The NASP Leadership Assembly has adopted three strategic goals that guide the association’s work. In your state, what are some gains being made in school psychology practice related to these goals, and what are some pressing challenges?

The Massachusetts School Psychologists Association (MSPA) has been actively working toward aligning its strategic goals with those set by the NASP Leadership Assembly, focusing on the Practice Model, Workforce Shortages Solutions, and Social Justice.

MSPA has been making progress in implementing the NASP Practice Model in the state. The association has taken direct actions to represent the NASP Practice Model in district and state policies and procedures. All professional development opportunities reflect the domains of the model. The membership committee has also worked on recruitment of members and the creation of micro volunteer opportunities to increase membership participation in the actions and outcomes of the association’s goals. The challenge lies in achieving widespread recognition and implementation of the NASP Practice Model in various school districts and institutions. There are shortages in the state as well that prevents even districts that have adopted the model to provide a supportive environment. Achieving this level of consistency across the state remains a work in progress.

MSPA is actively advocating for the value of school psychological services and equitable access to research-based education, social, emotional, and behavioral health services for all children and families. The association's actions to address shortages include advocating at various levels to establish school psychologists as qualified providers of mental and behavioral health services. The association has partnered with local university trainers and are advocating for a state standard of paid internships to allow more professionals to access the training programs. As well as actively recruiting diverse professionals, aligning with social justice activities. Addressing workforce shortages and achieving a diverse and high-quality school psychology workforce remains a critical challenge. Ensuring equitable access to services for all students, particularly in underserved communities, requires overcoming funding and resource constraints.

MSPA has shown significant accomplishments in promoting social justice by valuing and protecting the rights and opportunities of all children and youth in schools and communities. The diversity committee established two initiatives to promote diversity in the field. Firstly, they have introduced the scholarship, which awards $2,000 annually to three culturally and linguistically diverse (CLD) graduate students pursuing careers in school psychology.

They have established the Diversity Recruitment and Mentoring Initiative (DRMI) to address the financial and educational barriers that CLD prospective students may face when applying to school psychology programs. The DRMI encourages CLD prospective students interested in graduate programs to apply, fostering inclusivity, mentorship, and diversity within the field.
While MSPA has made significant strides in promoting social justice, ongoing challenges persist. These include the need to continually enhance cultural competency and address underlying systemic issues that perpetuate inequities. Increasing diversity within the field remains a long-term objective, as it involves addressing financial and educational barriers.

In summary, Massachusetts has taken commendable steps in alignment with the NASP Leadership Assembly's goals. They have made progress in implementing the Practice Model, addressing workforce shortages, and promoting social justice. However, challenges such as widespread recognition of the Practice Model, workforce diversity, and long-term equity remain essential areas for further development and advocacy.