

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

The Louisiana Department of Education is one of the states pioneering development of a comprehensive system of learning supports that transforms its approach to providing student and learning supports. As Paul Pastorek, the former state superintendent of Education, stressed

If we really want to eliminate the achievement gap, we must also ask schools to develop comprehensive plans to address the [many] needs of our students. ... Most of our schools have resources in place, but we need to reorganize those resources to proactively meet the needs of the entire student body....

Under Pastorek, reorganization of student and learning supports began with the development of a design for a comprehensive, multifaceted, and cohesive approach to addressing barriers to teaching and learning and re-engaging disconnected students. The design was intended to (1) unify the various interventions fragments and (2) end the marginalization of student and learning supports by (a) moving school improvement policy and practice from a two- to a three component approach and (b) designating implications for reworking the operational infrastructure at schools, districts, regional units, and the state department. See the design at <http://smhp.psych.ucla.edu/summit2002/brochure.pdf>.

Moving student and learning supports out of a marginalized and fragmented status in school improvement policy and practice always has required integrating and redeploying existing resources. Education funding cutbacks are making such efforts even more pressing. With this in mind, the Louisiana Department of Education developed a manual and tools to 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 (<https://www.yumpu.com/en/document/view/40892309/tools-for-integrating-education-funds-louisiana-department-of->)

An introduction to the work states:

With each year's budget projections getting smaller and smaller, we are forced to think of more efficient ways to do business. We know the tremendous responsibility we have to do the right thing for our children. ... and we have to make tough choices - and make them now. ... Leadership is the key in integrating educational funds to achieve the sustainability of "system change" for improved student outcomes. 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.

In the documents to guide local education agencies, the department presents templates related to various promising initiatives for meeting the state priority goals for education. The emphasis is in clarifying ways that federal, state, and local funding sources can work together to implement and sustain the initiatives effectively. The templates offer a framework for district/school review of current and future planning for improving integration of resources.

The template related to a Comprehensive Learning Supports System is on the next two pages.

Note: The center at UCLA is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 Phone: (310) 825-3634. Email: smhp@ucla.edu.

Comprehensive Learning Supports System (CLSS)

LDOE Critical Goals: 1, 2, 3, 4, 5, 6

Purpose To ensure all students have opportunity to succeed at school by aligning and redeploying resources to develop a comprehensive system of learning that addresses students' academic, emotional, physical, and social needs.

Possible Funding Sources Title I, II, III, IV, VI, X, School Improvement, MFP, IDEA.

Targeted Population Students with physical, social, or emotional barriers to learning.

Detail how this LDOE initiative supports academic achievement Students learn best when their academic, emotional, physical, and social needs are met. By addressing all of these needs, we are educating the whole child and ensuring that he/she is healthy, safe, engaged, supported, and challenged. Anticipated outcomes are (1) increased graduation rates and reduced student dropout rates; (2) re-engaged students; (3) reduced number of low-performing schools; (4) narrowing of the achievement gap; and (5) countering of student achievement plateau effect.

PROGRAM/ACTIVITY: Implement a fully developed Comprehensive Learning Supports System

PROGRAM/ACTIVITY DESCRIPTION: The Comprehensive Learning Supports System is a comprehensive and systemic approach to ensuring all students have equal opportunity to succeed at school. Learning Supports are the resources strategies and practices that provide physical, social, and emotional support to directly address barriers to learning and teaching and to re-engage disconnected students.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» District CLSS Facilitator - directs, guides, and facilitates the development of a cohesive and coherent district-wide support with the intent of addressing barriers to learning and teaching and reengaging disconnected students.

Professional Development

» Job Embedded professional development to model appropriate learning supports strategies to improve student academic achievement.
» Stipend and Substitute allowances for teacher and support staff participation in professional development.

Travel

» In-state - travel to schools by facilitators to improve student achievement by providing technical assistance and job-embedded professional development. Travel to other districts to view model schools and to attend state-level training.
» Out of state - Travel to conferences that focus on strategies to implement a comprehensive system of learning supports designed to improve student achievement by eliminating barriers to learning and teaching and providing equal opportunity for all students.

Materials/Supplies

» Supplies to facilitate professional development activities.

Other

» None.

RESEARCH: The work of Drs. Howard Adelman and Linda Taylor through the UCLA School Mental Health Project, (<http://smhp.psych.ucla.edu/>) indicates the need for developing a comprehensive, multifaceted, and cohesive system of learning supports. There are many barriers that interfere with ensuring all students have an equal opportunity to succeed at school. A comprehensive learning supports system is essential to ensuring higher academic achievement, closing the achievement gap, and preparing students to be effective citizens in a global market. The research-base for initiatives to pursue a comprehensive focus on addressing barriers indicates the value of a range of activity that can enable students to learn and teachers to teach. The findings also underscore that addressing major psychosocial problems one at a time is unwise because the problems are interrelated and require multifaceted and cohesive solutions. In all, the literature supports the need for new directions, offers content for learning supports, and stresses the importance of integrating such activity into a comprehensive, multifaceted approach.

COMPREHENSIVE LEARNING SUPPORTS SYSTEM (CLSS)

State Initiatives		No Child Left Behind										Perkins	Individuals With Disabilities Education Act		
		Title I				Title II		Title III	Title IV	Title VI	Title X		Part B	Early Intervening	Preschool
Budget Code	Activity	Part A		Part C	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento					
			1003A	1003G							Migrant				
100	Salaries														
	CLSS Leader: to support existing or new employee	X	X	X		X				X					
	Stipends - Teacher PD	X	X	X	X	X		X		X			X		
	Sub Pay Teacher CLSS PD	X	X	X	X	X		X		X			X		
200	Employee Benefits														
		X	X	X	X	X		X		X			X		
300	Purchased Professional /Tech SVC														
	Capacity Building PD: Admin/teach	X	X	X	X	X		X		X			X		
	Capacity Building: PA and Support*	X	X	X	X			X		X			X		
400	Purchased Property Services														
500	Other Purchased Services														
	Travel -In State	X	X	X	X	X		X		X			X		
	Travel-Out of State	X	X	X	X	X		X		X			X		
600	Supplies (Less Than \$5,000)														
	PD Materials/Supplies	X	X	X	X	X		X		X			X		
	Outreach Materials/Supplies	X	X	X	X			X		X			X		
700	Property (Greater Than \$5,000)														
800	Other Objects														

*School Psych/SW/S Counselors