- The Stanford Adolescent Heart Health Program
- Reach for Health Service Learning Program
- Quantum Opportunities Program (QOP)
- The Summer Training and Education Program (STEP)
- Teen Outreach Program (TOP)
- Career Beginnings
- Career Academies
- Upward Bound
- Job Training Partnership Act (JTPA)
- JOBSTART
VOCATIONAL OR COLLEGE SUPPORT PROGRAMS

HCZ Program: College Success Office

Similar Promising Practice Programs:
   Upward Bound
   Job Training Partnership Act (JTPA)
   JOBSTART
   Job Corps
   Youth Corps (American Conservation and Youth Service Corps)

BIBLIOGRAPHY
Preface

Introduction to the Harlem Children’s Zone

For over 35 years, Harlem Children’s Zone ® (HCZ ®) has been committed to helping disadvantaged and at-risk children secure educational and economic opportunities. The HCZ mission is rooted in the belief that the cycle of poverty can be broken by the coupling of a critical mass of engaged, effective families with the provision of readily accessible early and progressive intervention in children’s development. This combination is absolutely essential to help youth achieve the educational and economic opportunities that would otherwise be denied to them. In the fall of 2000, under the leadership of Geoffrey Canada, HCZ launched the Harlem Children’s Zone Project – a place-based initiative that has been called “one of the most ambitious social-policy experiments of our time” by the New York Times (Paul Tough, June 2004).

HCZ believes that the success of the HCZ Project is intrinsically linked to the establishment of and adherence to a core set of principles that are necessary to create change1:

- **Serve an entire neighborhood comprehensively and at scale.** Engaging an entire neighborhood (1) reaches children in numbers significant enough to affect the culture of a community; (2) transforms the physical and social environments that impact the children’s development; and (3) creates programs at a scale large enough to meet the local need.

- **Create a pipeline of support.** Developing excellent, accessible programs and schools and linking them to one another so that they provide uninterrupted support for children’s healthy growth, starting with pre-natal programs for parents and finishing when young people graduate from college. The pipeline should be surrounded by additional wrap-around programs that support families and the larger community.

- **Build community among residents, institutions, and stakeholders, who help to create the environment necessary for children’s healthy development.**

- **Evaluate program outcomes and create a feedback loop that cycles data back to management for use in improving and refining program offerings.**

- **Cultivate a culture of success rooted in passion, accountability, leadership, and teamwork.**

These principles are at the core of HCZ’s success; we expect that communities seeking to create a youth-centered, neighborhood-based intervention that is modeled after the HCZ will tap into this full set of principles.

---

1 Please see Whatever it Takes: A White Paper on the Harlem Children’s Zone for additional information. Copies are available for download at www.hcz.org.
**Purpose of this Document**
HCZ’s Practitioners Institute, and its evaluation, policy, and development departments share the work of the organization with non-profits, government entities, and policymakers, both nationally and internationally. We have been asked repeatedly for a list of programs that communities can consider when developing their own youth-focused, place-based initiative. Because such extensive service collaboration is uncommon, few communities already have all of the programs in place that are needed to establish a pipeline. Many individuals and groups have asked for help in identifying and selecting proven programs that can supplement or complement their own. We have developed this document in an effort to provide some support in identifying existing best-practice models of the various community components incorporated in a complete pipeline. It contains a list of programs that have been shown to be effective via their participation in randomized controlled trial (RCT) studies. While this document is ambitious, we acknowledge that it is in no way complete.

**Methodology**
This document includes only those programs that have been proven to be effective using RCTs (i.e., programs that have been subject to true experiments in which some individuals who apply for services receive them and some do not). However, this list is not exhaustive, and we do not assert that only programs proven effective through randomized controlled trials should be in a pipeline. Given the impossibility of familiarizing ourselves with all of the youth development programs that have been deemed to be “successful” and our inability to vouch for individual programs, it seemed prudent to rely on the strictest level of analysis in developing a list of promising practice programs for consideration.

Moreover, several well-respected institutions have already engaged in the hard work of developing compendiums of programs shown to be successful via RCTs. Our work was made immeasurably easier by being able to cull from the efforts of The RAND Corporation, the Institute of Education Sciences at the U.S. Department of Education (What Works Clearinghouse), and Child Trends: HCZ staff members accessed data from [http://www.promisingpractices.net](http://www.promisingpractices.net), [http://ies.ed.gov/ncee.wwc/](http://ies.ed.gov/ncee.wwc/), and [http://www.childtrends.org/_catdisp_page.cfm?LID=CD56B3D7-2F05-4F8E-BCC99B05A4CAEA04](http://www.childtrends.org/_catdisp_page.cfm?LID=CD56B3D7-2F05-4F8E-BCC99B05A4CAEA04).

Each program presented in this document includes a program summary with a note on the age groups for which the programs have been evaluated, the community or communities in which the program was evaluated, a short description, and pertinent evaluation findings. A summary table provides a listing of all of the programs and a bibliography provides research citations for each program.

**Evidence-Based and Evidence-Supported Programs**
Our decision to present only RCT-vetted programs (i.e., evidence-based programs) in this document is the result of a great deal of consideration. We provide this list even though we are quite aware that many successful programs have not subscribed to this type of analysis and thus cannot be included. Indeed, none of the HCZ programs has been subject to RCT, as such a research design and the attendant denial of services (whether temporary or permanent) associated with it are inconsistent with HCZ’s mandate to serve all of the imperiled children living in our designated area.

The absence of programs considered successful by many occurs despite the fact that any pipeline will most likely have to include some programs that are not RCT-tested. The inclusion of at least one evidence-supported program will likely be necessary to the completion of a fully-realized pipeline because: (a) most communities will have developed one or several strong programs of their own that they will prefer to include in their array and (b) some neighborhoods will not be able to find an evidence-based program (or programs) that meets the needs of their community in all of the pipeline component areas.
Since building a pipeline of promising practice programs for every stage of a child’s life is such a difficult undertaking, most communities would be wise to begin by building upon their own existing programs with proven outcomes. For some, this may mean starting with a preschool program; for others, youth development might be first. Strong evidence of a program working on the ground is worth a great deal, as one can never be completely certain of the effectiveness of a replication effort initially, despite proven success in similar communities.

Furthermore, the proven outcomes associated with evidence-based programs can only be expected to re-occur if they are implemented with absolute fidelity, which is sometimes impossible. For example, while the Nurse-Family Partnership is a very strong program with incontrovertible evidence of success, its effectiveness has been proven for first-time parents only. It cannot be used to address the parenting needs of grandparents who are raising a second generation of children, a common demographic in many communities. If used in such a community, it would be essential to supplement Nurse-Family Partnership with an evidence-based or evidence-supported program targeting second-time-around caregivers.

As Mark Friedman states in *Trying Hard is Not Good Enough*:

> Research is important, but it is also important that the thinking of the group not be limited by the research. My friends in the academic community sometimes blanch when I say this. But the research world can only tell us a fraction of what we need to know. We’ve got to make sure we use our own common sense, our own life experience, and our own knowledge of the communities in which we live. Something that has worked elsewhere might not work so well in your community. There must be room for learning and innovation. (42-43).

**A Final Word**

*HCZ has not implemented any of the promising practice programs described in this document*[^2] (a list and description of the programs we provide follows). This merits highlighting, as we do not have first-hand experience with any of the programs listed in this document and cannot speak knowledgeably about the full-range of impacts one might expect from them. We hope that the provision of this list of programs that are not a part of our own pipeline underscores the message that we have tried to convey consistently: initiatives modeled after the HCZ Project need not incorporate all – or even any – of the HCZ original programs, but it is essential that they adhere strictly to our core principles to create the best conditions for successful outcomes for children and their families.

Different communities have different needs, resources, and existing services. They are affected in different ways by diverse national, state, and local policies; funding opportunities; and local cultures and mores. It would be inappropriate for us to recommend the same set of programs for such varied communities. The key is to take the HCZ principles and use them to create a new project in a new community, not to replicate HCZ’s specific programs.

HCZ’s individual programs and mix of programs have brought about strong outcomes for the residents of the zone but the same pipeline would not necessarily produce the same results elsewhere. In fact, given the varying needs and resources of each particular community, attempting to recreate all of our programs is more likely to bring about a different set of outcomes from ours than a similar one.

[^2]: It is true that HCZ has implemented The Chicago Parent Program, a variation of The Incredible Years, at our Harlem Gems and Head Start Programs.
Each neighborhood that develops its own initiative must discover the most beneficial program mix. For example, does the community have a problem with asthma or would tackling lead poisoning have a greater impact? Should the parenting program focus specifically on the needs of teen parents? Would an academically-focused youth development program with a focus on health science careers tap into the interests and potential job opportunities of the young people in that community? Challenges, needs, interests, histories, and resources vary and each community must be flexible in building its pipeline.

We encourage readers of this document who are seeking to create their own youth-focused community initiative modeled after HCZ to undertake their own research of the programs listed here (and others) to determine how their community’s needs might best be addressed.

We hope that this paper proves helpful to the many communities that are committed to improving outcomes for poor children. For further information about HCZ, please visit our website at www.hcz.org or contact Betina Jean-Louis, Ph.D., Director of Evaluation, at HCZ at (212) 360-3255 or bjeanlouis@hcz.org.
<table>
<thead>
<tr>
<th>Program or Initiative</th>
<th>Age Group</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Baby College</td>
<td>Parents of children 0-3</td>
<td>Baby College is a 9-week Saturday program of workshops and weekly home visits for parents and other caregivers of children aged 0-3. Topics include ages and stages of development, brain development, discipline, safety, health, Administration for Children’s Services (ACS), and nutrition. Each workshop theme is mirrored, age appropriately, for children in childcare and is reinforced with parents during weekly home visits.</td>
</tr>
<tr>
<td>Three Year Old Journey</td>
<td>3-year-old children and their parents</td>
<td>Children who were accepted into Promise Academy via lottery attend the Three Year Old Journey with their parents. Together, they learn about pre-K social and academic expectations and participate in educational activities and trips. Parents discuss attachment theory, discipline, separation anxiety, and teachable moments. Program staff model brain-stimulating adult-child engagement.</td>
</tr>
<tr>
<td>Get Ready for Pre-K</td>
<td>3-4-year-old children</td>
<td>This 6-week summer program is for students who are entering Harlem Gems UPK and Uptown Harlem Gems programs. A master’s level certified teacher, an assistant teacher, and three Peacemakers (college-aged AmeriCorps interns) or teacher’s aides in each classroom educate the seven groups of 20 students. The program begins at 8 am and continues until 4:45 pm.</td>
</tr>
<tr>
<td>Harlem Gems Head Start</td>
<td>2.9-4-year-old children</td>
<td>Harlem Gems Head Start program features an extended year and extended day program. All 57 students attend from 8 am to 5:45 pm. The rich curriculum is based on High Scope, Creative Curriculum, and Life Skills Learning Approach. Students learn their numbers, days of the week, and other basic vocabulary words in English, Spanish, and French. Each classroom of 20 students contains one lead teacher, one assistant teacher, and three Peacemakers (college-aged AmeriCorps interns).</td>
</tr>
<tr>
<td>Harlem Gems Universal Pre-Kindergarten and Uptown Harlem Gems</td>
<td>3-4-year-old children</td>
<td>At two separate locations, one in a public school and the other in a storefront, Harlem Gems prepares four-year-old children for entry into kindergarten. Harlem Gems features an extended day and extended year program. All 140 children attend from 8 am to 5:45 pm. The rich curriculum is based on High Scope, Creative Curriculum, and Life Skills Learning Approach. Students learn their numbers, days of the week, and other basic vocabulary words in English, Spanish, and French. Each classroom of 20 students contains one master’s level certified teacher, one bachelor’s level teacher, and three Peacemakers (college-aged AmeriCorps interns) or teacher’s aides.</td>
</tr>
<tr>
<td>Peacemakers</td>
<td>Elementary aged children</td>
<td>Through this program, college-aged interns offer in-classroom support, supervise transitional periods during the school day, provide after-school programming, and coordinate outreach to parents at seven elementary schools in Harlem.</td>
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<tr>
<td>Program or Initiative</td>
<td>Age Group</td>
<td>Description</td>
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| **Promise Academy I & II** | Long term: two K-12 school systems | HCZ Promise Academy Charter Schools offer a high quality, extended day, extended year education to elementary, middle, and high school students. HCZ Promise Academy combines structural reforms with wraparound supports.  
- **Strong Academics**: A comprehensive college preparatory educational program within an extended school day and school year allows PA to have a strong focus on literacy and math within a safe, structured, and personalized environment. Each school has reading and math coaches and all classrooms are staffed with one lead teacher and a Peacemaker or paraprofessional.  
- **More Time on Task**: The school day runs from 8 am to 4 pm, an increase of 20% over a typical school day; the school year consists of 210 days, an increase over the 180 days required by law; and the school year includes a summer program. The summer program is designed to prevent the summer learning loss that affects low-income students as well as to continue to advance students’ skills and knowledge.  
- **Management tools**: By providing our school leaders with merit pay and bonuses, our principals have more tools to reward staff for top-quality work. At the same time, to ensure that all PA students have access to top-quality staff, principals can terminate underperforming staff when necessary.  
- **Data**: Several times each year we administer age-appropriate tests to all students to gauge their progress. Teachers, after-school staff, and students review the results within 1-2 weeks of the test in order to assess progress and to focus on group and individual challenges. This also enables management and the board to track progress and ensure accountability.  
- **Coordinated Wraparound Supports**: The additional supports HCZ provides to the charter schools mirror those we provide to traditional public schools, but have the benefit of a higher level of coordination between school and other program staff. These supports include additional staff for classrooms, out-of-school time programs, and health initiatives.  
- **Enhanced Health Programs**: Our Executive Chef and his team prepare healthy meals and snacks, and we have partnered with the Children’s Health Fund (CHF) to develop a school-based health clinic that offers medical, dental, and mental health services as well as health promotion, education, screenings, outreach, referrals, and case management. Finally, the HCZ Asthma Initiative supports families of children with asthma. |
<p>| <strong>Food Services</strong> | All ages | Recognizing the often unhealthy food environment that exists in America and particularly in poor communities, HCZ’s Executive Chef has created a food service program that ensures that children in our early childhood programs and charter schools eat healthy, locally grown, varied cuisine that is freshly prepared in HCZ’s kitchens. As young people learn to explore the salad bar and experiment with new foods, they are exposed to healthier options than the junk food so prevalent in their neighborhood. In addition, the food services program sponsors gourmet cooking classes for children and families to demonstrate the relationship between healthy eating and a healthy life, teaches children organic protocols in our small rooftop garden, and educates students and families on nutrition, generally. |</p>
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<thead>
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<th>Age Group</th>
<th>Description</th>
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<td>Harlem Children’s Health Project</td>
<td>0-23</td>
<td>The Harlem Children’s Health Project (HCHP) serves all children in the HCZ Project through either direct services or education and health promotion. A collaboration of The Children’s Health Fund, HCZ, Columbia University’s Mailman School of Public Health, and New York-Presbyterian Hospital, HCHP provides medical, dental, and mental health care through a School Based Health Center. Here, students have year-round access to high quality comprehensive health care, at no cost, regardless of insurance coverage. Health education and promotion programs and activities expand children’s and parents’ knowledge of personal, community, and public health. Interactive technology, internships, and school programs are available in the Lehman Brothers Health Promotion Learning Lab.</td>
</tr>
<tr>
<td>HCZ Community Center</td>
<td>Middle school-adult</td>
<td>Modeled after HCZ’s Beacon Centers, the HCZ Community Center provides out-of-school time services to children, youth, and families. The Center offers after-school and weekend programs for young people from middle school through high school. The programs incorporate academic, recreational, and social activities, and all students are prepared to apply to college. Free activities for adults include: aerobics classes, use of the fitness room, martial arts classes, African dance, personal training sessions, Cards and Café Night, gourmet cooking classes, and free tax preparation. Additionally, we provide space for Alcoholics Anonymous meetings.</td>
</tr>
<tr>
<td>Harlem Children’s Zone Asthma Initiative (HCZAI)</td>
<td>0-12-year-olds</td>
<td>HCZAI is a collaborative effort that includes HCZ, Harlem Hospital’s Department of Pediatrics, Columbia University’s Mailman School of Public Health, the NYC Department of Health and Mental Hygiene, and Volunteers of Legal Services. Parents of 0-12-year-olds who live in or go to school in the HCZ Project complete an asthma survey. Families with a child who has been diagnosed with asthma are offered free medical, educational, legal, social, and environmental assistance through home visits approximately every three months.</td>
</tr>
<tr>
<td>5th Grade Institute</td>
<td>5th grade students</td>
<td>The 5th Grade Institute prepares 5th graders for the difficult transition to middle school through academic support, leadership development, and guidance in understanding and accessing middle school options. Staff encourages students to submit applications to charter schools as well to broaden their options for a solid middle school education beyond what would have been their otherwise routinely designated, and likely poorly performing, public school.</td>
</tr>
<tr>
<td>A Cut Above</td>
<td>6th grade-college</td>
<td>Extending the supports that the Peacemaker program provided through the 5th grade, A Cut Above begins working with 6th graders and stays with them through college. This creates a parallel pipeline of support for children not in the HCZ Promise Academy schools, offering them academic assistance, leadership development, and job-readiness workshops, as well as high school and college preparation.</td>
</tr>
<tr>
<td>Boys to Men</td>
<td>Middle school-high school</td>
<td>Boys to Men is a program exclusively for young males, offered by an all-male team of staff, mentors, and role models, in partnership with fathers and male guardians. The overarching goal is to sustain the interest of this core group through high school and into college. This program complements the after-school programs in which these adolescents are already enrolled. While the program focuses on adolescents, it also involves adult male family members as a crucial link.</td>
</tr>
<tr>
<td>Program or Initiative</td>
<td>Age Group</td>
<td>Description</td>
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<td>-----------------------</td>
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</tr>
<tr>
<td>Healthy Living Initiative</td>
<td>0-adult</td>
<td>HCZ has targeted obesity through a number of programs described in this chart, which HCZ’s Healthy Living Initiative Director and staff coordinate across sites. These programs include HCZ’s Food Services program; the TRUCE Fitness &amp; Nutrition Center; the partnership with the Harlem Children’s Health Project; and the HCZ Community Center’s Fit 2 Da Bone program. In addition, staff members receive fitness training, such as the NYC Department of Health and Mental Hygiene’s SPARK program.</td>
</tr>
<tr>
<td>TRUCE Fitness and Nutrition Center</td>
<td>Middle school</td>
<td>TFNC offers a free exercise facility to youth and the broader Harlem community. The program promotes academic growth and helps youth develop marketable skills in nutrition, fitness, presentation, and advocacy. Middle school students enrolled in the program become Junior Youth Managers (JYMs). JYMs attend at least three days per week and exercise at least two hours per week. JYMs must check in with Student Advocates, receive academic support, and can earn stipends for their work and attendance.</td>
</tr>
<tr>
<td>TRUCE</td>
<td>High school</td>
<td>TRUCE is a comprehensive leadership program for adolescents. The program promotes academic growth and career readiness using the arts, media literacy, health, and multimedia technology. In addition to creating original media, students must check in with their Student Advocate, who stays on top of their grades, upcoming tests, applications, and other important academic matters. Students can work with tutors on homework, school tests, NYS Regents Exams, and SATs, and can earn stipends for their work and attendance. TRUCE received the Coming Up Taller Award from the President’s Committee on Arts and Humanities.</td>
</tr>
<tr>
<td>Employment &amp; Technology Center (ETC)</td>
<td>High school</td>
<td>At ETC, two programs integrate technology and academics: an after-school program for high school youth at risk of dropping out of school and computer classes for adults. Through the lens of technology projects, adolescents advance their academic and job preparation skills with the goal of graduating from high school and applying to college. Students check in with their Student Advocates, who utilize a case management approach, and receive weekly academic support when needed. Students can earn stipends for their work and attendance.</td>
</tr>
<tr>
<td>Learn to Earn</td>
<td>High school</td>
<td>This after-school program helps high school juniors and seniors improve their academic skills, as well as prepare for college and the job market. Students receive homework help, tutoring, SAT and Regents preparation, summer jobs, and job-readiness workshops. Students can earn stipends for their work and attendance.</td>
</tr>
<tr>
<td>College Preparation Program</td>
<td>Middle school and high school</td>
<td>To prepare for college, students visit college campuses, draft essays, practice interviewing, and prepare for the SATs. They also meet one-on-one, weekly, with college counselors at each site and can attend a Weekly Senior Seminar where topics such as college preference, career options, financial aid, money management, interview skills, and résumé writing are covered. Throughout this process, college counselors communicate regularly with parents, teachers, and guidance counselors. Rising high school seniors join Project EOS (Education, Opportunity and Success), a collaboration between HCZ and Teachers College, Columbia University. This weeklong intensive program orients students to the demands and requirements of the college application process.</td>
</tr>
<tr>
<td>Journey to College</td>
<td>Middle and high school parents</td>
<td>Parents follow a parallel but unique path as they help their children transition into adolescence and prepare for college. They have their own set of questions and concerns about fostering the academic success of their children and adjusting to the changes that adolescent development brings. Our new Journey to College program helps middle and high school parents nurture and prepare their children for the challenges and opportunities that college and increased independence will bring.</td>
</tr>
<tr>
<td>Program or Initiative</td>
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<td>Description</td>
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<td>-----------------------</td>
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</tr>
<tr>
<td><strong>College Success Office (CSO)</strong></td>
<td>High school &amp; college students</td>
<td>CSO provides year-round academic, personal, and financial counseling as well as civic engagement opportunities to college students. The ultimate goal is for all students to matriculate and graduate from college. College students receive assistance with academic plans, study strategies, workshops, counseling, financial assistance, internships, career readiness activities, and post-graduate opportunities.</td>
</tr>
<tr>
<td><strong>Family Support Center (FSC)</strong></td>
<td>Families</td>
<td>A walk-in, storefront social services facility that provides families in crisis with immediate access to professional social services including foster care prevention, domestic violence workshops, parenting classes, and group and individual counseling. Our approach is a strengths-based, family-centered systems model. FSC has two components: one provides services to families in disrepair, giving them support designed to keep children living with their parents/guardians. The other provides direct support to families in crisis (rent vouchers, emergency food, etc.).</td>
</tr>
<tr>
<td><strong>Community Pride</strong></td>
<td>Families</td>
<td>This resident-driven, neighborhood revitalization program, which began on W. 119th Street, has led to the creation of community coalitions and the transfer of city-owned buildings to resident management and ownership. Community Pride's block-by-block, building-by-building organizing strategy has been replicated throughout HCZ.</td>
</tr>
<tr>
<td><strong>Tax Preparation</strong></td>
<td>Families</td>
<td>HCZ offers free tax-preparation services to provide a local alternative to the predatory companies that offer Refund Anticipation Loans. Our tax preparation work helps ensure that families will receive all of the tax refunds and credits they have earned. It also helps to support the local economy by increasing the financial resources of residents.</td>
</tr>
<tr>
<td><strong>Single Stop</strong></td>
<td>Families</td>
<td>HCZ, Inc. operates three Single Stop sites, including one in the HCZ Project. At these sites, residents can access free legal services, financial and credit counseling, and a Self-Sufficiency Calculator that helps families determine their eligibility for public benefits and then apply for them. Our Single Stop sites are part of the Single Stop USA network.</td>
</tr>
<tr>
<td><strong>Young Harlem Investors</strong></td>
<td>Families</td>
<td>The Young Harlem Investors pilot began in HCZ’s early childhood programs. Over four years, families saved for college, and HCZ’s Board of Trustees and the Corporation for Enterprise Development provided up to $1,500 in matching funds to encourage parents to reach their personal goal of $1,500. After four years, parents transitioned savings to either a NYS 529 College Savings Account or another savings vehicle. Families will continue to save and HCZ will continue to offer financial matches.</td>
</tr>
</tbody>
</table>
# Promising Practice Programs and Evaluated Communities

## Community Programs

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<th>Program</th>
<th>Evaluated Communities</th>
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</thead>
<tbody>
<tr>
<td>The Self-Sufficiency Project (SSP)</td>
<td>New Brunswick and British Columbia, Canada</td>
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## Family, Social Service, & Health Programs

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<tr>
<th>Program</th>
<th>Evaluated Communities</th>
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</thead>
<tbody>
<tr>
<td>Playing &amp; Learning Strategies (PALS I &amp; II)</td>
<td>Houston &amp; Galveston, TX</td>
</tr>
<tr>
<td>Early Head Start</td>
<td>17 programs nationwide; Russellville, AR; Venice, CA; Denver, CO; Marshalltown, IA; Kansas City, KS; Jackson, MI; Kansas City, MO; New York, NY; Pittsburgh, PA; Sumter, SC; Mackenzie, TN; Logan, UT; Brattleboro, VT; South King County, WA; Yakima Valley, WA</td>
</tr>
<tr>
<td>Healthy Families New York</td>
<td>New York-28 communities throughout the state</td>
</tr>
<tr>
<td>Infant Health and Development Program (IHDP)</td>
<td>Bronx, NY; Cambridge, MA; Dallas, TX; Little Rock, AK; Miami, FL; New Haven, CT; Philadelphia, PA; Seattle, WA</td>
</tr>
<tr>
<td>Nurse Family Partnership</td>
<td>Elmira, NY</td>
</tr>
<tr>
<td>Triple P</td>
<td>18 counties in the United States</td>
</tr>
<tr>
<td>Project CARE</td>
<td>Lemoyn County, PA</td>
</tr>
<tr>
<td>Experience Corps</td>
<td>Baltimore, MD</td>
</tr>
<tr>
<td>Multidimensional Family Therapy (MDFT)</td>
<td>San Francisco, CA; various communities in Illinois; and Philadelphia, PA</td>
</tr>
<tr>
<td>Early Adolescent Anger Reduction Intervention</td>
<td>Middle schools in Oregon and Colorado</td>
</tr>
<tr>
<td>Adolescent Transitions Program (ATP)</td>
<td>Portland, OR</td>
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</tbody>
</table>

## Early Childhood Programs

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<thead>
<tr>
<th>Program</th>
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</thead>
<tbody>
<tr>
<td>Carolina Abecedarian Project</td>
<td>Orange County, NC</td>
</tr>
<tr>
<td>High Scope Perry Preschool</td>
<td>Ypsilanti, MI</td>
</tr>
<tr>
<td>Project CARE</td>
<td>Lemoyn County, PA</td>
</tr>
<tr>
<td>Sound Foundations</td>
<td>New South Wales, Australia; Suffolk County, NY</td>
</tr>
<tr>
<td>The Home Instruction Program for Preschool Youngsters (HIPPY)</td>
<td>New York State</td>
</tr>
<tr>
<td>The Incredible Years</td>
<td>New York, NY; Seattle, WA; Wales</td>
</tr>
<tr>
<td>Chicago Child Parent Centers</td>
<td>Chicago, IL</td>
</tr>
<tr>
<td>Al's Pals: Kids Making Healthy Choices</td>
<td>Lansing, MI</td>
</tr>
</tbody>
</table>

## Elementary School Programs

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<th>Program</th>
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<td>Chicago Child Parent Centers</td>
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<tr>
<td>Al's Pals: Kids Making Healthy Choices</td>
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</tr>
<tr>
<td>Experience Corps</td>
<td>Baltimore, MD</td>
</tr>
<tr>
<td>Fast Track Prevention Project</td>
<td>Durham, NC; Nashville, TN; Seattle, WA; rural central PA</td>
</tr>
<tr>
<td>Reading One-to-One</td>
<td>Dallas, TX</td>
</tr>
<tr>
<td>The Incredible Years</td>
<td>New York, NY; Seattle, WA; Wales</td>
</tr>
<tr>
<td>Tools of the Mind</td>
<td>urban New Jersey</td>
</tr>
<tr>
<td>Woodrock Youth Development Project (WYDP)</td>
<td>Philadelphia, PA</td>
</tr>
</tbody>
</table>
### Middle School Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Evaluated Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promise Academy Charter School</td>
<td>New York, NY</td>
</tr>
<tr>
<td>Healthy Weight Regulation Curriculum</td>
<td>Multiple communities in Northern California</td>
</tr>
<tr>
<td>“Fit for Life” Boy Scout Badge</td>
<td>Houston, TX</td>
</tr>
<tr>
<td>SHAPEDOWN</td>
<td>Multiple communities in Northern California</td>
</tr>
<tr>
<td>Child and Adolescent Trial for Cardiovascular Health (CATCH)</td>
<td>96 schools in California, Louisiana, Minnesota, and Texas</td>
</tr>
<tr>
<td>Children’s Aid Society- Carrera (CAS- Carrera) Program</td>
<td>New York, NY, Maryland, Florida, Texas, Oregon, and Washington</td>
</tr>
<tr>
<td>Big Brothers Big Sisters (BBBS)</td>
<td>Multiple communities nationwide</td>
</tr>
<tr>
<td>The Summer Training and Education Program (STEP)</td>
<td>Boston, MA and Pinellas County, FL</td>
</tr>
<tr>
<td>Across Ages</td>
<td>Philadelphia, PA</td>
</tr>
<tr>
<td>Fast Track Prevention Project</td>
<td>Durham, NC; Nashville, TN; Seattle, WA; rural central PA</td>
</tr>
<tr>
<td>The Aban Aya Youth Project: Reducing Violence Among African American Adolescent Males</td>
<td>Chicago, IL</td>
</tr>
<tr>
<td>I Have a Dream®</td>
<td>Denver, CO</td>
</tr>
<tr>
<td>The Boys &amp; Girls Clubs of Philadelphia, Inc.</td>
<td>Philadelphia, PA</td>
</tr>
<tr>
<td>Building Essential Life Options through New Goals (Project BELONG)</td>
<td>Brian-College Station, TX</td>
</tr>
<tr>
<td>CASASTART (Formerly Children At Risk)</td>
<td>Austin, TX; Bridgeport, CT; Memphis, TN; Savannah, GA; and Seattle, WA.</td>
</tr>
<tr>
<td>Woodrock Youth Development Project (WYDP)</td>
<td>Philadelphia, PA</td>
</tr>
</tbody>
</table>

### High School Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Evaluated Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gimme 5: A Fresh Nutrition Concept for Students</td>
<td>New Orleans, LA</td>
</tr>
<tr>
<td>SHAPEDOWN</td>
<td>Multiple communities in Northern California</td>
</tr>
<tr>
<td>The Stanford Adolescent Heart Health Program</td>
<td>Multiple communities in Northern California</td>
</tr>
<tr>
<td>Reach for Health Service Learning Program</td>
<td>New York, NY</td>
</tr>
<tr>
<td>Quantum Opportunities Program (QOP)</td>
<td>Philadelphia, PA; San Antonio, TX; Saginaw, MI; Oklahoma City, OK; and Milwaukee, WI</td>
</tr>
<tr>
<td>The Summer Training and Education Program (STEP)</td>
<td>Boston, MS and Pinellas County, FL</td>
</tr>
<tr>
<td>Teen Outreach Program (TOP)</td>
<td>25 communities nationwide</td>
</tr>
<tr>
<td>Career Beginnings</td>
<td>24 communities throughout the United States and Canada</td>
</tr>
<tr>
<td>Career Academies</td>
<td>10 communities nationwide</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>67 communities nationwide</td>
</tr>
<tr>
<td>Job Training Partnership Act (JTPA)</td>
<td>16 communities nationwide</td>
</tr>
<tr>
<td>JOBSTART</td>
<td>13 communities nationwide</td>
</tr>
<tr>
<td>Job Corps</td>
<td>119 communities nationwide</td>
</tr>
<tr>
<td>Vocational or College Support Programs</td>
<td>Evaluated Communities</td>
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<td>Job Corps</td>
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</tr>
<tr>
<td>Youth Corps (American Conservation and Youth Service Corps)</td>
<td>Washington State Service Corps; City Volunteer Corps, New York, NY; Florida Service Corps, Greater Miami; California Conservation Corps, Santa Clara District; Youth Build, Boston, MA; Civic Works, Baltimore, MD; New Jersey Youth Corps of Camden County; Wisconsin Service Corps, Milwaukee, WI</td>
</tr>
</tbody>
</table>
Community Programs

HCZ Programs: Community Pride, Family Support Center

Similar Promising Practice Program:

Self-Sufficiency Project (SSP)
Evaluated Participants’ Age: 3-18 years
Evaluated Communities: Communities in New Brunswick and British Columbia, Canada

The Self-Sufficiency Project (SSP) is a program aimed at reducing the number of families who are reliant on welfare. The program does this by offering monetary incentives in the form of earnings supplements if parents work full time and leave the welfare program. The earnings supplement is calculated using “earnings benchmarks” from the surrounding community as well as the participant’s actual earnings.

Evaluation results include:

- Treatment group children ages 3-5 did not improve relative to control group children on tests of cognitive performance or in parental reports of health and behavior.
- For children ages 6-11, the treatment group scored higher on math tests and improved on parental reports of academic achievement and health compared to the control group, but not on other outcomes. Children in this age group were also more likely to participate in after-school activities.
- The only impact observed in the 12-18 cohorts was that the treatment group self-reported substance abuse and minor increases in delinquent activities compared with the control group.
Family, Social Service, and Health Programs

HCZ Programs: Baby College, Three Year Old Journey, Harlem Children’s Zone Asthma Initiative, Harlem Children’s Zone Healthy Living Initiative

Similar Promising Practice Programs:

Playing & Learning Strategies (PALS I & II)
Evaluated Participants’ Age: Mothers over 18 of infants 6-13 months of age
Evaluated Communities: Houston & Galveston, TX

PALS is a parenting intervention that targets mothers over the age of 18. PALS I is offered to parents of infants to help them develop a responsive parenting style. The program is delivered in various forms, including educational videotapes that show mothers of similar demographics modeling positive interactions with their children, lecture style delivery by trained service providers, and direct observations of and feedback on mothers’ parenting style.

- Significant increases in mothers’ affective-emotional and cognitively responsive behaviors, which resulted in the promotion of children’s social and cognitive development. These results were maintained at three-month follow-up.

PALS II was offered as a follow-up program to PALS I, and explored the question of when is the best time to deliver an intensive parent intervention. The curriculum for PALS II was similar to that of PALS I; it encouraged positive parenting practices and contextualized how maternal actions directly impact child outcomes. Participants in PALS II were the mothers of children aged 24 to 28 months at the time of recruitment.

- Significant increase in the quality of language used by the mother toward her child, including expansion of overall vocabulary and offering of in-depth explanations
- Significant increases in the number of multiword utterances, toddler’s vocabulary development, cooperation, and social engagement
- A combination of PALS I & PALS II resulted in increases in social engagement in toddlers
- A combination of PALS I and PALS II resulted in significant increases in measures of maternal affective-emotional behavior

Early Head Start
Evaluated Participants’ Age: low-income pregnant women; children under 3 years
Evaluated Communities: 17 programs (Russellville, AR; Venice, CA; Denver, CO; Marshalltown, IA; Kansas City, KS; Jackson, MI; Kansas City, MO; New York, NY; Pittsburgh, PA; Sumter, SC; MacKenzie, TN; Logan, UT; Brattleboro, VT; South King County, WA; Yakima Valley, WA)

Early Head Start (EHS) is a program designed to provide supportive programming to both children and parents in the early years. Individual sites are responsible for the specific development of program implementation, but four major domains are universally covered: (1) children’s development (e.g., social, cognitive and language development, health); (2) family development (e.g., parenting skills, the home environment, family health, economic self-sufficiency); (3) staff development (e.g., professional development, relationships with parents); and (4) community development (e.g., improved quality of child care, parental collaboration, multiple service integration). Program delivery is flexible and can include home visits, center-based care and additional services, or a combination of both home and center-based care.

- Modest but significant effects were found for parents participating in EHS. Using the standardized assessment measure of the Home Observation of the Measured Environment (HOME), EHS parents were more supportive of their children’s emotional and cognitive
development. They were more likely to read to their children and demonstrated alternative forms
of discipline to spanking. Parents enrolled in EHS were also less likely than the controls to have a
baby two years after the birth of the enrolled child.

- Children enrolled in EHS were found to score significantly higher on the Peabody Picture
Vocabulary Test-III and the Bayley Scales of Infant Development than children in the control
group. Additionally, in observed interactions, they were less likely to act negatively toward their
parents.
- Programs offering a mixed approach to service distribution—both home and center-based—
produced more positive outcomes. Although some families did not receive both varieties of
service, having the flexibility to provide both allowed centers to individualize their programming
more effectively.

**Healthy Families New York**

**Evaluated Participants’ Age:** Pre-natal to school enrollment

**Evaluated Communities:** 28 communities throughout New York

The mission of Healthy Families New York is to increase the health and well-being of children at risk of
child abuse and neglect. Participants are selected through a screening process performed by local social
services agencies that identify families who would benefit from such a program. The goals of HFNY are
four-fold: to prevent child abuse, to enhance positive parent-child interactions, to promote optimal health
and development, and to increase parents’ self-sufficiency. Home visits are conducted by paraprofessionals
who reside in the surrounding neighborhood and share the same language and cultural
backgrounds as program participants.

- Children who participated in the treatment were significantly healthier at birth, had higher rates of
healthcare access, and received better nutrition in comparison to children in the control group.
- Parents also demonstrated positive significant impacts. They were significantly more likely to
have positive attitudes about parenting, knowledge about their child’s development, and fewer
incidents of self-reported abuse and neglect. Parents younger than 18 showed an additional
significant difference from the control group in frequency of substance abuse and mental health
diagnoses.

**Infant Health and Development Program (IHDP)**

**Evaluated Participants’ Age:** Low birth weight and premature children, from birth - 3 years

**Evaluated Communities:** Bronx, NY; Cambridge, MA; Dallas, TX; Little Rock, AK; Miami, FL; New
Haven, CT; Philadelphia, PA; Seattle, WA

The IHDP program is targeted to alleviate the developmental problems associated with low birth weight
and premature birth (defined as before 37 weeks). The program is built around home visits that provide
parents with extensive information about their child’s development and health. After 12 months, the child
attends developmental centers five days per week. There is an additional component of parent groups that
have the goal of building a peer network among the parents. The center-based care portion of IHDP is
based on the Abecedarian model.

- At 36 months, intervention participants demonstrated increased scores on receptive language,
cognitive development, and visual motor and special skills. The strongest program impacts were
seen amongst the children at greatest risk. Follow-up occurred at 8 and 18 years, and
demonstrated modest, long-term impacts on cognitive abilities and educational achievement
among individuals identified as “heavier low birth weight” – meaning they were born at the
higher end of the low birth weight spectrum.
**Nurse-Family Partnership**  
**Evaluated Participants’ Age:** Pre-natal - 2 years  
**Evaluated Community:** Elmira, NY

Nurse-Family Partnership is a longstanding program that seeks to provide first-time, unwed mothers with extensive information about the health and development of their children. The identified goals of the program are to improve pre-natal health and birth outcomes, to improve child health, development, and safety, and to improve maternal life course outcomes (i.e., having fewer children, achieving higher levels of education, and becoming decreasingly dependent on public aid). The program employs nurses who provide direct service to mothers through home visits. The intensity of the program is tailored according to the needs of individual mothers; however, approximately 6-9 visits are expected during pregnancy and an additional 20 visits are expected to occur between birth and age 2. During pregnancy, home visits focus on pre-natal care and the elimination of maternal behaviors found to have negative impacts on a child, such as substance abuse. Nurses offer extensive information pertaining to the healthy development of the child, and referrals for mothers (and other family members) to health and human service providers for supplemental assistance.

- One study shows that the program had significant effects on parental care through 46 months. At 6 months, children of participating mothers were less irritable and fussy than comparison children. Children of participating mothers had fewer ER visits during the second year of life than comparison families.
- At 15-year follow-up, children of parents who participated in the Nurse-Family Partnership had fewer arrests, fewer convictions, and fewer sex partners, and abused substances such as alcohol and cigarettes at lower rates than children of control group parents.
- Mothers also demonstrated positive impacts. At the 15-year follow-up, mothers who had participated in the intervention had fewer subsequent pregnancies than comparison mothers. They also had higher levels of workforce participation, decreased dependence on public assistance and food stamps, fewer arrests, and fewer problems resulting from substance abuse.

**Triple P (Positive Parenting Program)**  
**Evaluated Participants’ Age:** Parents of children aged birth - 8 years  
**Evaluated Communities:** 18 counties in the United States

Triple P is a parenting program targeting the prevention of child maltreatment. The 18 counties were randomized for treatment and control and each had a population size of 50,000 to 175,000 residents. Participating parents had at least one child, aged birth to 8-years-old. There are five main goals of the program: ensuring a safe, engaging environment, promoting a positive learning environment, using assertive discipline, maintaining reasonable expectations, and taking care of oneself as a parent. The program is designed to enhance competence and to prevent or alter dysfunctional parenting practices that can lead to behavioral and emotional problems in the child. Triple P offers five unique deliveries of the program. With each delivery, there is increasing intensity and a decreased target population. The deliveries range from a universal intervention that includes the use of local news media to help disseminate the message of the program through an ongoing advertising campaign, to a strategy that allows for trained service providers to work directly with individual families demonstrating multiple risk factors for child maltreatment. The intensive form of Triple P includes workshops and observations targeting specific parenting skills.

- Significant decreases were identifiable in the number of substantiated reports of child maltreatment, child out-of-home placements, and child maltreatment injuries.
- A population level effect was shown for the universal Triple P program delivery.
**Project CARE**  
**Evaluated Participants’ Age:** 4 -6 weeks - 5 years  
**Evaluated Communities:** Lemoyne County, PA

Project CARE was offered in two distinct deliveries. The first variation offered both high quality early childhood care and home visits. The educational day care center is organized with a developmentally appropriate curriculum focusing on cognitive and social development. Project CARE childcare centers have low child-to-teacher ratios, and childcare providers have an average of seven years of experience. The second variation offered only home visits. The home visits of both deliveries had the same goals, and were conducted mostly by teachers, social workers, or nurses. Home visitors provided families with various supports, information, advice, and referrals. They emphasized situationally-appropriate methods as well as components of the same basic child curriculum used by the daycare center.

- Significant differences were only found among those who received the more intensive program delivery of both childcare and home visits. At the 12, 18, 24, and 36 month tests, the group that received both home and center-based care differed significantly from both the home visit-only and control groups on cognitive development outcomes. At the 30 and 42 month tests, however, the group that received both home- and center-based care differed significantly from the family education group but not from the control group.

**Experience Corps**  
**Evaluated Participants’ Grade:** Kindergarten - 5th grade; elder volunteers  
**Evaluated Communities:** Baltimore, MD

Experience Corps is a program designed to aid in the management of difficult classrooms. Older adults volunteer at least 15 hours per week in a local school for an entire school year. The goal is to harness the social capital of older adults to enhance school day supports for children. The adults are trained and placed in classrooms that have been identified by the principal as having the greatest need for additional adult supervision. Additionally, if schools identify any other gaps within the personnel, Experience Corps members can be trained to fulfill these roles. The goal is to minimize problem behaviors.

- In analyses of Experience Corps conducted in three Baltimore schools compared to three comparison schools, there was a decrease in principal referrals for problem behaviors at two of the three intervention schools. Additionally, intervention schools demonstrated a gain of 10-20 percentage points, compared to a decrease of 4-6 percentage points in comparison schools on the Comprehensive Test of Basic Skills. There was also a demonstrated increase in student performance on the Maryland School Performance Assessment.
- Additional analyses show Experience Corps members can be effective in the fight against asthma. When properly trained, Experience Corps members learned extensively about asthma and asthma prevention, and were effective instructors of prevention information.
- Additional results show that Experience Corps has positive benefits for the volunteers as well as the children. Volunteers reported an increase in their perceived quality of life.

**Multidimensional Family Therapy (MDFT)**  
**Evaluated Participants’ Age:** 3 -18 years  
**Evaluated Communities:** San Francisco, CA; various communities in Illinois; and Philadelphia, PA

Multidimensional Family Therapy (MDFT) is a family-based treatment for adolescents with substance abuse problems. The program has been used for over 16 years and validated in areas such as San Francisco, Illinois, and Philadelphia. It functions as an outpatient, family-based treatment, providing adolescents with individual and family therapy. Topics addressed by MDFT include the adolescent’s
perceptions of drugs’ harmfulness, emotional regulation processes, parenting, and interactional patterns. Therapy takes place in weekly sessions over a 3 to 6 month period. Evaluation results include:

- Participants in this program showed a reduction in drug use and maintained the reduced rate through six- and twelve-month follow-ups.
- Along with reduced drug use, participants improved on measures of academic achievement and family functioning.

**Early Adolescent Anger Reduction Intervention**

**Evaluated Participants’ Age:** 11 - 13 years

**Evaluated Communities:** Middle schools in Oregon and Colorado

Sixth through eighth graders with high anger levels participated in an intervention designed to reduce anger and unhealthy anger expression. The intervention is composed of two strategies: cognitive-relaxation coping skills (CRCS) and social skills training (SST). CRCS includes class discussion and rehearsal, targeted emotional and physiological exercises, and methods to increase skills for emotional control. SST consists of lecturing and writing exercises, and addresses skill deficiencies and dysfunctional expressional styles. Evaluation results include:

- On all measures, both CRCS and SST intervention students demonstrated significant positive gains anger reduction in comparison to the control.
- Compared with students in the untreated control group, students in both treatment groups reported less general anger, less anger in their most angering situations, less outward negative expression of anger, and greater anger control.
- CRCS intervention students also reported significantly less general deviance, less trait anxiety, shyness, and depression than the control group. No statistically significant differences were found between SST intervention and the control group for these particular outcomes.
- Students in the CRCS condition also experienced positive impacts on depression, shyness, a measure of anxiety, and general deviance.
- No statistically significant differences were found on self-esteem or alcohol consumption.

**Adolescent Transitions Program (ATP)**

**Evaluated Participants’ Age:** 10 - 14 years

**Evaluated Community:** Portland, OR

The Adolescent Transitions Program (ATP) is designed to improve parental management skills and develop adolescents’ goal- and limit-setting skills, peer supports, and problem-solving abilities. Three different variations of the program (teen focus, parent focus, and teen and parent focus) have been credited with improving youth engagement in family problem-solving sessions. The parent groups are encouraged to foster their adolescents’ pro-social behaviors, set appropriate limits, and engage in problem-solving/conflict resolution with the teen. The teen groups focus on developing the adolescent's ability to set goals, develop peer supports, set personal limits, and engage in problem-solving/conflict resolution. The combined groups use consultants to help the parents and adolescents engage in discussions. Evaluation results include:

- Adolescents in the parent focus group, the teen focus group, and the parent and teen focus group exhibited less negative engagement during family conflict/problem-solving sessions than the control group.
Early Childhood Programs

HCZ Programs: Get Ready for Pre-K, Harlem Gems, Harlem Gems Head Start

Similar Promising Practice Programs:

**Carolina Abecedarian Project**
Evaluated Participants’ Age: 3 - 5 years  
Evaluated Community: Orange County, NC

The Carolina Abecedarian Project was one of the first randomized studies focusing on the potential immediate and long-term benefits of early childhood education for low-income children. Four cohorts of children—born between 1972 and 1977—were randomly assigned to the treatment and control groups. The treatment included full-time, high-quality early education in a childcare setting through age 5. Each child received an individualized selection of educational activities, which targeted social, emotional, and cognitive development, and were presented as games interwoven through the day.

- Follow-up data on the participants have been obtained and published through age 21; participants were assessed at ages 3, 4, 5, 6.5, 8, 12, 15 and 21. The attrition rate was very low—of the original 111 participants, 104 were followed-up at age 21. IQ measures indicated significant differences between children in the treatment and control group as early as 3 and persisting through age 21. Significant differences were also seen in favor of treatment recipients for reading and math test scores, and a smaller percentage of treatment individuals were retained at any point in their educational career. Additionally, a smaller percentage of treatment individuals were placed in special education than children in the control group.
- At the 21-year-old follow-up point, a greater percentage of students placed in the treatment group had entered a 4-year college. Finally, children in the control group were younger, on average, at the birth of their first child than those in the treatment group.

**High/Scope Perry Preschool**
Evaluated Participants’ Age: 3 - 4 years  
Evaluated Community: Ypsilanti, MI

High/Scope Perry Preschool seeks to provide 3 and 4-year-old at-risk children with opportunities and resources to enhance their cognitive and social development. Employing Students attend the school, which has low student to teacher ratios, for 2.5 hours Monday through Friday, and teachers conduct home visits.

- Children were randomly assigned to treatment and control groups. Evaluations were conducted at ages 3 through 11, and follow-up at 14, 15, 19, 27 and 40. Significant differences between treatment and control participants existed and have persisted through the most recent follow-up at age 40. Treatment participants were less likely to be involved in the criminal justice system, less likely to be identified as requiring special education services, less likely to be retained in school, and more likely to stay in school longer. When they reached working age, treatment participants demonstrated higher earnings and employment rates. At age 40, a cost-benefit analysis revealed a return of $12.90 for every dollar spent.
**The Home Instruction Program for Preschool Youngsters (HIPPY)**

 Evaluated Participants’ Age: 4 - 5 years  
 Evaluated Communities: New York State

HIPPY was developed in Israel in response to evidence showing that early intervention programs targeting the development of academic skills benefit children from low-income families. It was first adapted in the United States in 1984. The goals of HIPPY are to enrich the home literacy environment, the quality of parent-child interaction, and the parents’ ability to foster their child’s learning. HIPPY acknowledges the importance the environment plays in a child’s healthy development. HIPPY is a 30-week intervention, taking place during the traditional public school year. It includes home visits and parent group meetings, and is staffed by paraprofessionals who are generally recruited from within the community. The curriculum is delivered through role plays in which the mother acts as the child and the home visit worker as the parent. Parental implementation of the lessons learned is critical to the program’s success. Because HIPPY is tailored to the specific needs of the community in which it operates, it is difficult to conduct universal evaluations.

- One study shows that one cohort of children enrolled in HIPPY scored higher than comparison children on measures of cognitive skills, classroom adaptation, and standardized reading scores. The significance of outcomes was largely correlated with parental buy-in and continued involvement in the program.

**The Incredible Years**

 Evaluated Participants’ Age: 2 - 10 years  
 Evaluated Communities: New York, NY; Seattle, WA; Wales

The Incredible Years focuses on promotion of pro-social behaviors as a means of establishing a positive school climate. The curriculum involves students, teachers, and parents as integral parts of the program’s success. The program encourages positive classroom behaviors through problem solving, self-management principles, and positive self-reference. Focusing on consistent and explicit behavioral guidelines and continual feedback, The Incredible Years establishes whole-school expectations for behavior. Additionally, home-school partnerships are a cornerstone of The Incredible Years from the very beginning of implementation, which sets it apart from most other discipline management systems. The program has two deliveries, a basic and an advanced. The latter targets the additional developmental risk factors correlated with poverty.

- Studies with low-income, multi-ethnic communities show the efficacy of this program. The Incredible Years has been found to decrease harsh discipline practices; improve pro-active parenting skills and the parent-child relationship; and enhance children’s academic and social competence. Additionally, this program has been found to have positive impacts over a year after the completion of The Incredible Years curriculum.

**Project CARE**

- See p. 22

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3 HCZ has begun using The Chicago Parent Program for parents of youth participating in HCZ’s Head Start and Harlem Gems programs. The Chicago Parent Program (CPP) is a parent training program which was developed in collaboration with African American and Latino parents that capitalizes on the strengths of the Webster-Stratton Incredible Years model as it also employs videotaped vignettes and group discussion. CPP has been evaluated for Parents of youth 2 - 4 years in Chicago. At 1-year follow-up, intervention group parents used less corporal punishment and issued fewer commands with their children. Intervention children exhibited fewer behavior problems during observation than controls. Parents who participated in at least 50% of CPP sessions reported greater improvements in parenting self-efficacy, more consistent discipline, greater warmth, and a decline in child behavior problems when compared to reports from controls.
**Sound Foundations**  
**Evaluated Participants’ Grade:** Pre-Kindergarten  
**Evaluated Communities:** New South Wales, Australia; Suffolk County, NY

Sound Foundations is a pre-literacy curriculum for pre-kindergarteners that teaches children to identify letter and word sounds. Focusing on nine specific sounds, teachers are expected to work on one sound at a time. Teachers align the room set-up with the Sound Foundations curriculum, exposing students to posters that display items that begin or end with specific sounds. Teachers also engage students with activities and games that incorporate the word sounds.

- Children who received Sound Foundations were significantly better at recognizing the starting sounds of letters than were children assigned to a control group.
- Positive impacts of the program are enhanced with a targeted approach to interactive reading activities. Children receiving the enhanced treatment performed significantly better on measures of writing skills, print concepts, and letter memory than the comparison. However, at the one year follow-up, the differences were no longer identifiable.

**Al’s Pals: Kids Making Healthy Choices**  
**Evaluated Participants’ Grade:** Pre-Kindergarten - 3rd grade  
**Evaluated Community:** Lansing, MI

Designed specifically for the early childhood years, Al’s Pals teaches children adaptive and pro-social behaviors. The program is delivered in 46 10-15 minute sessions over a 23-week period. Ongoing parent involvement is crucial to the success of the Al’s Pals curriculum. Notes about the classroom sessions are sent home along with suggestions of how to reinforce the lessons learned.

- Studies show that children who participate in Al’s Pals are two to five times more likely to increase positive social behaviors such as sharing, helping, and taking turns than a child who does not participate. The strongest impact was seen among children considered to be at the highest risk. The most impressive gains were among early elementary school students. Preschoolers made measurable, but smaller gains than elementary school students.

**Chicago Child Parent Centers**  
**Evaluated Participants’ Age:** 3 -9 years  
**Evaluated Community:** Chicago, IL

Chicago Child Parent Centers provide early childhood education to economically disadvantaged children in Chicago. Rooted in the idea that a one or two-year early intervention is insufficient to scaffold the development of a child, the program targets preschool children and fosters their social and academic development through the early years of elementary school. The Centers operate within Chicago public elementary schools, and provide part-day programming for children. The curriculum is focused on child-centered learning. Teachers take an individualized approach, tailored to the developmental needs of each child. Additionally, parents are a crucial part of the learning experience through various opportunities arranged by the Parent Resource Teacher. Some examples include parent room activities, volunteering in the classroom, attending school events, and enrolling in educational courses for personal development. The program continues through the early elementary years, easing the school transition for children and families.

- Longer participation in the program—pre-kindergarten through third grade—was associated with significantly higher academic performance, and significantly lower rates of retention than participation lasting only through kindergarten. Participation through third grade was associated with a 6-month advantage in both reading and math in the 5th grade follow-up.
In a 7th grade follow-up, positive effects remained. Students performed significantly better in tests of reading achievement and math achievement. Significant differences were seen in math scores only for those who participated for 3 years; the same statistical significance did not hold for those who only participated for 2 years. All extended-treatment students were also significantly less likely to be retained than those who participated only for pre-kindergarten and kindergarten.
Elementary School Programs

HCZ Programs: Promise Academy Charter School, Peacemakers

Promise Academy Charter School
- See p. 31.

Similar Promising Practice Programs:

Charter School Research
Randomized control study remains fairly rare in education. The National Charter School Research Project literature review of 14 value-added analyses of charter schools failed to draw conclusive evidence of the particular structural or curricular components of a school that facilitate effectiveness. Their review of the literature concludes that while the effective nature of charter schools is widely positive, one must be cautious not to over simplify charter schools as a panacea to the pressing issue of educational underperformance, given the wide variability of charter school models. The reviewers also warn that existing studies of charter school effectiveness that have included rigorous value-added or lottery-based analyses of charter schools have occurred in very few states and major cities to date, and that the quality of the data and hence the quality of the analyses vary.

The RAND Corporation has also released a study exploring the impact of charter schools in five cities and three states. The study explored four major questions: (1) What are the characteristics of students who enroll in charter schools? (2) What effect do charter schools have on students’ test scores? (3) What are long term outcomes for students who attend charter schools, specifically high school graduation and college matriculation? (4) Does charter school competition increase the performance of local public schools? The study concluded, like those before it, that charter school effects are very difficult to calculate given the variability of what may constitute a charter school. However, the study did find that the presence of charter schools does not have a significant impact on the characteristics of students who choose to remain in the local public schools. These findings counteract the fear of “creaming,” a traditional argument against charter schools. Furthermore, the study did not find that the presence of charter schools had any measurable impacts on the test scores of the local traditional public schools, contradicting competition hypotheses. Although the study found little difference between the test performances of students in charter schools and in traditional public schools, there was a significant difference in long-term outcomes: students who attended charter schools were significantly more likely to graduate from high school and attend college. This was especially true for charter schools that bridge middle and high school grades. These findings imply that test score analyses are insufficient when assessing the effectiveness of charter schools. Future research must consider this issue, and explore innovative approaches to school success when assessing charter school performance.

Caroline Hoxby and her colleagues are currently conducting a multi-year study, The New York City Charter Schools Evaluation Project, in which nearly all (93%) of the city's charter schools are participating. This study utilizes the lottery strategy described above, and has found a cumulative positive effect of charter schools on English Language Arts and Math test scores. The authors identified five school characteristics associated with better student achievement, but their data could not provide evidence of these characteristics having a causative effect.

Will Dobbie and Roland Fryer, Ph.D., conducted a study which examined whether offering students enrollment in Promise Academy, a charter middle school sponsored by the Harlem Children’s Zone, improved their academic achievement. Promise Academy is required by law to utilize a lottery system when applications are oversubscribed, and this enabled a “lotteried-in, lotteried-out” analysis as described above. Dobbie and Fryer analyzed data on about 470 New York City students who applied for sixth-grade
enrollment in Promise Academy in 2005 and 2006. Student outcomes were measured in sixth, seventh, and eighth grades using standardized statewide math and English language arts (ELA) tests. Although students who were not accepted into the school had obtained higher scores in the NY state exams than those lotteried in prior to school entry, the pattern was reversed. Students offered enrollment in the school had higher math test scores in sixth, seventh, and eighth grades than the students not offered enrollment. The study authors found no statistically significant differences in ELA test scores in sixth or seventh grade, but a positive effect was found on the eighth grade ELA test. The effects in middle school are enough to close the black-white achievement gap in mathematics and reduce it by nearly half in English Language Arts.

**Chicago Child Parent Centers**

**Tools of the Mind**
- **Evaluated Participants’ Grade**: Pre-kindergarten - 2nd grade
- **Evaluated Communities**: urban New Jersey

Tools of the Mind is an early childhood curriculum that focuses on the cognitive and academic skills based on Vygotskian principles of child development. Using play as the lead development strategy for young children to learn, the curriculum focuses on the specific development of skills such as self-regulation, deliberate memory, and focused attention. Teachers are encouraged to structure play as a meaningful learning tool for their students.

- Treatment participants scored significantly higher in the development of their English vocabulary. Spanish speakers scored significantly better on their receptive and expressive language skills.
- Treatment participants also exhibited fewer incidents of problem behaviors than control participants. Finally, the intervention had a whole-class effect: intervention classrooms scored higher on the Early Childhood Environment Rating Scale assessment of classroom quality, literacy environment, and classroom productivity. Teachers also showed a more comprehensive display of scaffolding their students’ learning processes.

**Experience Corps**
- See p. 22.

**The Incredible Years**
- See p. 25.

**Al’s Pals: Kids Making Healthy Choices**

**Reading One-to-One**
- **Evaluated Participants’ Grade**: 1st - 2nd grade
- **Evaluated Community**: Dallas, TX

This program targets at-risk children, especially English Language Learners, who are chosen by referral. Students are tested and placed into groups based upon their competencies. Tutoring is administered 3-4 times per week in a pullout format at the children’s schools. The program employs college students, community volunteers, and teachers’ aides who receive extensive training and adhere to a specific curriculum. Children work with different tutors throughout the week, so it is crucial that the tutors follow the same curriculum.
In a one year study, students were administered the Woodcock Johnson. First graders who received at least 40 hours of Reading One-to-One tutoring demonstrated gains that were six months greater than those demonstrated by the comparison group. Second graders showed gains four months greater than comparison.

**Fast Track Prevention Project**

**Evaluated Participants’ Grade:** 1st - 10th grade  
**Evaluated Communities:** Durham, NC; Nashville, TN; Seattle, WA; rural central PA

The Fast Track Prevention Project is a comprehensive intervention for high-risk children and teens. The program is designed to prevent antisocial behaviors through the promotion of pro-social behaviors and positive school environment, parent-school relationships, and parenting skills. Program components include a classroom curriculum, tutoring, home visiting, group skills training, mentoring, and various individualized services.

- An experimental evaluation of three different cohorts showed that participation in Fast Track had modest positive impacts on high-risk children’s social, academic, and behavioral outcomes. Furthermore, parents of children in Fast Track exhibited less harsh discipline compared to parents of children who were not in the program.

Other evaluation results include:
  - Compared to the control group, Fast Track children improved their social-cognitive and academic skills, exhibited lower levels of aggressive behavior at home and at school, were less likely to be placed into special education, and became completely free of conduct problems.
  - In adolescence, Fast Track participants were arrested at lower levels and exhibited continued lower levels of “serious conduct disorder” than their control group peers.
  - Parents of the program participants used harsh discipline less frequently than their control group counterparts.

**Woodrock Youth Development Project (WYDP)**

**Evaluated Participants’ Age:** 6 - 14 years  
**Evaluated Community:** Philadelphia, PA

The Woodrock Youth Development Project (WYDP), initiated in 1991 in Pennsylvania, is a comprehensive, multi-component program designed to reduce alcohol, tobacco, and drug use among at-risk elementary and middle school minority students. WYDP program components included social skill and competence training, drug-resistance training, peer mentoring, extracurricular activities (clubs, retreats), regular meetings with teachers (goal-setting, progress checks), home visits to participants’ families, and parenting classes. The program is also designed to improve attitudes about racial/ethnic diversity.

Evaluation results include:
  - Participation in the program decreased drug use and improved student interactions and school attendance.
Middle School Programs

HCZ Programs: Promise Academy Charter Middle School, TRUCE Fitness and Nutrition Center, Boys to Men

Promise Academy Charter Middle School
Evaluated Participants’ Grade: 6th, 7th, and 8th grade
Evaluated Communities: New York, NY

This study examined whether offering students enrollment in Promise Academy, a charter middle school sponsored by the Harlem Children’s Zone, improved their academic achievement. Promise Academy utilizes: an extended school day and year with additional after-school tutoring and Saturday classes; intensive test preparation including morning, mid-day, after-school, and Saturday sessions; student incentives for high achievement; and a school health clinic that provides students free medical, dental, and mental-health services.

The number of applicants to the school exceeded the school’s capacity, as per New York State regulations, enrollment offers were granted by random lottery. This lottery enabled an equivalent to a randomized control trial by comparing the outcomes of students who were selected in the lottery and offered enrollment in the school to students who were not selected in the lottery. Researchers analyzed data on about 470 New York City students who applied for sixth-grade enrollment in Promise Academy in 2005 and 2006. Student outcomes were measured in sixth, seventh, and eighth grades using standardized statewide math and English language arts (ELA) tests.

- Students offered enrollment in the school had higher math test scores in sixth, seventh, and eighth grades than the students not offered enrollment. By the time they were tested in eighth grade, the effect size for the math test was 0.55.
- The study authors found no statistically significant differences in ELA test scores in sixth or seventh grade, but a positive effect was found on the eighth grade ELA test.

Similar Promising Practice Programs:

Healthy Weight Regulation Curriculum
Evaluated participant ages: 11 -13 years
Evaluated Communities: Multiple communities in Northern California

A curriculum was developed to modify the eating attitudes and habits of early adolescent girls. The curriculum included instruction on the harmful effects of unhealthful weight regulation and taught girls to eat nutritious foods, to participate in regular aerobic activity, and to resist social messages about the importance of thinness and dieting. Treatment classes received the healthy weight regulation curriculum while a control group did not receive the curriculum.

Evaluation results include:
- At the 18-week follow-up, girls assigned to the treatment group scored significantly higher than girls assigned to the control group on a test of health knowledge. However, treatment girls’ scores still averaged less than 50% correct.
- On no other measure did treatment girls differ significantly from control girls at follow-up.
- The intervention was unsuccessful at positively impacting weight regulation and preventing eating disorders. A tiny impact on BMI among a high-risk subgroup leads the authors to suggest targeting high-risk adolescents rather than all students.
“Fit for Life” Boy Scout Badge
Evaluated Participants’ Age: 10 through 14 years
Evaluated Communities: Houston, TX

The “Fit for Life” activity badge was designed to increase physical fitness among Boy Scouts. In a random assignment study of 42 troops, boys in troops working on the Fit for Life badge were compared with boys in troops working on a similar, but non-fitness-related badge. Evaluation results include:

- Among troops that worked on their badges during the fall, no differences in BMI or daily physical activity emerged between groups over the course of the intervention.
- Among troops that worked on their badges during the spring, boys assigned to work on the Fit for Life badge significantly increased their light activity and marginally decreased their sedentary time, relative to boys assigned to work on the control badge. Researchers note that spring weather conditions are more conducive to outdoor activity than are fall weather conditions and speculate that this might account for the intervention’s greater success during the spring. They suggest adapting the program to include a greater emphasis on indoor activities, so as to render it pertinent and effective in all seasons.
- There were no differences between groups on frequency of participation in moderate to vigorous physical activity, however.

SHAPEDOWN
Evaluated Participants’ Age: 12 - 18 years
Evaluated Communities: Multiple communities in Northern California

SHAPEDOWN uses a self-directed change format to encourage adolescents to make successive, sustainable, small modifications in their diet, exercise, relationships, lifestyle, communications, and attitudes. The program discourages very-low-calorie and restrictive diets and instead encourages overall fitness and healthy choices. Every participating adolescent’s treatment is individualized; consequently, SHAPEDOWN sessions can be delivered individually or in group settings. Each session includes a voluntary weigh-in, a leader-facilitated group interaction, and an exercise period. The program currently includes 10 2.5-hour sessions for adolescents. Parents are also encouraged to get involved in the SHAPEDOWN program and two parent sessions are offered over the course of the intervention. Evaluation results include:

- At 3-month and 15-month follow-ups, treatment subjects showed significant improvement on relative weight (actual weight over mean weight for individuals of that age, sex, and height), weight-related behavior, self-esteem, depressive symptoms, and weight management knowledge.
- One year after the conclusion of the SHAPEDOWN intervention, absolute weight gain was 5.15 kilograms lower in the treatment group than it was in the control group. Control subjects showed no significant improvement on any of these outcomes except self-esteem.

Child and Adolescent Trial for Cardiovascular Health (CATCH)
Evaluated Participants’ Age: Middle school students
Evaluated Communities: 96 schools in California, Louisiana, Minnesota, and Texas

The Child and Adolescent Trial for Cardiovascular Health (CATCH) is one of the most extensively implemented and evaluated examples of a multi-component, school-based program that includes an educational curriculum along with a behavioral component and school environmental change. CATCH schools receive food-service modifications and food-service personnel training to improve the nutrition of school meals, physical education interventions and teacher training to implement classroom curricula
to address eating habits, physical activity, and smoking. Evaluation results include:

- The CATCH intervention group, on average, obtained a slightly smaller proportion of dietary energy from total fat (30.6% vs. 31.6%) and from saturated fat (11.3% vs. 11.8%). Students from intervention schools also tended to consume less sodium than did students in the control group.
- While the intervention group advantage with respect to physical activity behavior narrowed over time, the intervention group continued to average more minutes of daily vigorous activity. The narrowest difference was among 8th graders, with intervention group students averaging 30.2 minutes per day, compared with just 22.1 minutes among students in the control group.
- These findings suggest that a program that combines health education with behavioral components and school environmental modifications can improve physical activity and nutrition-related behaviors over three years after the end of the intervention.

**Children’s Aid Society - Carrera (CAS - Carrera) Program**

**Evaluated Participants’ Age:** 13 - 15 years

**Evaluated Communities:** Communities in New York, NY; Maryland; Florida; Texas; Oregon; Washington

The Carrera Program is an intensive, year-round, ongoing after-school program that is designed to promote positive youth development and positive reproductive health. At-risk 13-15-year-olds participate in the program through the end of high school. The program employs a holistic approach, addressing the various contexts (e.g. school, family) and needs (e.g. supportive relationships, social services) relevant to the participants’ lives, and it provides a variety of activities and services, including employment and academic assistance, family life and sexuality education, performing arts experience, sports training, and mental and physical health care.

Evaluation results include:

- Compared to the control group, program participants made significantly greater gains in their knowledge of sexuality, and were significantly more likely to have made and kept medical and dental appointments, to have the hepatitis B vaccine, and to have made a reproductive health visit.
- At the three-year follow-up, female participants were significantly more likely to have used the contraceptive Depo-Provera and had significantly lower rates of pregnancies and births compared to control females.
- Compared to control males, CAS-Carrera males were significantly less likely to have initiated marijuana use.
- CAS-Carrera participants were significantly more likely to have bank accounts, to have had work experience, to use word processing programs, and to use the Internet and e-mail.
- On PSAT verbal and math exams, Carrera teens were significantly more likely to have higher scores than the control group, and Carrera females were significantly more likely to have higher scores on the verbal portion. Carrera teens were also significantly more likely to have made college visits.

**Big Brothers Big Sisters (BBBS)**

**Evaluated Participants’ Age:** 10 - 16 years

**Evaluated Communities:** Multiple communities nationwide

Big Brothers/Big Sisters (BBBS) is a well-established, intensive mentoring program. The program targets at-risk 5- to 18-year-old children and teens (e.g., from single-parent families, economically deprived) who desire a match with a Big Brother or Big Sister. BBBS staff carefully screens and matches community
volunteers with participants, and then monitors and provides ongoing support to the matches. BBBS mentoring is designed to promote emotional support, positive social skills, feelings of safety and security, academic skills, and more positive relationships with family and peers.

Evaluation results include:

- BB/BS participants were less likely to start using drugs or alcohol; were less likely to hit someone; had improved school attendance and performance; had improved attitudes toward completing schoolwork; and had improved peer and family relationships.
- They were not more likely to have an improved sense of self-esteem or increased cultural awareness. There were some differences in impacts according to race and gender.

**The Summer Training and Education Program (STEP)**

**Evaluated Participants’ Age:** 14 - 15 years  
**Evaluated Communities** Boston, MA and Pinellas County, FL

The Summer Training and Education Program (STEP) is designed to minimize academic losses during summer vacation, and to prevent pregnancy and resultant school dropout in low-achieving, at-risk adolescents. The program operates in schools, employing innovative curricula, teaching methods, computer-assisted instruction, and contact with the program throughout the school year. STEP also operates on the community level, where local employment and training agencies provide part-time summer work for participants.

Evaluation results include:

- Experimental evaluations of the program show that participation in STEP increased reading grades, math grades, and contraceptive knowledge during program participation. The program did not, however, change teens’ sexual activity, use of contraception, or births.
- However, STEP had no lasting effects on participants’ education, employment, reproductive behaviors, or welfare participation 2 to 3 years after the program. Only test scores on knowledge of responsible social and sexual behavior remained higher at this follow-up.

**Across Ages**

**Evaluated Participants’ Grade:** 6th grade  
**Evaluated Community:** Philadelphia, PA

Across Ages is a youth development, mentoring, and community service program designed to curtail substance use in high-risk children. Variations of the program with or without a mentoring component have been evaluated with school-age children in Philadelphia and Massachusetts.

Evaluation results include:

- Participants in the mentoring program had
  - Increased positive attitudes regarding school, the future, and older people
  - Improved attendance at school
  - Higher levels of self-control, cooperation, attachment to school and family, and more positive attitudes toward the elderly and helping as compared to the control group
  - Improved reactions to situations involving drug use, and higher rates of community service
  - Significantly lower levels of problem behavior and alcohol use
  - Six-month follow-up data revealed a lack of persistence in the program effects with the exception of cooperation, and evidence that mentoring reduces future initiation of marijuana use.

**Fast Track Prevention Project**

- See p. 30.
The Aban Aya Youth Project: Reducing Violence Among African American Adolescent Males
Evaluated Participants’ Grade: 5th - 8th grade
Evaluated Community: Chicago, IL

The Aban Aya Youth Project (AAYP) is an intervention program designed to reduce rates of risky behaviors among African American children in 5th through 8th grade. Longitudinal efficacy trials compared two experimental interventions and one control intervention: (1) School-Community Curriculum (SC); (2) Social Development Curriculum (SDC); and (3) a control Health Enhancement Curriculum (HEC). The curriculum for both SC and SDC focuses on reducing risky behaviors, such as violence, substance abuse, unsafe sexual practices, cognitive-behavioral skills to build self-esteem and empathy, manage stress and anxiety, develop interpersonal relationships, resist peer pressure, and develop decision-making, problem-solving, conflict resolution, and goal-setting skills. There is also an emphasis on community service, and a parental support component to these interventions. In contrast, the control intervention (HEC) focused on decision-making and problem-solving skills, and the promotion of healthy behaviors related to nutrition, physical activity, and general health care.

Evaluation results include:

- Males in the experimental interventions experienced a significantly reduced rate of multiple risk behaviors including self-reported violence, provoking behavior, school delinquency, combined behaviors, substance use, and sexual activity.

I Have a Dream®
Evaluated Participants’ Grade: 6th grade
Evaluated Community: Denver, CO

I Have a Dream® (IHAD) was established in 1981 by philanthropist Eugene Lang who “adopted” the sixth-grade students at Public School 121 in East Harlem, New York, promising the students tuition assistance for college and support services to help them graduate from high school. Other groups and individuals have followed Lang’s model, and there are now about 180 projects in 27 states. The program is designed to serve children from low-income communities, and program sponsors can adopt either an entire grade level from an elementary school or an entire age group from a public housing development. Typically, sponsors will adopt a group of children (60 to 80 kids) in the second or third grade and support them through high school graduation by funding tutoring, mentoring, and other academic, cultural, and recreational support activities. Upon high school graduation, students are provided financial assistance for pursuing higher education.

Evaluation results include:

- High school graduation rates were significantly higher for IHAD participants compared with the control group of students. One program had a 71% graduation rate, compared with 37% for its control group.
- College enrollment rates for the IHAD students in the fall after high school graduation were 88% for one program and 96% for another program. Although comparable rates were not available for the comparison groups, the authors note that IHAD rates are higher than the average college enrollment rates for high school graduates.

The Boys & Girls Clubs of Philadelphia, Inc.
Evaluated Participants’ Age: Pre-Kindergarten - 21 years
Evaluated Community: Philadelphia, PA

BGCA clubs serve school-age youth, from preschool to 21 years of age, through a variety of programs including homework assistance, technology centers, teen centers, career exploration, job assistance, sports
and recreation, art classes, and leadership development. In addition to program development, Boys & Girls Clubs of America provides programmatic and executive training for Club professionals nationwide. Evaluation results include:

- After 30 months, greater engagement and enjoyment of reading and geography, and improved verbal and writing skills were found for program youth compared to the comparison group.

**Building Essential Life Options through New Goals (Project BELONG)**

**Evaluating Participants’ Grade:** 5th - 8th grade.

**Evaluating Community:** Brian-College Station, TX

Project BELONG is a mentoring/tutoring program designed to improve school functioning and discourage substance use in at-risk middle school students. Over the course of an academic year, undergraduate students teach participants various technical, academic, and life skills. They also engage participants in discussions of topics such as behavior skills, critical thinking skills, and drug/alcohol use. Evaluation results include:

- Mentored youth were rated by their teachers as: (1) more engaged in the classroom than control group members; (2) placing a greater value on school than the control group youth; and (3) less likely to exhibit behavior problems or severe discipline problems.
- Mentored youth were less likely to receive failing grades in math as compared to the control group.
- Mentored youth were less likely to commit a Class A-C misdemeanor or felony. In general, program participant offenses were less serious than those of the control group youth.

**CASASTART (Formerly Children At Risk)**

**Evaluating Participants’ Grade:** 6th - 8th grade

**Evaluating Communities:** Austin, TX; Bridgeport, CT; Memphis, TN; Savannah, GA; and Seattle, WA

CASASTART is a youth development program for middle school students. The program uses a whole-community approach involving school services, community and social services, and out-of-school activities. For instance, the program provided community-enhanced policing, intensive case management, juvenile justice intervention, family services, after-school and summer program activities, tutoring and homework educational services, mentoring, and monetary incentives. Evaluation results include:

- The program lowered participants’ chances of repeating a grade, but did not raise participants grades, compared to students in the control group.

**Woodrock Youth Development Project (WYDP)**

- See p. 30.
High School Programs

HCZ Programs: TRUCE, College Success Office, Education and Technology Center

Similar Promising Practice Programs:

Gimme 5: A Fresh Nutrition Concept for Students
Evaluated Participants’ Age: 14 - 18 years, 9th - 12th grade
Evaluated Community: New Orleans, LA

Gimme 5: A Fresh Nutrition Concept for Students is a multi-component, school-based dietary intervention for high school students. The four-year intervention focuses on increasing students’ fruit and vegetable consumption. Evaluation results include:
- Students at Gimme 5 schools significantly increased their knowledge of fruit and vegetable nutrition, but did not improve their attitudes toward consuming fruits and vegetables.
- During the first three years of the intervention, consumption of fruits and vegetables among students from schools assigned to implement the Gimme 5 program increased by 0.37 servings.
- No significant difference in consumption existed between groups during the fourth year of the intervention.

SHAPEDOWN
- See p. 32.

The Stanford Adolescent Heart Health Program
Evaluated Participants’ Age: 14 - 16 years
Evaluated Communities: Multiple communities in Northern California

The Stanford Adolescent Heart Health Program is a school-based program designed to improve the health and health behaviors of teenagers. The curriculum consists of 20 50-minute classroom sessions that cover physical activity, nutrition, smoking, and stress. The curriculum emphasizes information on the immediate consequences as well as the long-term benefits of healthy behaviors, trains students in self-regulatory skills and problem solving, and incorporates development of an action plan designed to reach an individually-chosen behavior goal. Evaluation results include:
- By two months after the intervention, 30.2% of students in the treatment group who had not been exercising regularly at baseline had become regular exercisers, compared with 20% in the control group.
- The program was also associated with improvements in heart rate. Adolescent boys and girls in the treatment group showed a decrease in average heart rate of 2.3 and 4.1 beats per minute, respectively, while the average heart rate among all controls increased very slightly.
- Students in the treatment group were also more likely than were students in the control group to report that they would select healthy foods for snacks.

Reach for Health Service Learning Program
Evaluated Participants’ Grade: 7th, 8th, and 10th grade
Evaluated Community: New York, NY

The Reach for Health Community Youth Service (RFH CYS) program is an intervention designed to help youth develop the skills and knowledge they need to make positive health choices and avoid high-
risk behaviors, such as early sexual initiation. The program consists of in-school health lessons and service learning. Students perform weekly community service and reflect on the experience in the classroom as a group. Evaluation results include:

- Compared to the control group, RFH CYS students were less likely to have initiated sex or to have engaged in recent sex and less likely to become pregnant by the 10th grade follow-up.

**Quantum Opportunities Program (QOP)**

**Evaluated Participants’ Grade:** 9th grade (at program debut)
**Evaluated Communities:** Philadelphia, PA; San Antonio, TX; Saginaw, MI; Oklahoma City, OK; and Milwaukee, WI

The Quantum Opportunities Program (QOP) provides intensive services to disadvantaged students throughout high school and aims to foster academic and social development. Participation in QOP was designed to increase high school graduation rates while decreasing rates of teen pregnancy and violent behaviors. QOP components include (1) education-related activities (tutoring, computer-assisted instruction, homework assistance); (2) development activities (acquiring life skills and family skills, planning for college and jobs); (3) service activities (community service projects, helping with public events, holding regular jobs); and (4) hourly stipends and bonuses for completing each segment of the program. Program opportunities are offered year-round.

Evaluation results include:

- Two years elapsed before the effects of QOP began to show. However, after two years the experimental group averages for all identified academic and functional skills were higher than those for the control group and five of the score differences were statistically significant.
- By the time the sample was ready to finish high school, the experimental group was higher on all identified skill scores, and all score differences were statistically significant.
- In the post-high school period, there were larger and significant differences between the experimental and the control groups:
  - The experimental group was more likely to have graduated from high school and to be in a post-secondary environment and thus, much less likely to be high school dropouts than the control group.
  - There were differences in two- and four-year college attendance. The experimental group was three times as likely to attend a four-year college and twice as likely to attend a two-year institution.
  - The experimental group was also less likely to have children, more likely to have received honors and awards, and to have performed community service.

**The Summer Training and Education Program (STEP)**

See p. 33.

**Teen Outreach Program (TOP)**

**Evaluated Participants’ Age:** 14 - 18 years, 9th - 12th grade
**Evaluated Communities:** 25 communities nationwide

Teen Outreach Program (TOP) seeks to prevent problem behaviors, notably teen pregnancy and school failure, although the program places very little direct emphasis on these two issues. The TOP curriculum is designed to engage students via structured discussions, group exercises, role plays, guest speakers, and informational presentations. Discussions and activities focus on maximizing learning from community service experiences and on helping teens cope with important developmental tasks including: understanding self and personal values and human growth and development, developing life
skills, dealing with family stress, and addressing issues related to social and emotional transitions from adolescence to adulthood. This program has been evaluated in two studies.

Evaluation results include:
- During the intervention period, TOP students were significantly less likely than control students to have failed a course or to have been suspended from school.
- Fewer TOP students than control students dropped out of school or became pregnant; however, the study sample was too small to permit analyses on these outcomes.
- After accounting for baseline variables, the risk of school suspension in the TOP group was found to be only 42% of the size of the risk of school suspension in the control group.
- The risk of course failure for TOP students was only 39% of the risk for control students and the risk of teen pregnancy for TOP students was only 41% of the risk for control students.

**Career Beginnings**
*Evaluated Participants’ Grade: 11th - 12th grade*
*Evaluated Communities: 24 communities throughout the United States and Canada*

Career Beginnings is a two-year program for 11th- and 12th-graders that is designed to enhance success in school and the workforce. The program provides mentoring, workforce training and placement, and a competency-based curriculum. The target population for this program includes youth with average academic achievement; low to moderate family income; a poor attendance record; limited career awareness and aspirations; and no serious juvenile offenses. Participants at each site must fit the following minimum parameters: 50 % economically disadvantaged; 80 % having neither parent with a college degree; 45 % male.

Evaluation results include:
- Program group members had fewer unexcused absences from school and were more likely to attend college than controls.
- Program group members were employed significantly less often than the control group during the year after high school (attributed to greater percentage of participants pursuing higher education rather than working).

**Career Academies**
*Evaluated Participants’ Grade: 9th - 12th grades*
*Evaluated Communities: 10 communities nationwide*

The Career Academies program is designed to provide technical and academic skills, enhance engagement and performance in school, and enable participants to make a successful transition to post-secondary education and a career. The program is guided by a specific type of structure and curriculum, and on the community level, through business partnerships and job opportunities with local employers. Target populations exhibit environmental risk factors, such as high dropout and unemployment rates. Career Academies has served roughly 1,500 high schools with approximately 100-150 students at each site.

Evaluation results include:
- Career Academies had positive educational impacts. Students showed a greater likelihood of graduating high school on time, more motivation to attend school, and increased opportunities for work-based learning activities while in high school.
- Participants in Career Academies experienced several positive employment impacts compared to the control group, including a greater likelihood of employment in jobs connected to school that incorporated “high” levels of work-based learning content, exposure to career-related themes or activities in school, and participation rates in job-shadowing or field trips.
For youth at the highest risk of dropping out of school, participation in the program also led to lower dropout rates, higher attendance, increased on-time graduation, increased enrollment in vocational courses, and increased engagement with school than students who did not participate in the program.

**Upward Bound**  
**Evaluated Participants’ Age:** 15 - 24 years  
**Evaluated Communities:** 67 communities nationwide

Upward Bound is an out-of-school time program designed to help disadvantaged high school students from low-income families (or who would be the first in their family to attend college) to prepare for college. Nationwide, approximately 44,000 students participate in 563 Upward Bound programs. Upward Bound provides academic instruction, tutoring, mentoring, counseling, career planning, cultural programs, college planning services, meetings during the school year, and an intensive summer program to help improve the collegiate possibilities and outcomes of high school students. Evaluation results include:

- Upward Bound participants were more likely to earn more post-secondary credits, receive higher levels of financial aid, and be more engaged in college activities than youth who were not in the program.
- There was no significant effect on college attendance rates or high school graduation rates for the experimental group as a whole, but certain subgroups were up to 12% more likely to attend four-year colleges.

**Job Training Partnership Act (JTPA)**  
**Evaluated Participants’ Age:** 16 through 21 years  
**Evaluated Communities:** 16 communities nationwide

The Job Training Partnership Act of 1982 (JTPA) seeks to provide permanent, self-sustaining employment and to improve participants' wages. Program components include on-the-job training, job search assistance, basic education, work experience, and improving participants’ occupational skills. The Job Training Partnership Act served over 1 million people each year. Evaluation results include:

- An experimental evaluation showed that participation in the Job Training Partnership Act increased the receipt of employment and training services, and, for females only, increased levels of educational attainment.
- Female participants in the program group were significantly more likely than control group members to obtain a high school diploma or GED during the follow-up period (39.4% compared to 31.7% of controls).

**JOBSTART**  
**Evaluated Participants’ Age:** 16 - 21 years  
**Evaluated Communities:** 13 communities nationwide

JOBSTART is an alternative education and training program designed to improve the economic prospects of young, disadvantaged high school dropouts by increasing educational attainment and developing occupational skills. The program has four main components: (1) basic academic skills instruction with a focus on GED preparation; (2) occupational skills training; (3) training-related support services (such as transportation assistance and childcare); and (4) job placement assistance. Participants receive at least 200 hours of basic education and 500 hours of occupational training. Evaluation results include:
Experimental evaluations show that JOBSTART had positive impacts on substance use, GED or high school diploma receipt, and, at least in the short-term, employment levels and arrest rates. However, participation in the program appeared to have mixed impacts on participants’ earning levels and to have no impact on most participants’ receipt of public benefits, childbearing, or fathering children.

**Job Corps**  
**Evaluated Participants’ Age:** 16 - 24 years  
**Evaluated Communities:** 119 communities nationwide

Job Corps helps participants become “more responsible, employable and productive citizens” by providing material resources, technical and academic knowledge, and social supports and interactions. This program provides a no-cost education and vocational training program administered by the U.S. Department of Labor. Job Corps offers career planning, on-the-job training, job placement assistance, residential housing, food service, driver’s education, health and dental care, a bi-weekly basic living allowance, and a clothing allowance. Additionally, some youth participate in a dormitory-style residential living component. In addition to vocational training, all Job Corps centers offer GED programs and high school diplomas and programs to get students into college. Job Corps also provides career counseling and transition support to its students for up to one year after they graduate from the program. Some centers offer childcare programs for single parents, as well. Since its inception in 1964, Job Corps has provided support to more than two million young people. Job Corps continues to help 60,000 youths annually throughout the country.

**Evaluation results include:**

- Compared to the control group, program group members were more likely to receive the GED and vocational certificates and spend more hours in vocational training. The program provided greater gains for very young students, female participants with children, and older youth who did not possess a high school diploma or GED at enrollment.
- Compared to the control group, program group members were more likely to be employed, have increased weekly earnings, and spend more time employed.
- Program group members were less likely to have been arrested or charged with a delinquency or criminal complaint than control group members and were less likely to have spent time in jail.
- Participation did not improve college attendance and had negative impacts on receiving a high school diploma for those enrolled in school at the time they were assigned to participate in Job Corps.
- Compared to the control group, program participants collected fewer public benefits and were less likely to report themselves as being in poor health.
Vocational or College Support Programs

HCZ Program: College Success Office

Similar Promising Practice Programs:

Upward Bound
  • See p. 40.

Job Training Partnership Act (JTPA)
  • See p. 40.

JOBSTART
  • See p. 40.

Job Corps
  • See p. 41.

Youth Corps (American Conservation and Youth Service Corps)
Evaluated Participants’ Age: Young adults (the majority were 18 through 25 years)
Evaluated Communities: Washington State Service Corps; City Volunteer Corps, New York, NY; Florida Service Corps, Greater Miami; California Conservation Corps, Santa Clara District; Youth Build, Boston, MA; Civic Works, Baltimore, MD; New Jersey Youth Corps of Camden County; Wisconsin Service Corps, Milwaukee, WI

Youth Corps is a full-time paid work program for young adults out of school. It provides participants with temporary employment to promote a strong work ethic and sense of public service in participants, to enhance participants’ personal development and educational/employment prospects, and to provide long-term benefits to the public. The program also provides enrichment services, such as academic and life skills training, job search help, GED courses, and references to external mental health and educational services.

Evaluation results include:
  • Participation in Youth Corps led to higher numbers of hours worked, higher levels of working for pay, and lower levels of arrests 15 months later.
  • Members of the treatment group had scores at follow-up that averaged nearly 8% above controls on the community involvement subscale, and over 6% above controls on the overall Personal and Social Responsibility scale.
  • African American and Hispanic members of the treatment group had higher employment rates and higher earnings when compared to controls.
  • Nearly 4% of African-American men in the treatment group earned an associate’s degree, while none of the control group earned the degree.
  • Almost two-thirds of the treatment group indicated they would like to graduate from college, compared to less than 40% in the control group.
  • Hispanic participants worked nearly 900 hours more than their control group counterparts, who worked 1,450 hours.
  • Hispanic participants were more likely to receive a promotion at their current job. Over a third of the participants received a promotion at their current job, as compared with 19% of the controls.
  • Pregnancy rates among young unwed African-American women were lower than in the control group.
Bibliography

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Community Programs

Self-Sufficiency Project (SSP)

Family, Social Service, and Health Programs

PALS I & II

Early Head Start

Healthy Families New York

Infant Health and Development Program (IHDP)

Nurse-Family Partnership (NFP)


**Triple P**


**Project CARE**


**Experience Corps**


**Multidimensional Family Therapy (MDFT)**


**Early Adolescent Anger Reduction Intervention**


**Adolescent Transitions Program (ATP)**


**Early Childhood Programs**

**Charter Schools**

**Carolina Abecedarian Project**

**High/Scope Perry Preschool**

**The Incredible Years**


**Project CARE**

**Sound Foundations**


**Al’s Pals: Kids Making Healthy Choices**

**Chicago Child Parent Centers**


**Elementary School Programs**

**Chicago Child Parent Centers**


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