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## FROM CENTER AT UCLA – 2015 Initiative\*

### Principals Tell Us Efforts to Address Learning, Behavior, and Emotional Problems are Consuming a Large Portion of the Budget without Returning Enough on the Investment

We have received many responses to our efforts related to transforming student and learning supports. We have heard about long-standing efforts to advance equity of opportunity for student success at school and the passion for finding better ways to move forward.

Over the years, principals have told us that as much as 25% of their budget is expended on addressing problems that are interfering with learning and teaching. And, they have found that these resources have produced too little in advancing equity of opportunity for student success at school.

*Given sparse budgets, the key to turning things around is harnessing existing resources to move in new directions.*

### Making It Happen

**Braid and redeploy existing resources:** It is legitimate and feasible to braid certain resources across categories to achieve better outcomes and enhance cost-effectiveness. For example, in 2011, the Louisiana Department of Education analyzed the range of funding sources for learning supports (e.g., funds personnel, and programs from No Child Left Behind Titles I, II, III, VI and the Individuals with Disabilities Education Act). They then developed a manual and tools to guide and assist local education agencies in understanding how to integrate multiple funding sources to accomplish efforts such as the development of the state's design for a Comprehensive Learning Supports System. As they stressed:

We must put aside our "turfs" and our "purse-strings," in order to overcome the challenges that dwindling resources present for school improvement planning. It is critical for all leaders at the district level to support this effort, in order to empower all personnel to collaborate in new and effective ways. Leaders must remain engaged in this new way of planning and allow personnel the flexibility to think outside of the box to transform the way we do business. ... Managing change is difficult and to be successful, we have to meet the needs of all children, regardless of the ways we choose to fund programs. Far too often, in our silos we have said, "No, we can't do that because..." rather than working together to eliminate the silos. We are [too] comfortable with the inflexibility we have created.

See *Funding stream integration to promote development and sustainability of a comprehensive system of learning supports* – <http://smhp.psych.ucla.edu/pdfdocs/fundingstream.pdf>

Braiding for overlapping goals also can be done related to special education, dropout prevention, family and home involvement, crisis response and prevention, support for transitions, community outreach, assistance for students and families with social and emotional needs, and more. And, besides school funds, strategic system-building can weave in community resources.

**What are your views and experiences related to this. We look forward to sharing your responses. Send to [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu)**

**>Need resource aids and/or technical assistance for addressing barriers to learning and teaching? Let us know by emailing [adelman@psych.ucla.edu](mailto:adelman@psych.ucla.edu) or [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) .**

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**Please forward this to a few colleagues you think might be interested.**

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

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Note: Responses come only to the Center for Mental Health in Schools at UCLA.

We post a broad range of issues and responses to the Net Exchange on our website at <http://smhp.psych.ucla.edu>

The Center's Facebook site can be accessed from our website homepage.

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**Looking forward to hearing from you.**

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