
Analyzing What is Being Spent in Addressing Barriers to Learning and Teaching

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.

The specific question with respect to *addressing barriers to learning and teaching and re-engaging disconnected students* is:

What percentage of a school and district budget (including what the community links to a school and district) goes to these matters?

Introduction to Gathering the Information

- >Talk with superintendent/principal and determine how they want to proceed. (May want only to give some input and then designate who should be interviewed.)
- >Whoever the interviewee, start with a general description of the information that is needed and why.
- >Leave this description and the attached form for their reflection and set up a time for the interview.
- >Conduct the interview where they can delve into files or contact others to supply the data.

(1) Start by reviewing the current budget.

(2) Move on to the interview. The interview is designed to look beyond the way the budget categorizes expenditures.

- (a) First identify those expenditures related to student and learning supports that are evident (e.g., personnel and material costs directly designated for student support staff, alternative/continuation schools, special programs for pregnant and parenting students, dropout recovery programs, special education costs).
- (b) Then, elicit educated estimates of what proportion of other personnel time (e.g., regular teachers, administrators) and related materials are drained off to address students' learning, behavior, and emotional problems.*

*Consider:

What percent of each day do regular teachers', general administrators', academic counselors', etc. devote to dealing with "problem" students and their families?

How much substitute teacher expense is related to teacher absences stemming from the stress of working with such students?

How much of the expenditures for federal programs such as Titles I, III, VI, X, and the child nutrition program are used for student and learning supports?

How much is expended on school wide initiatives to prevent specific problems (e.g., bullying, substance abuse, violence, pregnancy, truancy, dropouts)?

How much of the expenditures for professional development and other capacity building activity are devoted to matters specifically related to addressing barriers to learning and re-engage disconnected students?

The attached form is intended to help structure information gathering.

Feel free to modify it to fit a particular setting.

Expenditures for addressing student learning, behavior, and emotional problems	<i>Levels</i> Prevention of Problems	<i>of</i> Early-After-Problem-Onset	<i>Intervention</i> Chronic/Severe Problems & Disabilities	Costs for Materials, Professional Development, General Administrative and Capacity Building, operations, maintenance, transportation
Counselor(s) Psychologist(s) Social Worker(s) Nurse(s) Support Program Coordinator(s) Support Staff Administrator(s) Title I staff (or related to this concern if no federal funding) Title III staff (or re. this concern) Title VI staff (or re. this concern) Title X staff (or re. this concern) Federal nutrition program staff Special education NPS funding Regular teachers General administrators Substitute teachers for stressed absentees Staff for programs to prevent specific problems (e.g., bullying, substance abuse, violence, pregnancy, truancy, dropouts) Alternative/cont. school staff	\$	\$	\$	\$

Dropout recovery

Litigation costs re. learning, behavior, and emotional problems. \$

Expenditures for addressing student learning, behavior, and emotional problems	<i>Levels</i> Prevention of Problems	<i>of</i> Early-After-Problem-Onset	<i>Intervention</i> Chronic/Severe Problems & Disabilities	Costs for Materials, Professional Development, General Administrative and Capacity Building, operations, maintenance, transportation
Other	\$	\$	\$	\$

Comments (include any examples for clarification and illustration)

Note: As a follow-up, it is useful to cross-map the expenditure breakdown across the cells of the matrix that has been developed for mapping & analyzing student/learning supports interventions.*

*See the intervention matrix.

<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>