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ABSTRACT

This document presents a set of ten steps that can be used by a wide range of concerned people to mobilize a community to solve problems connected with the growing population of underachieving minority youth. Step I, "The Initiation," outlines how to develop a coalition to assure a strong foundation for mobilization efforts. Step II, "Brainstorm," outlines how to gather the information needed to arrive at effective solutions. Step III, "Reach Consensus on Action," outlines how to reach agreement on the problems to be addressed. Step IV, "Build Community Interest in Action," outlines how to heighten awareness of the nature of the problem and the results of inaction. Step V, "Develop a Blueprint for Action," outlines how to formulate a plan of action including a mission statement, goals and objectives, tasks, and an evaluation plan. Step VI, "Discover, Develop, and Offer Suggestions for Securing Resources," outlines how to locate untapped human and monetary resources within the community. Step VII, "Sell the Program to the Larger Community in Multiple Ways," comprises a checklist of ways to communicate with the total community. Step VIII, "Implement the Plan," outlines suggestions for maintaining interest, action focus, and continuing visibility. Step IX, "Monitor, Evaluate, and Improve the Program," outlines how to select program objectives for evaluation and includes seven sample evaluation worksheets. Step X, "Evaluate the Process," comprises seven checklists for determining the adequacy of the program and the quality of results. A list of 75 brainstorming questions is appended. (FMW)

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Center for Research on Evaluation,
Standards, and Student Testing

Final Deliverable - January 1989

Monitoring and Improving Testing
and Evaluation Innovations Project

Strategies for Developing and Monitoring
Community Based Programs for
Underachieving Minority Students

Study Directors: Joan Herman and Josie Bain

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Center for the Study of Evaluation
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Introduction

The UCLA Center for the Study of Evaluation (CSE) and its Center for Research on Evaluation, Standards, and Student Testing (CRESST), in collaboration with the Council of the Great City Schools, the National Urban League Inc., and the National Council of La Raza, recently convened a conference on "Making Schools Work for Underachieving Minority Students." Involved in the deliberations were educators, researchers, practitioners, and community leaders from across the country who recognized that the population of underachieving minority students is accelerating at an alarming pace, bringing with it social, moral, and economic problems of critical dimension. The group shared the best of what it knew about how to improve educational opportunity for these students, discussed promising practices and next steps for promoting significant improvement, and reviewed the roles various constituencies must play if existing problems are to be ameliorated and eliminated. A theme that recurred throughout the discussions was that the minority community must, with appropriate support and assistance, play a central, continuing, and uniting role in changing present patterns.

As part of a concerted effort to foster such community-based action, the National Urban League Inc., represented by Dr. Roger D. Mitchell, and the National Council of La Raza, represented by Ms. Lori S. Orum, suggested a collaborative relationship with CSE/CRESST to develop strategies for creating, monitoring, and improving community programs. The collaborative relationship was readily established and the attached document represents one product of the initial effort. The document presents a format for action, a set of steps that can be used to mobilize a community for action on the problems it faces. Organized into a set of ten steps, the guidelines ask and answer the following questions:

1. How do I begin? What do I do first?
2. How do I determine precisely what the problem is and why it demands immediate attention?
3. How do I build community interest in both dialogue and action?
4. How do I reach consensus on actions needed?
5. Why is a blueprint for action needed and what are the salient parts of such a blueprint?
6. How do I determine what resources are available in a community and how do I obtain those resources needed but not immediately available?
7. How do I sell such a program to the total community?
8. Who should implement the plan and what precautions should be taken?
9. Why is continuous on-site evaluation needed?
10. What criteria should be used for evaluating the total process?

The document is both broad in potential and versatile in its application in the mobilization of a community for action. It is usable by groups of various sizes, groups in widely different areas, and groups with varying intents and organizational capability. Its step-by-step procedural guides could be used in training sessions, as a ready reference in libraries, and as a resource document in central offices. Included in the document are suggestions and recommendations from both those who proposed the content and those who will use it.

C O M M U N I T Y M O B I L I Z A T I O N
F O R M A T F O R A C T I O N
S U M M A R Y O F B A S I C S T E P S

- Step I **THE INITIATION**
- Step II **BRAINSTORM (Ask questions, Dialogue, Listen)**
- Step III **REACH CONSENSUS ON ACTION**
- Step IV **BUILD COMMUNITY INTEREST IN ACTION**
- Step V **DEVELOP A BLUEPRINT FOR ACTION**
- Step VI **DISCOVER, DEVELOP, AND OFFER SUGGESTIONS FOR
SECURING RESOURCES**
- Step VII **SELL THE PROGRAM TO THE LARGER COMMUNITY IN
MULTIPLE WAYS**
- Step VIII **IMPLEMENT THE PLAN**
- Step IX **MONITOR, EVALUATE, AND IMPROVE THE PROGRAM**
- Step X **EVALUATE THE PROCESS**

COMMUNITY MOBILIZATION

FORMAT FOR ACTION

BASIC STEPS

Step I THE INITIATION

The community and its youth face innumerable problems. Helpful in their solution are a strong organization for action, and a strong and influential core of concerned individuals who share a vision of what needs to be done and who are willing to help do it. During this first step, you will develop an initial coalition to assure a strong foundation for your mobilization efforts.

- A. Determine in your own mind why these problems exist and what you feel can and should be done to eliminate them.
- B. Develop an initial coalition to discuss the problems and to develop action strategies.
- C. Identify individuals representing key constituencies who are likely to be committed, have strong interpersonal skills, and are action oriented.

Who should be involved:

1. Persons well known in the targeted area
2. Persons with special connections within the community (preferably persons who are knowledgeable about the demographics, both present and past).
3. Persons who are action oriented and/or conceptualizers
4. Persons with a variety of talents and resources and a track record for perseverance in addressing community problems
5. Persons with organization identification
6. Grass roots persons who are on the receiving end of the problem
7. Youth leaders

8. School personnel
 9. People who work in the area and/or have businesses in the community
 10. Church leaders, ministers, directors of religious education
 11. Members of corporations
 12. Others
- D. Determine their perceptions of the problem, the resources they have to help solve the problem, their preferences for action and the role they want and are willing to play in the process.
- E. Discuss mobilization strategies and individual and team responsibilities.

Step II BRAINSTORMING

Enlarge your coalition--include people from the broader community. Think! Talk! Listen! Ask questions. What are all the things you should know to arrive at effective solutions?

- A. Who in this group has important information?
- B. Ask specific questions that deal with the nature of the problems and how to solve them (the what, why, when, and how questions).

(Refer to Appendix for examples of specific questions.)

1. Inquire as to what has already been done to address the problem; try not to reinvent a wheel that may not have met with success or may not be appropriate at this junction.
2. Inquire as to what individuals and groups are willing to do to help; make the appeal personal and determine what each individual will do to help and over what period of time.
3. Inquire of persons who live in other cities or states where similar problems have surfaced.
4. Determine available resources: What resources are available now and where are they? What resources may be available later and how do we get them released for this effort?

Examples

- a. Individuals may make monetary donations
 - b. Corporations may allot space for use
 - c. Churches may supply counseling
 - d. Colleges and universities may lend personnel
5. Discuss possible action strategies
- a. What do we identify as our number one problem?
 - b. Inquire of agency personnel who may have records about the extent of the problem

and attempted solutions in prior years.

- c. What must be done first in our effort to eliminate the problem?
- d. What is the most appropriate way of selling our efforts to the larger community?

Step III REACH CONSENSUS ON ACTION

- A. Convene a meeting or series of meetings.
(Include persons involved in previous meetings and discussion groups.)
- B. Continue to make getting acquainted a part of the process and continue to elicit from the group, problem areas.
 1. Allow for personal introductions and other brief comments (particularly newcomers to the group).
 2. Make each person feel wanted and accepted.
 3. If agencies are represented provide for an overview of their mission within the specific community.
- C. Hold a general discussion on what this group perceives as being the most pressing community problems and why.
 1. Where research is available and appropriate bring this to the attention of the group.
 2. Ask questions, dialogue, listen.
 3. Reinforce sense of urgency
 4. For example, the discussion might include:
 - a. Broad input from local residents on urgent problems they are experiencing, e.g., declining availability of jobs, troublesome youth on the street, major department stores leaving the area or offering second rate goods, declining property values
 - b. Unfavorable reports from and about the schools, e.g., more absences reported, escalation of drop-out rate, inordinate numbers of requests for transfers from schools by teachers, administrators, and students.
 - c. Review of community statistics

demonstrating the magnitude of the problem.

- d. Testimonials reinforcing the reasons for urgent action and the results of inaction, e.g., analysis of resources available now that may be withdrawn if no recognition of the problem is acknowledged and no action taken.

D. Reach agreement on problem(s) that should be addressed first.

1. Summarize discussion in terms of perceived priorities
2. Consider articulating a phased set of priorities to address all of the issues raised; explain how the set is responsive to the various viewpoints discussed.
3. Where several alternatives are possible, consider having the group vote.
4. Be sure the group actively affirms final statement of priorities.

E. Discuss and reach general consensus on the kinds of feasible, visible and effective actions that should be taken to help eliminate the problem(s) identified.

F. Agree on a preliminary action strategy

1. Determine resources available and methods of obtaining additional ones that may be needed for actions.
2. Solicit volunteers/nominations for individuals who might be willing and able to plan and accomplish the kinds of actions identified (e.g., serve as chairpersons for needed tasks).
3. Agree on responsibilities for developing a Blueprint for Action - a complete and comprehensive plan for action.

Step IV BUILD COMMUNITY INTEREST IN ACTION

A. Build community interest in action through:

1. Direct and sustained use of media
2. Contacts with churches and community leaders
3. Contacts with professional organizations, including sororities, fraternities, social groups, and others
4. Contacts with school systems
5. Contacts with corporations
6. Contacts with individuals
7. Contacts with local businesses
8. Contacts with elected officials--local, state, and federal] (Contacts should include school board members, supervisors, senators, assemblypersons, and others.)

B. In every imaginable way heighten the awareness of the nature of the problem and the results of inaction.

Step V DEVELOP A BLUEPRINT FOR ACTION

- A. The Blueprint for Action is a map, a guide, an outline that clearly delineates where we are going, how we propose to get there and what we hope to accomplish. It should include:
1. A Mission Statement: A reason for the actions to be taken.
 2. Major statements of goals and objective: Description of what we plan to accomplish, how, and when.
 3. Essential tasks: List of the essential tasks to be accomplished to attack problems.
 4. An Evaluation Plan: A plan that explains how we will know whether we are reaching our goals.
 5. A kick-off Date: Having completed all preparation for the initiation of this effort we must determine a starting date.
- B Formulate a Mission Statement: A mission statement provides the rationale for action.

As an example, for this document we are using School Dropouts as the priority problem for action. An appropriate Mission Statement for this problem might be:

Current research reveals a black dropout rate almost double that of whites and a corresponding and serious lag in achievement and post schooling success for black youth. Many reasons have been given for the high dropout rates among these students including the quality of schools, poverty, a lack of family support for schooling, an insufficiency of positive role models, the lure of negative models, low self esteem and low achievement. While the reasons remain hotly debated, one thing is clear: The underachieving black youth are overrepresented in the student population. Unless successful intervention is applied immediately, we will, in the very near future, be faced with a large underclass in a dual society.

This large and distinct underclass will pose moral, social, and economic problems of serious dimensions for our society when, for example, it is found that only a few can compete successfully in a world job market requiring highly developed skills. Political, racial, and social consequences could abound.

We are committed to immediate and sustained action to alter this situation and propose to:

- a. Mobilize communities for action by helping them to discover, understand, and help solve the root causes of their dilemma.
- b. Work with schools and school boards to promote, support, and encourage the improvement of local schools.
- c. Involve corporations and businesses in making contributions that could make a difference.
- d. Solicit and involve the many social agencies in the communities in both supporting and formulating programs that will assist in altering the current dismal course.
- e. Advise local, state, and federal politicians of the seriousness of the problems and seek their support in providing needed resources.

C. Formulate Major Goals and Objectives

1. In addressing the issue of goals and objectives we make clear our intentions for the program, what it is we wish to accomplish, how and when. We also indicate the process for getting there.
2. Our major goals state what we want to accomplish. For example, we plan to:
 - a. Assure that all students learn and reach their potential
 - b. Curtail the drop-out rate

- c. Involve schools and social agencies in developing programs that heighten student self esteem.
 - d. Improve community health practices.
 - e. Change the atmosphere of the schools.
 - f. Assure well prepared, sensitive teachers and administrators representing (where possible) multicultural backgrounds.
 - g. Provide a more relevant curriculum for students that will prepare them for vocational and/or collegiate success.
3. Our objectives tell us how we will accomplish our goals. Examples of the specific things we want to make happen to accomplish particular goals are as follows:
- a. Related to the goal of providing a more relevant curriculum, we might work with schools, community agencies, and others to:
 - (1) Discontinue the practice of student tracking.
 - (2) Update the school facilities by installing modern laboratory equipment and current vocational technology.
 - (3) Improve the quality of available instructional materials, including texts that are current and appropriate to the reading levels and interests of students, computer and other instructional technology, and so on.
 - (4) Plan and implement incentive and support systems to increase the number of students enrolled in college preparatory classes.

- (5) Articulate clear, school wide curriculum standards and institute systematic planning processes to identify and improve areas of curricula deficiency.
 - (6) Decrease the number of classes taught by teachers outside their major or minor disciplines.
 - (7) Increase the number and quality of counseling opportunities routinely provided to students
 - (8) Inform parents about college preparatory course requirements and routinely involve them in the counseling process.
- b. Related to assuring highly qualified teachers and administrators who represent (where possible) multicultural perspectives, we might discuss the problem with school districts and encourage them where possible to:
- (1) Develop incentive systems to attract and retain highly qualified candidates.
 - (2) Evaluate and change conditions which discourage teacher recruitment and retention.
 - (3) Assign (recognizing fiscal constraints) qualified mentor teachers for beginning teachers.
 - (4) Institute school-wide staff development programs targeting areas of identified need and including strategies for teaching the subject population.
 - (5) Design and implement alternative strategies to assure positive role models in

schools (e.g., recruiting community members for regular participation, special lecture series, etc.).

(6) Recruit and install highly qualified administrators who are strong instructional leaders.

(7) Institute systematic plan of classroom observation, evaluation, and training opportunities to support teacher improvement

D. Establish Essential Tasks

Early consideration must be given to the specific tasks which need to be accomplished to meet the established goals and objectives. We should:

a. Establish an organizational structure for key tasks to be accomplished. Depending on the number and complexity of objectives to be attempted and the complexity of the total plan, structure may include:

(1) Functional tasks which can serve the total effort (e.g., fund raising, making outside contacts, publicity etc.).

(2) Tasks defined by the specific objectives and subobjectives to be accomplished (e.g., alternative programs to assure positive role models in schools; after-school community tutorial programs)

b. Discuss and clearly specify the parameters and expected time schedule for each task.

c. Assign responsibilities for each task

(1) Elect or appoint a chairperson - a person to chair total committee and coordinate work of subcommittees.

(2) Select persons to be responsible for each subcommittee. as needed.

- (3) Make provision for ad hoc committees to accomplish tasks as needed on an emergency basis.
- (4) Record task specifications and responsibilities and make available to the entire group
- d. Determine resources available and methods of obtaining additional ones that may be needed.
- e. Determine suitable place or places of meetings (e.g., within close proximity to where most of participants live).
- f. Try to actively involve as many people as possible through committee, subcommittee, and other assignments.

E. Develop Evaluation Plan

Evaluation is a critical and continuous part of the program development process. It is an important tool for analyzing the strengths and weaknesses of our action strategies, for assessing our program's effectiveness in accomplishing its objectives, and for stimulating improvement. A commitment to evaluation demonstrates our commitment to action and to being judged by the impact of our actions--commitment which builds credibility and encourages sustained interest and support by the community, the schools, and potential funders.

- 1. Who should assist in monitoring and evaluating the program?
 - a. An individual(s) with suitable background
 - a. Adequate training
 - b. Good interpersonal skills
 - c. Task and people oriented
 - d. Knowledgeable about the community
 - b. Potential sources of help

- (1) Community-based agencies
- (2) Local colleges or universities
 - (a) Schools of Education, Management, Sociology etc.
 - (b) Community outreach offices
 - (c) Graduate students in search of field experience, internships or thesis topics.

2. The plan should include:

- a. A description of the goals and measurable objectives which are to be evaluated.
- b. A statement of the key program objectives which are to be the focus of the evaluation.
- c. For each objective, a description and schedule of the critical activities and specific actions which are intended to accomplish the objective.
- d. A description of how we will monitor whether these activities and actions are proceeding according to schedule and with what degree of effectiveness.
- e. Provision for frequent interaction and dialogue between program planners, implementers and evaluator(s).
- f. For each objective, a description of the specific objective evidence (sometimes called indicators) which will be used to assess whether the program is having success. What specific changes do we expect to observe as a result of our program(s), e.g.,
 1. School has implemented programs to promote greater

student self-esteem.

2. Attendance rates at school have increased.
 3. Fewer suspensions and expulsions.
 4. More parent attendance at school events.
 5. Increases in numbers of students taking college preparatory classes.
 6. Improvement in achievement test scores.
- g. A schedule of meetings to report evaluation findings and to consider their implications for how the program could be strengthened.
 - h. An indication of when and for whom written reports are needed.
 - i. An estimate of resources needed to implement the evaluation plan.

F. Establish a Kick-Off Date*

Having completed all preparation for the initiation of this effort, determine a starting date. (Before this is done, make sure you have all necessary support and endorsement from the community.)

1. Publicize widely the date, time, and proposed length of the kick-off meeting.
2. Make sure the date chosen does not conflict with other predetermined events in the community (i.e., religious holidays, Cinco De Mayo, Martin Luther King Jr.'s birthday).
3. Provide input of persons from diverse populations.

*In order to accomplish your goal and avoid controversy, you may need to take a lower key approach to start with to allow time for momentum to build. A quiet start may also permit opportunity to show your success before going completely public.

- a. A show business personality.
 - b. A prominent member of a corporation or foundation.
 - c. A local person with a strong following and a record of continuous and positive involvement in the resolution of community problems.
 - d. A prominent person in sports.
 - e. An outstanding youth.
 - f. Superintendents of schools--other school personnel
 - g. Grass roots personnel
4. Emphasize again and again the reason for the meeting, the problems to be explored and the urgency for action.

Step VI DISCOVER, DEVELOP, AND SECURE RESOURCES

Again, as an example we are using the Dropout rate with the concomitant problems of low achievement and the negative status of the school in the community as our focus.

We will seek to discover untapped resources within that community, both human and monetary. We will suggest broader and more meaningful utilization of the resources available and secure the cooperation of corporations and agencies both inside and outside the local community to assist in eliminating the problem.

Who will we contact

The following are examples of resources and changes schools may offer to eliminate the problem.

Schools: We will work with school districts, school boards and administrators to encourage them to:

1. Revamp the curriculum to coincide with job market needs.
2. Seek and retain well qualified and highly sensitive teachers.
3. Work toward a reasonable balance of ethnic and racial teachers with, where possible, a good proportion of male teachers.
4. Select administrators with track records of leadership, durability and academic competence.
5. Develop collaborations and coalitions to address problems from both a monetary and personnel side.
6. Reduce number of suspensions.
7. Promote more conflict resolution through mediation.
8. Provide job opportunity seminars.
9. Organize school government councils.
10. Lower class size for certain subject areas (Math, Science, written language).
11. Promote job fairs.

12. Give wide news coverage of positive happenings at school.
13. Establish honor groups.
14. Provide opportunity and encouragement of greater parent participation.
15. Conduct science fairs.
16. Provide, through organizations, money to assist in crisis situations for books, clothing, and food.
17. Provide partially free breakfasts and lunches where the need is evident.
18. Provide funds to cover emergency bus fares.
19. Provide on the site jobs with nominal pay, but prestigious enough to give students a feeling of self worth.
20. Increase number and variety of books in library.
21. Urge students to get library cards so as to use public libraries.
22. Develop a lending library with nearby Colleges and Universities.
23. Give awards for the number and quality of books read each semester (over and above normal book list).
24. Offer monetary and other recognition for service to the community.
25. Develop School Beautiful program.
26. Open school gates year round.
27. Provide playground supervision 1-7 p.m. daily.

Colleges and Universities: We will work with colleges and universities, asking them to:

1. Open their library facilities 2 days a week.
2. Provide graduate students the opportunity to work with youngsters (serve as tutors) and grant them community involvement credit.

3. Conduct summer school classes to help students meet with success in the transition from High School to a University.
4. Provide tutoring by all classes for students in all grades
5. Offer dialogue sessions between college students and high school students for motivation purposes.
6. Encourage college students to capitalize on their opportunity to serve as role models.
7. Provide for Parent Days at the schools to share with them information on special programs being offered.

Teachers (both retired and active): We will work with teachers, soliciting their help in:

1. Offering tutoring services.
2. Assisting in the development and application of study skills.
3. Providing current magazines and periodicals.
4. Serving as role models.
5. Offering after school classes.
6. Assisting in the recruitment and retention of qualified teachers with multicultural backgrounds.
7. Developing classes to help potential teachers pass the certification test (CBEST in some states).
8. Lobby for school support in city councils and in state capitols

Health Officers and Agencies: The health of students contributes to their work performance and oftentimes to their attendance. We will work with health officers and agencies asking them to:

1. Establish Health Fairs.
2. Purchase books for the library on Health Care.

3. Provide more clinics to address health problems.
4. Make use of unused portions of their buildings for conducting classes to disseminate information on current health problems - drug dependence - AIDS.
5. Offer consultation services to students one or two days per month.

Doctors, Dentists, and Medical: We will work with doctors, dentists and dental/medical organizations, asking them to:

1. Provide free 1 day a week dental and/or other health services for those who otherwise would be denied.
2. Provide for visits to dental agencies and hospitals that would encourage broadening of desire to stay in school and to seek to enter those professions
3. Allow financial help to assist with organized program trips
4. Make presentations at the school on dental hygiene and medical care.

National and local agencies: We will work with national and local agencies, encouraging them to:

1. Inform the community as to resources available and not widely used.
2. Budget heavily for job training and job procurement.
3. Plan library attendance days in recognition of outstanding individuals and historical events.
4. Provide trips to various work places.
5. Contact corporations regarding adoption of certain schools.
6. Provide counseling services for parents and students.
7. Maintain a close working relationship with schools.

8. Provide Saturday and after school events for children who stay in school.
9. Close each School Year with a Salute to Achievers including those with outstanding attendance records
10. Sponsor career days bringing in outstanding role models representing those who stayed in school and achieved.
11. Share the seriousness of the problem with the community on a continuous basis.
12. Provide the community with information as to where funds may be available and new jobs that may be opening.

Community Leaders: We will work with community leaders, seeking their assistance in:

1. Providing role models for students and community people.
2. Organizing a volunteer program to address specific needs.
3. Encouraging the transportation department to provide cheaper bus fares on certain days and at certain times of day in selected localities.
4. Developing classes for parents that would include techniques for counseling, decision making, and problem solving, and also for offering incentives for students to stay in school.

Parents: We will work with parents, suggesting that they:

1. Encourage school attendance.
2. Provide a place and time for students to study.
3. Praise students for effort.
4. Visit schools, asking questions in order to better understand school requirements and procedures.
5. Purchase books for their students as gifts and for the school library.
6. Prepare adequate and well balanced meals.

7. Select educational TV programs (discussing programs with children following viewing).
8. Seek medical and dental help for their children.
9. Be role models.

Corporations: We will work with corporations, suggesting that they:

1. Make grants for special programs in school districts.
2. Permit members of their staff to share in teachers' orientation and training.
3. Offer special In-service training for teachers during summer.
4. Allow computer classes to be held in their facilities.
5. Offer current and updated equipment for use in special classrooms.
6. Share, on a continuous basis, specific requirements for leadership positions in their corporation.
7. Permit members of their staff to teach math and computer classes in a given number of schools for a quarter or semester each year.
8. Feature a school each month in their newsletters sharing positive happenings.
9. Salute a student achiever each semester or each year.
10. Visit a school each semester sharing some job requirements and compensations in their organizations.
11. Offer "Work Along" opportunities giving achieving youngsters summer advantages to work alongside persons serving in particular promotional positions within the agency.

Step VII SELL THE PROGRAM TO THE LARGER COMMUNITY IN
MULTIPLE WAYS

The following represents a checklist for ready
reference in the effort to advise and inform the
total community.

Print-Mass Media

Media releases

Letters to Editors

Newsletters

News articles

Flyers

Print-promotional materials

Advertisements

Billboards

Bumper stickers

Buttons

Balloons

Posters

Tee shirts

Certificates

Electronic communications

Phone conversations

Radio and television public service
announcements

Radio and television talk shows

Radio and television documentaries

Electronic bulletin boards

Soap operas (written, produced and acted by
students or community)

Tele and video conferences

Face-to-face communication

Speeches

Canvassing

Debates

Forums, seminars

Public hearings

Meetings

Neighborhood gatherings

Coffee klatches

Step VIII IMPLEMENT THE PLAN

Having completed plans for the mobilization of the community by bringing together small and large groups, gathering from these groups their knowledge of the root causes of the problems, their concerns and suggestions for change; by building interest and support from the total community, and by gaining consensus on priorities, strategies and actions, develop a blueprint for action. Following the establishment of a blueprint for action, which should include a mission statement, goals, the essential tasks to be accomplished, an evaluation plan and a kick-off date, and by determining ways of utilizing resources available and methods for securing others, implement the plan. In the implementation of the plan, the following is suggested:

A. Use techniques to assure continuing interest and commitment of key players.

1. Maintain Goal Emphasis and Interest.

The Mission Statement defines our problem and suggests some urgency for action. Our goals clearly specify what we plan to do, how and when. To maintain goal interest we may:

- a. Review established goals at each meeting.
- b. Target one goal at each meeting, reporting progress or lack of progress on that particular goal.
- c. Restructure procedures where such is needed in order to continue goal progress.
- d. Present persons from the targeted community, at each meeting, to describe results perceived and to offer suggestions.
- e. Determine resources needed, those available, and ways to bridge any gaps.
- f. Suggest contacts that can be made both within and without the community for assistance.

- g. Review time frames. (Are we accomplishing what we planned within the time constraints established).

2. Report strategies being used and results achieved.

- a. Encourage and assist each chairperson in the development of procedures and strategies to be used to accomplish their assignment.
- b. Share the results verbally and in writing with all members.
- c. Highlight at each meeting some strategies that are meeting with marked success.
- d. Take time to evaluate, improve or discard strategies that appear redundant or are meeting with marginal success.
- e. Encourage wide reporting of progress made and specific accomplishments.

4. Recognize Leaders

- a. Provide WINNER buttons for leaders whose work and effort for the quarter have proven to be noteworthy.
- b. Feature biographical sketches in news letters of participants and their success strategies for the month.
- c. Recognize persons who offer accepted innovative ideas.
- d. with the assistance of the broader community and interested corporations plan a recognition service award ceremony at the end of each year.

B. Maintain action focus

- 1. Publicize regularly actions taken, r

whom, and results obtained.

2. Indicate resources made available and how used.
 3. Sustain broad involvement of participants.
 4. Establish telephone tree to maintain continuity of effort and to offer any assistance needed between meetings.
 5. Develop an accomplishment calendar checking off the impact of the effort on established goals. (i.e., drop out rate decreased by what percentage; transfer requests by teachers and administrators decreased by what percentage).
- C. Assure continuing visibility: Use a variety of media to publicize continually the successful work of the group

Step IX MONITOR, EVALUATE, AND IMPROVE YOUR PROGRAM

- A. List the program objectives which you plan to evaluate.
1. Include the primary objectives and outcomes you are trying to accomplish for:
 - a. Students, e.g., a more positive attitude about themselves and what they are capable of doing.

Better attendance record

Improved academic achievement.

Decrease in dropout rate.

Better preparation for college.
 - b. Schools, e.g., a more humane atmosphere established (kind, gentle, understanding, accepting).

Providing a more comprehensive curriculum that makes students' acceptance for college or university a greater reality.

Changing pattern of staffing.
 - c. Parents/community, e.g., more involved in children's schooling.

More satisfied with school.

Initiating and supporting teacher Recognition Day.

Providing scholarships for deserving and persevering students.
 - d. Others.
 2. Be very specific and realistic about what you are trying to accomplish.
 3. Indicate a realistic date by which you expect some progress.
- B. For each objective, list the major activities and actions which are expected to help accomplish the objective, the person(s)

responsible for each activity, and the schedule on which it is expected to occur.

- C. Decide which of these activities/actions need special evaluation attention, i.e., those which are:
1. Most essential to program success;
 2. Most complex/difficult to accomplish;
 3. Most costly/resource intensive;
 4. Controversial; and/or
 5. Related to more than one program objective.

We will investigate how and with what effectiveness these activities occur. We will monitor whether or not these activities occur according to plan. See sample worksheets 1a and 1 b.

Sample Worksheet 1a

Objective #1
Improve Student Attendance Rates

Activities Planned	Person(s) Responsible	Date Expected Completion	Needs Special Evaluation Attention?
1 Meeting with student body leaders and parents to solicit input	Program director, (Chamber of Commerce president) and principals	September 13	1
2 Community campaign to encourage parents to make sure children go to school	Local newspaper editor, all school personnel	October 31	1, 2, 5
3 Home calling program for absent students	Principal and teachers	September 15 On-going thereafter	2, 4
4. Incentives, rewards for students with high attendance rates and those with greatly improved rates	Chamber of Commerce president, community agencies	June 15	1, 3
5 Well-defined rules and sanctions, with concurrence by students, parents, teachers and administrators, for dealing with absences	School vice principals, school attendance personnel	February 1989	1
6. Program of speakers and assemblies to reinforce the importance of school	PTA president, program director	October-May	1, 5
7 Joint Program with welfare department to identify and follow up on students with excessive absences	Head counselor, attendance supervisor, parents	January, ongoing	2

Sample Worksheet 1b

Objective #2
School offering amore meaningful and relevant curriculum

Activities Planned	Person(s) Responsible	Date Expected Completion	Needs Special Evaluation Attention?
1 Meeting with area superintendent and his or her staff to discuss need	Program director	September 1989	1
2. Analysis of job market and its and its implications for course content	University professor, community agencies, program director	September 1989	1, 4
3 Plan for recruiting and training of teachers for classes newly offered	District personnel	February 1989	1, 2, 5
4 Identification of colleges and universities where teachers can get relevant inservice training; exploration of joint summer programs	Superintendent of schools, curriculum/instructional leadership at district and area levels	April 1989	1, 2, 4
5. Exploration of how business and industry can supplement the subject matter expertise of regular teachers	Superintendent of schools, Chamber of Commerce, community agencies	May 1989	1, 2
6 Get more qualified teachers assigned	District personnel, principals, vice principals	May 1989	1-5
7 Summer inservice program for teachers	District, university	August 1989	2 3
8 Upgrade quality and variety of instructional materials	Curriculum directors	January-May, 1989	
9. Widely advertise new curriculum offerings	Print, mass media, local TV manager, electronic communications	May-September 1989	

- D. Determine how we will assess whether we are making progress on each of our objectives.
1. For each objective, list the specific kinds of objective evidence (sometimes called indicators) which will be used to assess whether the program is having the intended effect.
 - a. Think about and specify the specific changes we expect to **observe** as a result of our programs(s), e.g., improvement in student achievement, higher attendance rates; better school performance; more orderly, clean, and tranquil school campus; more students prepared for and pursuing college.
 - b. Are there existing bases of information that can be used as evidence? E.g., test scores, attendance rates, grades, incidence of vandalism, suspensions, number of students taking the SAT.
 - c. Who could we ask, i.e., who is in a good position to know, whether changes have actually occurred? E.g., parents, students, teachers, community members, local businesses?
 - d. How can we get the information we need?
 - (1) Administer questionnaires (mailed, distributed at a meeting, or other means of distribution) for parents, community, students, etc.
 - (2) Conduct interviews (face to face or by phone) with appropriate respondent groups.
 - (3) Give tests, attitude measures or other inventories to students or others.
 - (4) Access existing records (school, criminal, housing, other social agencies, public departments).
 2. Decide how we will judge whether things are getting better in each objective area. What standard will we use for judging success? Will we:

- a. Look for change over time? E.g., are students' achievement test scores appreciably better than they were before our efforts started; are parents more satisfied and comfortable with local schools than they were?

If this is the case, we need to know where we stand on each objective at the start of the program, and then repeat our assessment periodically over time.

- b. Look for improvement relative to some comparison group? E.g., are our students achieving at the same level as students in other similar communities? at the same level as students in more advantaged communities?

If this is the case, then we need to decide on an appropriate comparison group. Against whom or what do we want to compare our performance?

- c. Look to achieve an absolute standard? E.g., at least half our students will be enrolled in college preparatory courses; all teachers will be teaching only in the areas of their college major or minor.

If this is the case, then we need to decide now on the standard of success we will use. What are reasonable positive expectations?

3. Decide when information should be collected.
 - a. Prior to or at the beginning of our efforts.
 - b. At points when it is reasonable to expect some progress (after we have fine-tuned and implemented key actions).
 - c. At the planned completion of our program.
4. Record our decisions in a preliminary assessment design. (See Sample Worksheet #2).

Sample Worksheet 2

Plan for Assessing Progress on Objectives and Expected Outcomes

Objective	Evidence of Progress	Source of Information	Standard of Success	When to Collect Information
More positive student attitude toward themselves and toward school	Attendance rates Attitude measure	School records Student survey	Improvement Improvement	June each year May each year
Better student attendance	Attendance rates	School records	Improvement by 40%	Feb & June each year
Increase attendance at college	Proportion of students enrolled in college preparatory classes	School records	60% enrolled	October, February
	Proportion of students passing these classes	School records	80% passing	June
	Students' grades in college prep classes	School records	Improvement	June
	Proportion of graduating seniors eligible for state college system	School records	40% eligible	June
	Proportion of students planning to go to college	Student survey	Improvement by 45%	May
	Proportion of students who successfully complete their first year of college	Graduate followup survey	Improvement by 50%	

- E. Determine how to assess whether and how key program activities are being implemented as planned
1. For all key activities, plan to have those responsible report their progress compared to planned timelines
 - a. Simply indicate whether the activity or action has been implemented according to schedule
 - b. Indicate also strategies or actions which have been particularly successful--and the perceived reasons for these successes
 - c. Where discrepancies between plans and accomplishments have occurred, have activity leader indicate problems which have occurred and their implications for future plans.
 2. For those activities and actions designated for special attention, plan a more detailed analysis of how effectively each occurred, i.e., whether the activity was accomplished in a way that is likely to contribute to program success.
 - a. Questions that could be posed about these activities/actions:
 - (1) Did those who were expected to participate actually participate?
 - (2) Was there a coherent and logical flow of activities leading to action? Were they well planned and organized? Were there any "missing links" in the chain of action?
 - (3) How satisfied were participants with their participation? Did they view it as relevant to their needs and interests? Important? Interesting and motivating?
 - (4) Did the activity/action accomplish what planners intended? Did participants leave the activity/action with the specific knowledge, skills, attitudes, or other dispositions to better

accomplish program objectives?

(5) What could be done to improve the effectiveness of the action?

b. Sources of information to answer these questions:

(1) Ask participants through questionnaires, interviews, or focus groups (group interviews) with organizers, parents, community members, students, and/or relevant others

(2) Observe activities

(3) Have relevant logs and records kept, e.g., attendance records of parent education meetings, logs of job referrals

c. Record your plans for evaluating these designated activities. (See Sample Worksheet 3.)

Sample Worksheet 3

Preliminary Plans for Assessing Quality of Action

Key Actions and Their Components	Issues/Questions of Interest	Information Source	When to Collect Information
<u>To Improve Student Attendance</u>			
Meeting with students and parents	Did it occur? What suggestions were made?	Task leader report	September 30
Community campaign to encourage parents to make sure their children go to school	Were community meetings held? What media were used? Were parents made aware of the campaign? Which media were most effective? Did parents respond?	Task leader report Parent interviews Student surveys	November 15 November September & December (How much do students feel their parents care about school?)
		Student absence rates	October-December (this year and last)
Home calling program	Has it been instituted? Are all teachers participating? How do teachers feel about the program? How are parents responding? How are students responding?	Task leader report Teacher interviews Parent interviews Student interviews	January May May May
Incentives/Rewards	Have sponsors been found? Have reasonable incentives been identified and secured? What criteria will students need to meet? Has a recognition ceremony been planned? Did it occur? How did students respond? Were they aware of program? Were they attracted by the incentives? Did they feel the criteria were fair? Do they have suggestions?	Task director report Task director report Task director report Task director report Student survey	September October June June June

- F. Consolidate your evaluation interests into a feasible number of evaluation tools and plan a reasonable data collection schedule.
1. Look for common information sources designated to assess program outcomes and actions. (See Sample Worksheets 2 & 3)
 2. Look for similar times planned to collect information
 3. Summarize your information collection tools, the issues to be addressed by each tool, and the times at which each is to be used. Where tools need to be created, designate a planned time for development, review, and refinement. (See Sample Worksheet 4.)

Sample Worksheet 4

Consolidated Evaluation Plans

When?	Information Source/ Tool	Issues to be Assessed	Timeline for Development, Review and Revision of Tool
Monthly September and each June	Task leader survey School records: student test scores absence rates grades suspensions dropout rate # acts of vandalism	Task progress Improvement in the school Are they improving? Are they improving? Are they improving? Are they decreasing? Is it decreasing?	Develop standard format in June Develop form to collect June, then January-September June
September and May	Observation	Quality & cleanliness of facilities evidence of pride in school quality of student interactions	Develop observation form June-September Train observers in September
September and June	Parent questionnaire	Interest in various education topics (for parent ed program) Is there a change in their satisfaction with school expectations for children frequency of helping children with school work reaction to home calling	June for Fall survey November for Spring survey
June	Teacher survey	Satisfaction with home calling Satisfaction with inservice program Interest in specific professional development topics Satisfaction with school	
September and June	Student questionnaire	Are there changes in students' attitudes toward school educational aspirations job aspirations perceptions of school climate reaction to home calling reaction to attendance incentive program (latter on June survey only)	June
After each session	Parent questionnaire	Satisfaction with parent training session Recommendation for future sessions	Continuous

- G. Collect and summarize information according to plan.
1. Consider summarizing information in terms of mean scores, e.g., how the average student performed; how the average parent felt; the teaching experience of the average teacher
 2. Consider summarizing information in terms of the proportions or percentages of participants responding in particular ways, e.g., the percentage of students who are absent more than 20 days, who regularly complete an hour of homework each day, who are enrolled in college preparatory classes, etc.; the proportion of parents who expect their children to attend college
- H. Schedule meetings to report evaluation findings and to consider their implications for how the program could be strengthened.
1. Hold regular meetings to discuss routine progress
 2. Schedule time to consider preliminary and final findings from more in depth data collection activities. (See Sample Worksheets 5a and 5b.)
 - a. Are actions proceeding according to schedule?
 - b. Do actions and activities appear to be well implemented, i.e., are they successful?
 - c. What are the strengths and weaknesses of the action as enacted?
 - d. Are we seeing reasonable progress toward our objectives?
 - e. Where answers are not in the affirmative, how can we strengthen what we were doing? How can we improve our effectiveness?
 - (1) Add additional activities?
 - (2) Modify or restructure existing activities?
 - (3) Discontinue particular strategies?

(4) Leverage additional support?

(5) Keep the discussions upbeat and improvement oriented

I. Prepare periodic written summaries of results for potential funders, media, community reports, etc.

Sample Worksheet 5a

How Are We Doing?
Record of Accomplishment

Action Plans	Not Yet	In Process	Completed
Meeting with students and parents			9/15/88
Installation of home calling program		10/15/88	11/1/88
Community campaign to encourage parents to make sure their children go to school			
Incentive programs	x		

Sample Worksheet 5b

How Are We Doing?
Record of Achievement

Our Goals	Improved	Not Yet	Comments
Student attendance rate	x		20% improvement
Fewer suspensions	x		50% improvement
Lower dropout rate		x	We still are not reaching those involved in gangs
Adequately prepared teachers	x		1 new science teacher 1 new algebra teacher Teachers are making courses more relevant More progress needed
Tracking discontinued		x	Counselors and teachers need more convincing
Better student attitudes		x	Need to rethink our action strategy
More students being prepared for college	x		More students are enrolled in college problems in these classes How can we provide tutors?
Parents more active in their children's schooling	x		

Step X EVALUATION OF THE PROCESS

We have developed a plan, a technique, a way, a process for the mobilization of a community for responsive action to a recognized and escalating problem. We must now reflect upon the proceedings and determine the adequacy of our effort and the quality of our results.

A. Building Community Interest in Action

Yes	No	<u>The Initiation</u>
___	___	Did we develop an initial coalition of community people to discuss the problems and offer suggestions?
___	___	Did we include persons well known in the targeted area?
___	___	Did we include a cadre of grass roots people?
___	___	Did we include youth, school personnel, church leaders, organizational leaders and members of corporations?
___	___	Did we permit the group to talk and ask questions, thereby better understanding the root causes of the problem?
___	___	Did we listen?

Were people stimulated for action and willing to commit resources? If so, why?

If not, why? What additional could we do to obtain their commitment?

B. Reaching Consensus

Yes No

____ ____ Did the group determine its most critical problems?

____ ____ Was there consensus as to which problems should be addressed first?

Was there here consensus on what action(s) should be taken?

Did all key players feel included in the process?

Did any problems surface during the consensus reaching process? (e.g., some who felt their views were ignored, individuals who felt excluded) How can we alleviate these problems, if any?

C. Developing a Blueprint for Action

Yes No

____ ____ Was a blueprint developed?

____ ____ Was the mission statement clear enough to give urgency to the effort?

____ ____ Were goals clearly stated and understood by all?

____ ____ Were sensible tasks identified to reach these goals?

____ ____ Were qualified leaders chosen to direct each task?

____ ____ Were key resources identified?

____ ____ Was an evaluation plan included?

____ ____ Was a kickoff date determined and appropriately advertised?

What are the strengths and weaknesses of the blueprint? How could the latter be strengthened? Are there particular parts of the plan that will need to be more carefully monitored?

D. Securing necessary resources for action

Yes	No	
___	___	Were schools contacted and specific commitments secured?
___	___	Were local colleges and universities contacted and specific commitments secured?
___	___	Were teachers contacted and specific commitments secured?
___	___	Were parents contacted and specific commitments secured?
___	___	Were social service agencies approached for specific resources?
___	___	Were corporations and local businesses approached for specific resources?
___	___	Were community leaders approached for specific commitments?
___	___	Were others contacted?
___	___	Were letters of agreement written to each contributor detailing their specific commitments?

If not all anticipated contributors were willing or able to make commitments, who else might be approached for similar help?

What follow-up should be planned to make sure that commitments are fully honored?

E. Selling the program to the community

Yes	No	
___	___	Did we make use of the mass media?
___	___	Did we make use of promotional materials?
___	___	Were electronic communications fully utilized?
___	___	Were there provisions for a variety of face-to-face communications?
___	___	Is the community fully aware of our program and willing to lend their support?

Is there sufficient interest in the community to support our intended actions? If not, what new approaches can we try-- or how might we change our program to better meet their perceived needs?

F. Implementing our program of action(s)

Yes	No	
___	___	Have we implemented each of the planned tasks according to schedule? If not, have we made suitable changes in our management and planning to alleviate any problems?

Yes

No

Has each of our planned actions been well received? If not, what have we learned that could be useful for future actions?

Yes

No

Have we made prudent use of available resources?

Are we making observable progress toward our goals? If not, what changes, if any, do we need to make?

Are we systematically evaluating the process and outcomes of our efforts so that we have confidence in our answers above?

Are we meeting and communicating regularly with those involved to share progress?

Have we widely shared our successes with the community?

Have we adequately recognized those who have contributed to our success?

G. Learning from our experiences

What lessons have we learned that could help us be even more successful next time? What parts of the process worked well? Why?

At what points of the process were there problems? Why?

What changes in the process would you suggest next time? What recommendations could you make to others who are trying to direct a change effort?

APPENDIX

BRAINSTORMING QUESTIONS

WHAT ARE THE MOST CRITICAL PROBLEMS FACING THE COMMUNITY AND WHAT ARE THEIR ROOTS?

- I What's the nature of the educational problems in the community?
- A. How well do students achieve in school?
 - B. What are students' attitudes toward school, their self esteem as students, their feelings of control or powerlessness?
 - C. Do students take pride in their school? What about the state of the campus (graffiti, litter)? Involvement in extracurricular activities?
 - D. Do most students regularly attend school or is attendance a problem?
 - E. What proportion of students drop out? Where do they go? What happens to them?
 - F. Why do students drop out? (poor achievement, learning problems, parenthood, economic problems, peer pressure, feelings of powerlessness, lack of incentives)?
 - G. What proportion of students take the SAT? How do their scores compare with other communities?
 - H. What proportion of graduating high school students go on to 4 year colleges or universities? (community colleges? technical vocational schools)?
 - I. What proportion of high school graduates are employed? How well-prepared do their employers feel they are?
 - J. How is the school rated in the community (very good, good, poor-very poor)?
 - K. Is the curriculum relevant to students' needs? Does it adequately prepare students for the rigors of college or of the work place?
 - L. How well qualified and skilled are the teachers and administrators?

- M. Are tutoring services provided at school or in the community?
- N. Is there tension and dissention at the local school: Between the school and the community?
- O. How involved are parents in their children's schooling? Are they supportive, alienated, neutral?
- P. Is there evidence of tracking?
- Q. Is disproportionality a recognized problem?
- R. Are remedial classes held in a learning environment or in dead end holding stations?

II What's the status of the family support system in the community

- A. Are there many single parent families?
- B. Are there many extended family groupings?
- C. Is there much evidence of child abuse?
- D. Is child care a problem?
- E. Is there respect for family? Can parents control their children?

III What's the character of the neighborhood?

- A. What's the ethnic and socio-economic composition of the neighborhood? Is it changing?
- B. Is this a community in transition?
- C. What's the typical educational level of parents in the community? What's their functional skill level?
- D. How much homelessness?
- E. Are there great amounts of graffiti in the neighborhood?
- F. Is there an inordinate number of liquor stores in the neighborhood?

IV What's the nature of the economic problems in the community?

- A. What proportion are unemployed? Why?

- B. Are businesses coming to or leaving the community?
- C. What problems are impacting local businesses most?

V What's the status of health and nutrition in the community?

- A. Is a well rounded breakfast provided for students at home?
- B. How prevalent is the use of fast foods?
- C. Is there emphasis placed on proper nutrition in the schools and in the community?
- D. What roles are played by the home economics classes in the over-all health of students bodies?
- E. Are nutritionally sound meals offered in the school cafeterias?
- F. Have TV and other media been targeted for raising the level of the health of students through planned programs?
- G. Are the doctors and dentists doing their share in promoting over all health care?
- H. Are certain days in the school year and in the community devoted to selling the worth of dental care?
- I. Do the schools and community agencies have printed materials dealing with disease detection and prevention?
- J. Is the entire community involved in sharing information on the AIDS disease?
- K. Has the school and community sought to sell the advantages of good health through health fairs etc.?

VI What's the nature of the crime problem in the community?

- A. Is the neighborhood safe and secure? If not, are certain areas the source of most problems?
- B. What's the crime rate? Is it rising, falling or remaining about the same?
- C. Who's committing crimes? Why?

D. What are the most prevalent crimes?

E. What's the status of the gang problems? (just beginning, deeply entrenched, escalating in intensity and violence, diminishing)?

VII What's the nature of and quality of resources to be found within and without the community?

A. Are there monetary resources readily available? From what sources?

B. Are there buildings or spaces within buildings available for after school activities?

C. Are there fraternities, sororities and other civic organizations willing, able and ready to share their resources?

D. Are the political leaders (Mayors, City Councilmen, Congressmen, Senators, and Assembly Leaders ready to share leadership, appropriate finances and lend personnel?

E. Are there active school organizations through which your efforts could be channeled? (PTA, Booster Clubs, and Advisory Committees)?

F. Are parents involved sufficiently to offer assistance wherever their expertise is needed?

G. Is the Department of Transportation ready to assist in transporting youngsters to activity centers free or for nominal sums.

H. Are the Churches willing to make available counseling services, personnel assistance and unused space in their facilities?

I. Is the Urban League committed to providing job training based on needs?

J. Are the colleges and universities willing to provide tutoring services and to open their libraries on given days for use by selected students?

K. Is there a cadre of students who could and would team up with community leaders in addressing some of the problems?

L. Are the educational facilities in the community conducive to the promotion of both academic and

non-academic programs?

- M. Is there an active volunteer group at work in any section of the community. If necessary could their interests be rechanneled?
- N. Are there resources available and personnel adequately trained to initiate recognition ceremonies and scholarship programs?
- O. Are there corporations and other agencies willing to adopt a school and supply additional assistance?

VIII What action strategies are proposed to cope with some of the problems facing the school and community?

- A. Have you solicited and obtained cooperative help from the social and civic agencies within and without the community?
- B. Have you sought monetary support from the larger community including corporations and businesses?
- C. Have you made plans to utilize the assistance of former students who have met with success?
- D. Have you worked with the churches in the community to assist in providing counseling services?
- E. Have you met with success in keeping the school grounds open year round?
- F. Are community agencies assisting you in job training programs?
- G. Have you sought and received additional books for the libraries?
- H. Have the schools committed themselves to the hiring of only the best qualified teachers for the community?
- I. Have the schools agreed to longer tenure for successful teachers and administrators in the areas plagued with unlimited problems?
- J. Have the schools committed themselves to developing alternative methods for disciplining?
- K. Have the schools developed a curriculum more relevant for the time and the area?
- L. Have you met with success in getting businesses to bring appropriate jobs to the community?