



**School Practitioner  
Listserv**



**A Weekly Community of Practice Network  
for Sharing and Interchange**

*April 27, 2015*

**Request from a Colleague**

**>About funding for student & learning supports**

**For Your Information**

**>Federal framework/guidelines to enhance program impact**

**Featured Set of Center Resources**

**>Re. using current resources for greater impact**

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**Please forward this to a few colleagues you think might be interested.  
The more who join, the more we are likely to receive to share.**

**For those who have been forwarded this and want to be part of  
the weekly exchange, send an email to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**For previous recent postings of this community of practice, see  
<http://smhp.psych.ucla.edu/practitioner.htm>**

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***Note: In keeping with the 2015 National Initiative for Transforming Student & Learning Supports, this community of practice network has expanded in number of participants and topics discussed.\* The thematic emphasis is on (1) daily concerns confronting those working in and with schools, (2) the transformation of student and learning supports, and (3) promoting whole child development and positive school climate.***

**R** **request:** “We are really struggling with funding right now and are finding little to no funds for mental health and schools.”

**C** **enter Response:** Here are a few thoughts to consider:

(1) *Adopt a broad view of mental health to expand funding possibilities.* Think in terms of addressing barriers to learning and teaching and re-engaging disconnected students; think in terms of promoting healthy development, preventing problems, early intervention as soon as problems are noted, programs to address frequently occurring problems, and services for chronic and pervasive problems (including connections to community resources. This will enable embedding mental health concerns into the school’s focus on all learning, behavior, and emotional problems. (See *Addressing Mental Health Concerns: A Key to School Improvement*, a invited guest blog the Center co-directors did for Education Week 4/19/15–[http://blogs.edweek.org/edweek/leadership\\_360/2015/04/addressing\\_mental\\_health\\_concerns\\_a\\_key\\_to\\_school\\_improvement.html#](http://blogs.edweek.org/edweek/leadership_360/2015/04/addressing_mental_health_concerns_a_key_to_school_improvement.html#) .)

Adopting a broad perspective greatly expands the range of grants that are applicable. See, for example, those listed on our website. (Go to our homepage at <http://smhp.psych.ucla.edu>, scroll to the bottom and click on *Grants*.) The list is culled from the *Grants.gov* website and includes requests for application related to education, health, mental health, service learning, mentoring, juvenile justice, family support, and more.

(2) *Use special projects to produce sustainable student and learning supports.* Those who win a grant competition need to avoid “projectitis.” Just implementing proposed projects does little to sustain the work after special funding ends. For ways to avoid projectitis, see:

>*Turning a Project or Pilot into a Catalyst for Systemic Change and Sustainability* – <http://smhp.psych.ucla.edu/pdfdocs/catalyst.pdf>

>*Life Beyond the Project? Fully Integrating the Effort into the School Improvement Agenda* – <http://smhp.psych.ucla.edu/pdfdocs/lifebeyondproject.pdf>

(3) *Use regularly budgeted funds more effectively.* See the section below on “Featured Set of Center Resources.”

(4) *End the marginalization of student & learning supports in school improvement policy.* It is essential to move forward in more cost-effective ways by unifying student and learning supports and braiding remaining categorical funding in ways that reduce redundancy and counterproductive competition for sparse resources. Over the long-run, enhanced funding for addressing barriers to learning and teaching and re-engaging disconnected students requires working with school/district leadership to move from a two- to a three-component school improvement policy framework. This framework establishes and administrative structures and budgets that include a learning supports component as a primary school improvement concern (on a par with the instructional and management components). In doing so, it moves student and learning supports out of a marginalized and fragmented status in school improvement policy and practice and integrates the work in ways that enable redeploying existing resources. The processes of rethinking student supports and moving to develop a comprehensive system of learning supports at schools can be started without any

new allocation of funds. That is, the emphasis in moving in new directions for student and learning supports is on redeploying existing resources.

To see how this can work, go to:

>*Rethinking District Budgets to Unify and Sustain a Critical Mass of Student and Learning Supports at Schools* –

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

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

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

>*What will it cost? - No New Dollars!* –

<http://smhp.psych.ucla.edu/pdfdocs/what will it cost.pdf>

### **Mapping and Analyzing Student and Learning Supports**

Mapping and analyses of what's in use provides a basis for identifying what is and isn't cost effective, where redundancies have arisen, and what critical gaps exist. This information enables system building through redesign and re-deploying available resources. Moreover, enhanced intervention effectiveness and economies of scale can be achieved by collaborative system-building across several schools (e.g., a high school and its feeders) and weaving together school and community resources.

For a framework and steps to use in taking stock of existing resources related to addressing barriers to learning and then rethinking how the resources can be used to greatest effect, see:

>*Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change* –

<http://smhp.psych.ucla.edu/pdfdocs/resourcemaping/resourcemapingandmanagement.pdf>

Also see:

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

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

**L**istserv Participants: What mapping and analyses of student and learning supports is going on in your locality? Let us know so we can share. [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)

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# F or Your Information

## >Federal framework and guidelines to enhance impact of programs

The U.S. Government Accountability Office (GAO) recently developed guides to help identify and evaluate instances of fragmentation, overlap, and duplication, and identify options to reduce or better manage associated negative effects. The guides underscore the importance of using existing resources in the most effective ways.

- (1) *Fragmentation, overlap, and duplication: An evaluation and management guide* – [http://www.gao.gov/framework\\_duplication/overview](http://www.gao.gov/framework_duplication/overview)

Excerpt:

“...In seeking to avoid increasing unnecessary fragmentation, overlap, and duplication, it is critical ... [to] consider what other programs or funding streams exist in related areas and what the impact of the consolidation on these is likely to be. Even if no changes in these other programs are undertaken, design of the consolidation can affect the interaction with other programs and funding streams.... Implementing a consolidation can raise some of the same issues as a large-scale organizational transformation and requires the concentrated efforts of both leadership and employees to accomplish new organizational goals. Agencies should have an implementation plan for the consolidation that includes essential practices to manage change, such as active, engaged leadership of executives at the highest possible levels; a dedicated implementation team that can be held accountable for change; and a strategy for capturing best practices, measuring progress toward the established goals of the consolidation, retaining key talent, and assessing and mitigating risk, among others...”

- (2) *Best Practices and Leading Practices in Collaboration* – [http://www.gao.gov/key\\_issues/leading\\_practices\\_collaboration/issue\\_summary](http://www.gao.gov/key_issues/leading_practices_collaboration/issue_summary)

Excerpt:

“...Understanding how specific activities or functions are coordinated between programs or agencies can help analysts identify fragmentation, overlap, or duplication. ...this guide identifies collaboration as an option analysts can consider recommending to reduce or better manage fragmentation, overlap, and duplication.... Collaboration can be broadly defined as any joint activity that is intended to produce more public value than could be produced when the organizations act alone. Agencies can enhance and sustain their collaborative efforts by engaging in key practices, such as defining and articulating a common outcome and agreeing on roles and responsibilities. Running throughout these practices are a number of factors such as leadership, trust, and organizational culture that are necessary elements for a collaborative working relationship...”

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# Featured Set of Center Resources

## >Re. Using Current Resources for Greater Impact

See our Center online clearinghouse Quick Find entitled: *Financing and Funding* – [http://smhp.psych.ucla.edu/qf/p1404\\_02.htm](http://smhp.psych.ucla.edu/qf/p1404_02.htm) for links to resources relevant to the topic.

Examples of resource links you will see there include our Center resources entitled:

- >*Financing Mental Health for Children & Adolescents* – <http://smhp.psych.ucla.edu/pdfdocs/briefs/financebrief.pdf>  
This report discusses problems, resources, and facts related to financing mental health programs for children and adolescents.
- >*Cost-benefit Analysis Relevant to Addressing Barriers to Learning and to Mental Health in Schools* – <http://smhp.psych.ucla.edu/qf/costbenefitanalysis.htm>
- >*Analyzing What is Being Spent in Addressing Barriers to Learning and Teaching* – <http://smhp.psych.ucla.edu/pdfdocs/budgetmapping.pdf>  
As noted above, mapping and analyzing resources is a critical step in school improvement. In-depth mapping and analyses provide essential information about cost-effectiveness, gaps, redundancies, etc. A special facet of mapping and analyzing resources is estimating dollars spent.
- >*Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs* – <http://smhp.psych.ucla.edu/pdfdocs/surveys/set1.pdf>  
This set of self-study surveys for six arenas related to addressing barriers to learning and teaching provide an overview of possible budgeted activities and thus can aid mapping and analyses. The arenas are (1) classroom learning supports, (2) supports for transitions, (3) home involvement and engagement, (4) community involvement and engagement, (5) crisis assistance and prevention, (6) student and family special assistance.

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\*For information about the *2015 National Initiative for Transforming Student and Learning Supports*, see <http://smhp.psych.ucla.edu/newinitiative.html>

Also see: *Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System* – <http://smhp.psych.ucla.edu/pdfdocs/book/book.pdf>

***Equity of opportunity is fundamental to enabling civil rights;  
transforming student and learning supports is fundamental to  
enabling equity of opportunity and promoting whole child development***

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*Please share relevant resources ideas, requests, comments, and experiences!*  
Send to [ltaylor@ucla.edu](mailto:ltaylor@ucla.edu)

**Note: Responses come only to our Center at UCLA for possible inclusion in the next week's message.**

**We also post a broad range of issues and responses to the *Net Exchange* on our website at**

<http://smhp.psych.ucla.edu/newnetexchange.htm>

**and to *Facebook* -- access from the Center's home page**

<http://smhp.psych.ucla.edu/>