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ABSTRACT

To function well, every system has to fully understand and manage its resources. Mapping is a first step toward enhancing essential understanding, and done properly, it is a major intervention in the process of moving forward with enhancing systemic effectiveness. In schools and community agencies, there is redundancy stemming from ill-conceived policies and lack of coordination. A primary and essential task in improving the current state of affairs is that of enumerating school and community programs and services that are in place to support students, families, and staff. Analyses of what is available, effective, and needed provide a sound basis for formulating strategies to link with additional resources at other schools, district sites, and in the community and to enhance use of existing resources. Such analyses can also guide efforts to improve cost-effectiveness. This technical aid packet focuses on the purpose of mapping resources, processes for mapping resources, and products of mapping. A directory of additional resources is provided and an appendix presents examples of surveys that aid in mapping. (GCP)

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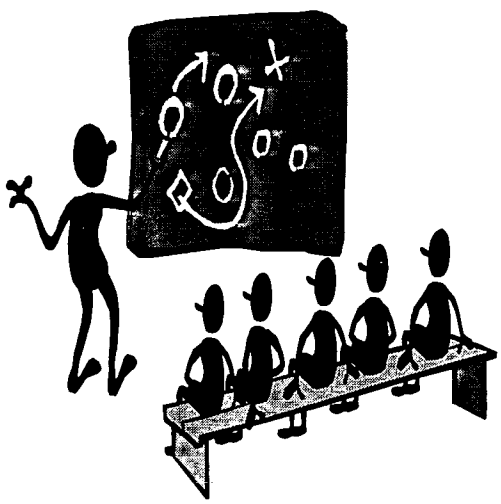
UCLA Center for Mental Health in Schools Training and Technical Assistance

*From the Center's Clearinghouse ...**

A Technical Aid Packet on

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



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Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175) with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.

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The Center encourages widespread sharing of all resources.

UCLA

Mental Health in Schools Center

Training and Technical Assistance

The *Center for Mental Health in Schools* operates under the auspices of the School Mental Health Project at UCLA.* It is one of two *national centers* concerned with mental health in schools that are funded in part by the U.S. Department of Health and Human Services, Office of Adolescent Health, Maternal and Child Health Bureau, Health Resources and Services Administration -- with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration (Project #U93 MC 00175).

The UCLA Center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. In particular, it focuses on comprehensive, multifaceted models and practices to deal with the many external and internal barriers that interfere with development, learning, and teaching. Specific attention is given policies and strategies that can counter marginalization and fragmentation of essential interventions and enhance collaboration between school and community programs. In this respect, a major emphasis is on enhancing the interface between efforts to address barriers to learning and prevailing approaches to school and community reforms.

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau

CMHS
Center for Mental Health Services
SAMHSA
Substance Abuse & Mental Health Services Administration

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UCLA

UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS*

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: ***To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.***

Through collaboration, the center will

- **enhance practitioner roles, functions and competence**
- **interface with systemic reform movements to strengthen mental health in schools**
- **assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools**

***Technical Assistance** ***Hard Copy & Quick Online Resources**
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UCLA Mental Health in Schools Center Training and Technical Assistance

About the Center's Clearinghouse

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; and available for searching from our website.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- Specific psychosocial problems
- Programs and processes
- System and policy concerns

Among the various ways we package resources are our *Introductory Packets, Resource Aid Packets, special reports, guidebooks*, and *continuing education units*. These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

Accessing the Clearinghouse

- E-mail us at smhp@ucla.edu
- FAX us at (310) 206-8716
- Phone (310) 825-3634
- Write School Mental Health Project/Center for Mental Health in Schools, Dept. of Psychology, Los Angeles, CA 90095-1563

Check out recent additions to the Clearinghouse on our Web site: http://smhp.psych.ucla.edu

All materials from the Center's Clearinghouse are available for order for a minimal fee to cover the cost of copying, handling, and postage. Most materials are available for free downloading from our website.

If you know of something we should have in the clearinghouse, let us know.

U.S. Department of Health and Human Services HRSA Health Resources and Services Administration Maternal and Child Health Bureau

CMHS Center for Mental Health Services SAMHSA Substance Abuse & Mental Health Services Administration

ERIC

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

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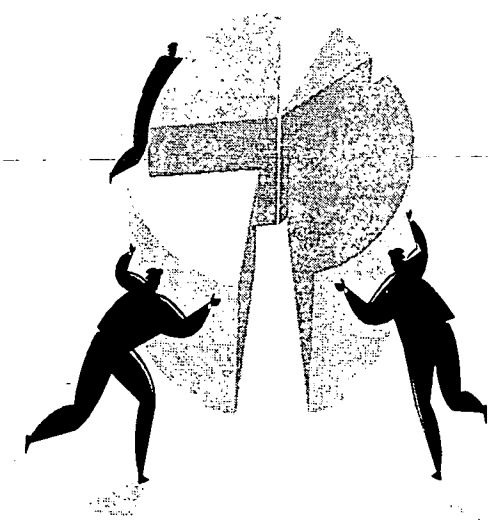
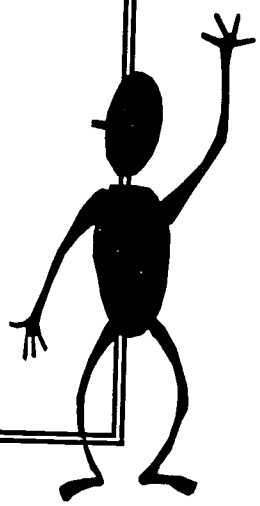


I. Purpose of Mapping Resources

- *Overview*
- About Resource Mapping and Management
- The Movement Toward Assets Mapping



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

Overview

In their effort to raise test scores, school leaders usually have pursued intensive instruction as the primary route. While improved instruction is necessary, for too many youngsters it is not sufficient. Students who arrive at school on any given day lacking motivational readiness and/or certain abilities need something more. That something more involves developing comprehensive, multifaceted, and integrated approaches to address barriers to student learning and promote healthy development.

Schools already have a variety of programs and services to address barriers and promote development. These range from Title I programs, through extra help for low performing students, to accommodations for special education students. In some places, the personnel and programs to support learning account for about 30% of the resources at a school. However, because school leaders have been so focused on instruction, essential efforts to support learning are marginalized, and resources are deployed in a fragmented and often wasteful and ineffective manner. The result of the marginalization is that school improvement efforts continue to pay little attention to the need for and potential impact of rethinking how these resources can be used to enable student learning by doing more to address barriers.

How can a school improve its impact in addressing barriers to student learning?

It can begin by (a) taking stock of the resources already being expended and (b) considering how these valuable resources can be used to the greatest effect. These matters involve a variety of functions and tasks we encompass here under the rubric of *mapping and managing resources.*

Carrying out the functions and tasks related to mapping and managing resources is, in effect, an intervention for systemic change. For example:

- A focus on these matters highlights the reality that the school's current infrastructure probably requires some revamping to ensure the necessary functions are carried out (e.g., a resource-oriented mechanism focusing on resources is needed).

- By identifying and analyzing existing resources (e.g., personnel, programs, services, facilities, budgeted dollars, social capital), awareness is heightened of their value and potential for playing a major role in helping students engage and re-engage in learning at school.

- Analyses also lead to sophisticated recommendations for deploying and redeploying resources to improve programs, enhance cost-effectiveness, and fill programmatic gaps in keeping with well-conceived priorities.

- The products of mapping activities can be invaluable for "social marketing" efforts designed to show teachers, parents, and other community stakeholders all that the school is doing to address barriers to learning and promote healthy development.

Enhanced appreciation of the importance of resource mapping and management may lead to a desire to accomplish the work quickly. Generally speaking, it is not feasible to do so because mapping usually is best done in stages and requires constant updating. Thus, most schools will find it convenient to do the easiest forms of mapping first and, then, build the capacity to do in-depth mapping over a period of months. Similarly, initial analyses and management of resources will focus mostly on enhancing understanding of what exists and coordination of resource use. Over time, the focus is on spread-sheet type analyses, priority recommendations, and braiding resources to enhance cost-effectiveness, and fill programmatic gaps.

About Resource Mapping and Management

A. Why mapping resources is so important.

- To function well, every system has to fully understand and manage its resources. Mapping is a first step toward enhancing essential understanding, and done properly, it is a major intervention in the process of moving forward with enhancing systemic effectiveness.

B. Why mapping both school *and* community resources is so important.

- Schools and communities share
  - goals and problems with respect to children, youth, and families
  - the need to develop cost-effective systems, programs, and services to meet the goals and address the problems.
  - accountability pressures related to improving outcomes
  - the opportunity to improve effectiveness by coordinating and eventually integrating resources to develop a full continuum of systemic interventions

C. What are resources?

- Programs, services, real estate, equipment, money, social capital, leadership, infrastructure mechanisms, and more

D. What do we mean by mapping and who does it?

- A representative group of informed stakeholder is asked to undertake the process of identifying
  - what currently is available to achieve goals and address problems
  - what else is needed to achieve goals and address problems

E. What does this process lead to?

- Analyses to clarify gaps and recommend priorities for filling gaps related to programs and services and deploying, redeploying, and enhancing resources
- Identifying needs for making infrastructure and systemic improvements and changes
- Clarifying opportunities for achieving important functions by forming and enhancing collaborative arrangements
- Social Marketing

F. How to do resource mapping

- Do it in stages (start simple and build over time)
  - a first step is to clarify people/agencies who carry out relevant roles/functions
  - next clarify specific programs, activities, services (including info on how many students/families can be accommodated)
  - identify the dollars and other related resources (e.g., facilities, equipment) that are being expended from various sources
  - collate the various policies that are relevant to the endeavor
- At each stage, establish a computer file and in the later stages create spreadsheet formats
- Use available tools (see examples in this packet)

G. Use benchmarks to guide progress related to resource mapping

The Movement Toward Assets Mapping

BridgeFocus

Asset Based Community Development

In the past, community development has followed a guideline that focused attention on the deficits of a community. The traditional "needs assessments" were always the first steps to address the problems of a community. After thirty years of prioritizing the negative aspects of a community, a new movement is underway. This movement, known as Asset Based Community Development (ABCD), concentrates on the resources in each community.

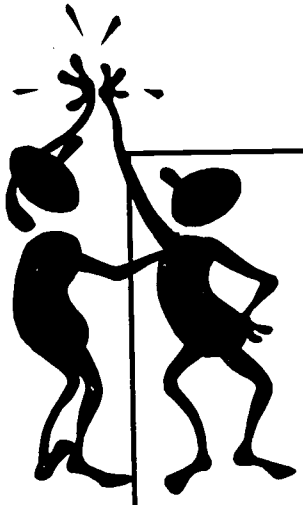
http://www.bridgefocus.org/serv03.htm

The Madii Institute

Building Communities Through Strengths

Asset mapping is a way to identify and involve all the capabilities or capacities of a community to create community transformation, or to build community self-reliance. Many communities find they have all the resources they have hoped for during the asset mapping process. The delight and feelings of community empowerment are wonderful to see, and even better to experience... A "community" can be defined as a place, a region, a neighborhood, a building, a group of people with a common interest, or a group of people working together.

http://www.madii.org/amhome/amhome.html



Community Building Resources

Community Capacity Building & Asset Mapping©

Asset-based Community Building or Asset-based Community Development is an effective way to animate, connect, and inform citizens, and to create an environment in which relationships can build. The asset focus can be a catalyst and a spark for the people to discover, access, and mobilize their unrecognized resources, and engages people who have not participated in the life of the community. Community Capacity Building & Asset Mapping© includes everyone; it encourages conversation and creates an environment where people can become acquainted, relationships can grow and people are interested and motivated to support each other.

http://www.cbr-aimhigh.com/What_cbr_Does/philosophy.htm

Mapping, Analyzing, and Enhancing Resources

A comprehensive form of "needs assessment" is generated as resource mapping is paired with surveys of the unmet needs of students, their families, and school staff.

In schools and community agencies, there is redundancy stemming from ill-conceived policies and lack of coordination. These facts do not translate into evidence that there are pools of unneeded personnel and programs; they simply suggest there are resources that can be used in different ways to address unmet needs. Given that additional funding is hard to come by with respect to developing comprehensive, multifaceted approaches for addressing barriers to student leanring, such redeployment of resources is the primary answer to the ubiquitous question: *Where will we find the funds?*

Thus, a primary and essential task in improving the current state of affairs is that of enumerating school and community programs and services that are in place to support students, families, and staff. Analyses of what is available, effective, and needed, provides a sound basis for formulating strategies to link with additional resources at other schools, district sites, and in the community and to enhance use of existing resources. Such analyses can also guide efforts to improve cost-effectiveness. In a similar fashion, mapping and analyses of a complex, or family, of schools (e.g., a high school and its feeders) provides a mechanism for analyses that can lead to strategies for cooperation and integration to enhance intervention effectiveness and to garner economies of scale.

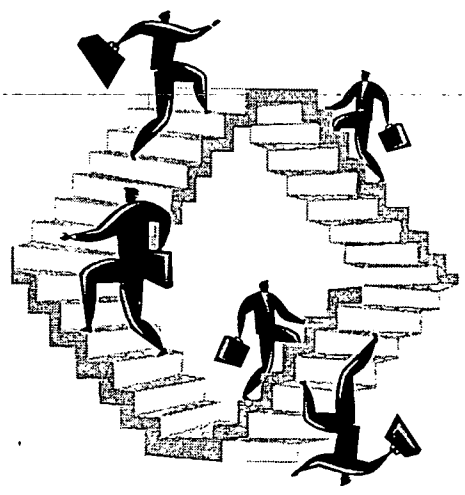
II. Processes for Mapping Resources

A. Mapping in Stages

B. Resource Aids for Mapping People & Programs

C. Mapping Funding Sources

D. Other Relevant Resources



A. Mapping in Stages

Mapping is an essential step in coordinating and enhancing the use of resources.

It is important to complete the process as quickly as feasible. However, because mapping often is time consuming and some forms are complex, it probably will be done in stages over time.

First, map ***"Who's Who" and what they do*** (including any representatives from community agencies who come to the school).

Second, make a ***list of programs, activities, services***, etc. You may start with a "laundry list," but as soon as feasible, organize what is going on into areas (see appendix for examples of survey aids and area summary sheets).

Move on to ***map the dollars and related resources*** (e.g., facilities, equipment) currently allocated for addressing barriers to learning and promoting healthy development.

Then, ***collate the various policies*** that are relevant to the endeavor.

At each stage:

- *Establish a computer file and in the later stages create spread sheetformats*
- *Use summaries for "social marketing"*

B. Resource Aids for Mapping People & Programs

On the following pages are some tools that can be used as aids in the first stages of mapping resources.

(1) *Mapping Exercise*

(2) *Mapping of Resource Staff*

(3) *Mapping of Activities Using an Enabling Component Framework*

(4) *Mapping Community Resources*

Excerpted from:
Resource-oriented Teams:
Key Infrastructure Mechanisms for Enhancing Education Supports:
(March, 2001) *Appendix D*

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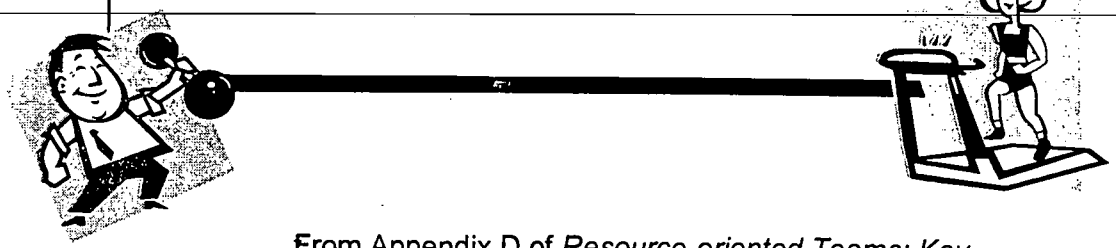
(1) Mapping Exercise



From Appendix D of *Resource-oriented Teams: Key infrastructure mechanisms for enhancing education supports.*)

>Focusing on your school, fill out the form entitled:
"Some of the Special Resources Available..."
Remember, this form is just a guide. Be certain to find out about all special resources at the school by asking various administrators and staff about who's who and what they do.

(After compiling the information, you may want to offer it to the principal and suggest that staff and parents could benefit from the information.)

>Determine who, if anyone, has the responsibility to ensure:

(a) that all these resources and the related activities are well-coordinated (e.g., do you have a resource-oriented mechanism such as a Resource Coordinating Team – see description on the next page)

(b) that the activities and personnel are seen as primary and essential (i.e., not marginalized) with respect to enabling the learning of those students experiencing barriers.

WHAT IS A RESOURCE COORDINATING TEAM?

Every school that wants to improve its systems for providing student support needs a mechanism that focuses specifically on improving resource use and enhancement. A *Resource Coordinating Team* is a vital form of such a mechanism.

Most schools have teams that focus on individual student/family problems (e.g., a student support team, an IEP team). These teams focus on such functions as referral, triage, and care monitoring or management. In contrast to this case-by-case focus, a school's *Resource Coordinating Team* can take responsibility for enhancing use of all resources available to the school for addressing barriers to student learning and promoting healthy development. This includes analyzing how existing resources are deployed and clarifying how they can be used to build a comprehensive, multifaceted, and cohesive approach. It also integrally involves the community with a view to integrating human and financial resources from public and private sectors to ensure that all students have an equal opportunity to succeed at school.

What are its functions?

A Resource Coordinating Team performs essential functions related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development.

Examples of key functions are:

- Mapping resources at school and in the community
- Analyzing resources
- Identifying the most pressing program development needs at the school
- Coordinating and integrating school resources & connecting with community resources
- Establishing priorities for strengthening programs and developing new ones
- Planning and facilitating ways to strengthen and develop new programs and systems
- Recommending how resources should be deployed and redeployed
- Developing strategies for enhancing resources
- "Social marketing"

Related to the concept of an Enabling (Learning Support) Component, these functions are pursued within frameworks that outline six curriculum content areas and the comprehensive continuum of interventions needed to develop a comprehensive, multifaceted approach to student support that is integrated fully into the fabric of the school.

Who's on a Resource Coordinating Team?

A Resource Coordinating Team might begin with only two people. Where feasible, it should expand into an inclusive group of informed stakeholders who are able and willing. This would include the following:

- Principal or assistant principal
- School Psychologist
- Counselor
- School Nurse
- School Social Worker
- Behavioral Specialist
- Special education teacher
- Representatives of community agencies involved regularly with the school
- Student representation (when appropriate and feasible)
- Others who have a particular interest and ability to help with the functions

It is important to integrate the RCT with the infrastructure mechanisms at the school focused on instruction and management/governance. For example, the school administrator on the team must represent the team at administrative meetings; there also should be a representative at governance meetings; and another should represent the team at a Resource Coordinating *Council* formed for the feeder pattern of schools.

References:

Adelman, H.S. (1993). School-linked mental health interventions: Toward mechanisms for service coordination and integration. *Journal of Community Psychology, 21*, 309-319.

Center for Mental Health in Schools (2001). *Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports.* Los Angeles: Author at UCLA.

Center for Mental Health in Schools (2002). *Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning.* Los Angeles: Author at UCLA.

Rosenblum, L., DiCecco, M.B., Taylor, L., & Adelman, H.S. (1995). Upgrading school support programs through collaboration: Resource Coordinating Teams. *Social Work in Education, 17*, 117-124.

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Resource Coordinating Teams: Mapping & Analysis

One of the first tasks of a *Resource Coordinating Team* is to map the resources used at the school to address barriers to learning. Then, the team analyzes how well the resources are being used.

- How well are the various activities coordinated/integrated?
- Which activities need to be improved (or eliminated)?
- What is missing – especially any activity that seems as important or even more important than those in operation.

Concerns arise about redundancy, effectiveness, and priorities. The immediate challenge is to move from piecemeal approaches by coordinating and integrating existing activity (including curricula designed to foster positive social. emotional, and physical development). Resources must be redeployed from poorly conceived activities to enhance the potency of well-conceived programs and to fill gaps in the continuum of interventions.

Concerns also arise about how students receive special assistance. Renewed efforts are made to ensure there are effective referral, student review ("triage"), and care monitoring/ management procedures. Greater emphasis is placed on ensuring there are programs in place that students can enter easily and quickly after referral (such as support groups, peer counseling, social skills training, recreation, and enrichment), thereby reducing the waiting list for limited intensive services (such as assessment and counseling).

Subsequent challenges are to evolve existing programs so they are more effective and then to enhance resources as needed (e.g., by working with neighboring schools, community resources, volunteers, professionals-in-training, and family engagement). As resources are enhanced, these challenges encompass solving problems related to sharing space and information, building working relationships, adjusting job descriptions, allocating time, and modifying policies. Maintaining the involvement of key administrators is essential in all this. Adding new partners to the team also is essential if the newcomers are to understand the schools comprehensive, multifaceted approach and how to connect their pieces in a cohesive way.

(2) Mapping of Resource Staff

The following templates can be used as aids in generating a list of the special resource personnel at a site and throughout a feeder pattern (or "family") of schools.

Note the following:

In listing "itinerant" resources (e.g., staff who go to different schools on different days), information should be included that indicates the days and hours the individual is at the school.

The individuals listed for a school are a logical group to build a resource-oriented *team* around. Then, when a multi-site council is formed, 1-2 representatives of each school's team can be the core around which to build a resource-oriented *council* (for a family of schools).

Some of the Special Resources Available at _____ School

(names & schedules provided so staff, students, and families can access and for coordinating resources)

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

School Psychologist _____
times at the school _____

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse _____
times at the school _____

- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor

_____
times at the school _____

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker _____
times at the school _____

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors times at the school

_____ _____
_____ _____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordination

_____
times at the school _____

- Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators

_____
_____

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers

_____
_____
_____
times at the school _____

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)

_____/_____
_____/_____
_____/_____
_____/_____
_____/_____

School Improvement Program Planners

_____/_____
_____/_____
_____/_____

Community Resources

- Providing school-linked or school-based interventions and resources

Who What they do When

_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____
_____/_____/_____

Mapping the Resource Staff in a Family of Schools (e.g., the feeder pattern)

Type of Resource Staff (under school name, enter each person by name)	Enter the Name of Each School					
School Psychologist						
School Counselor(s)						
School Nurse						
Attendance Counselor						
Social Worker						
Dropout Prevention Coordinator						
Title I Coordinator						
Bilingual Coordinator						
Resource Teacher						
Speech & Language Specialist						
Enter all other school resource staff						
Enter all resource staff who come to the school from the community						

(3) Mapping of Activities Using a Enabling Component Framework

In mapping the various activities, programs, and services at a school, it is important to use a logical framework rather than just creating a long list. One empirically developed framework is the six areas that have been conceived as the "curriculum" of an enabling component. These six areas are identified and briefly delineated below. (See the surveys in the appendix for more detail.)

Examples of one school's mapping in each of these areas are provided on the following pages.

(1) Classroom-Focused Enabling -- enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. They must learn ways to engage students who are not highly motivated and reengage those who have become turned off to school. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development).

(2) Support for Transitions -- enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

(3) Crisis/Emergency Assistance and Prevention -- responding to minimize the impact of, and prevent crises. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

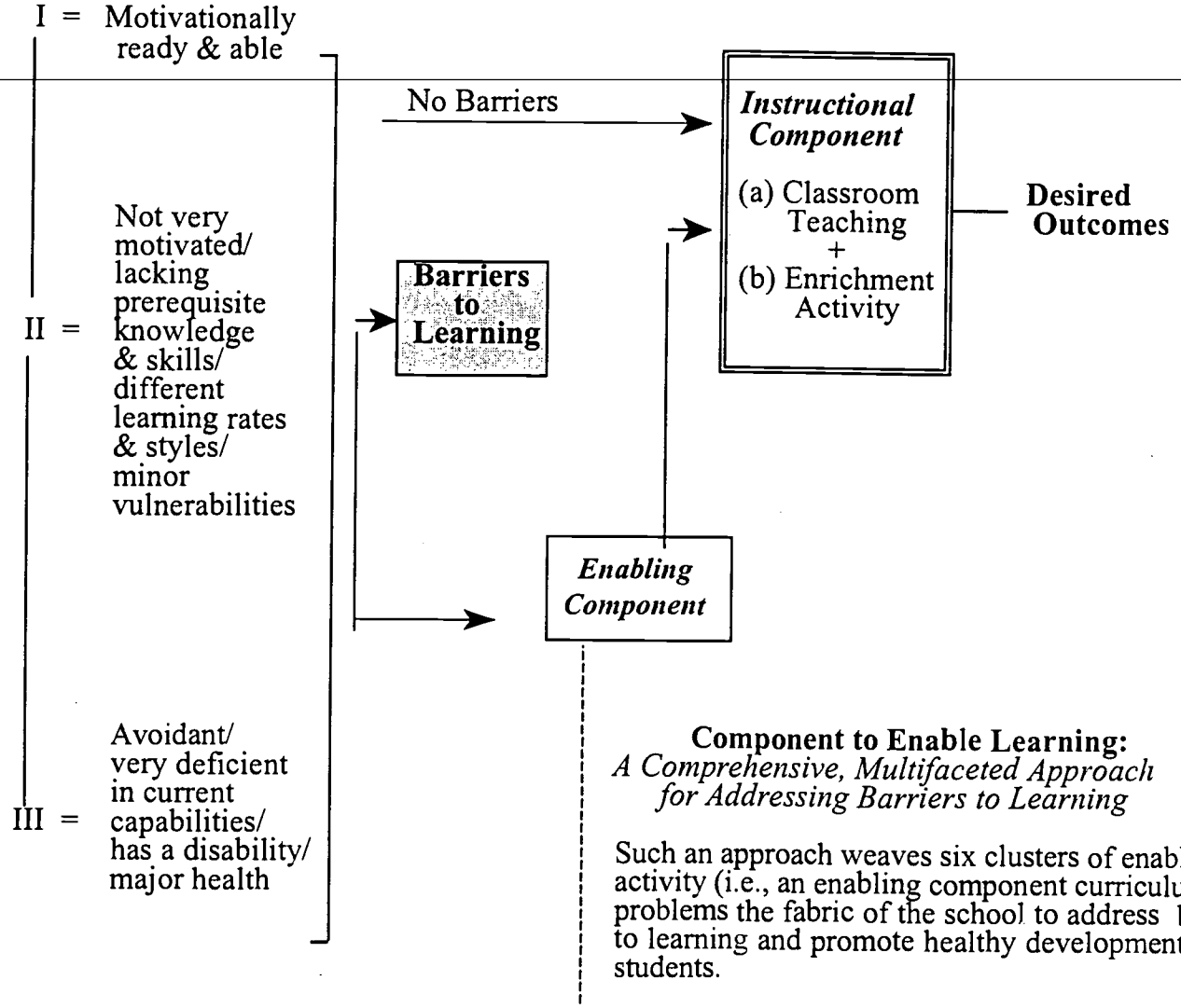
(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to the children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student's basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned,- based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

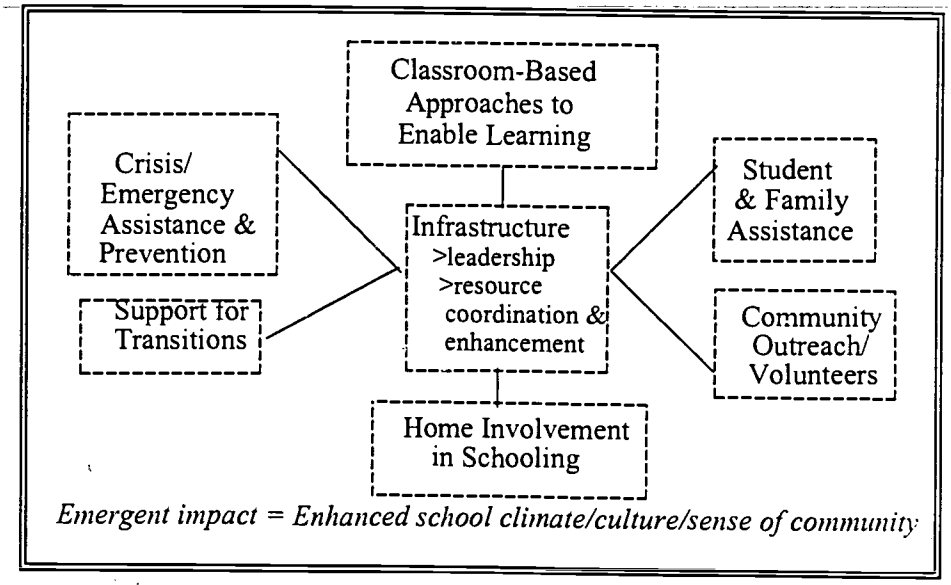
Our Center has developed a set of self-study instruments (see appendix) that delineate many activities related to each of the above areas. These provide templates to aid school personnel in identifying the status of current school site activities. Additional instruments are also available for mapping (a) a school's systems for coordinating and monitoring student and family services and school-wide activities and (b) school-community partnerships. All these tools are available for downloading from the Center's website (http://smhp.psych.ucla.edu) or in hardcopy from the Center (for the cost of copying and handling).

Figure. An enabling component to address barriers to learning and enhance healthy development at a school site.



Component to Enable Learning:
A Comprehensive, Multifaceted Approach for Addressing Barriers to Learning

Such an approach weaves six clusters of enabling activity (i.e., an enabling component curriculum) into problems the fabric of the school to address barriers to learning and promote healthy development for *all* students.



Adapted from:
H.S. Adelman & L. Taylor (1994).

Forms for Mapping Using the Six "Curriculum" Areas of an Enabling Component

On the following pages are work sheets for each of the six areas and for describing the resource-oriented mechanism that is in place (e.g., a Resource Coordinating Team)

As you can see, the work sheet for each area is divided into four sections:

- a brief description of the area,
- a designated space to list names of current program team for the area,
- programs currently offered in the area,
- desired programs for the area (see attached copies).

A separate sheet is used to indicate the resource-oriented mechanism (e.g., team functions, membership).

Following this is an example of a spreadsheet format that can be used in the later stages of mapping.

Classroom-Focused Enabling

Programs to enhance classroom-based efforts to address barriers and thus enable learning.

Current Team

Current Programs	Desired New Programs

Student & Family Assistance

Use of direct services, referral, and case management for students and families in need of special assistance

Current Team

Current Programs

Desired New Programs

Crisis Assistance & Prevention

Immediate emergency response and follow-up care, as well as programs to prevent crisis.

Current Team

Current Programs

Desired New Programs

Support for Transitions

Programs to welcome & support new students and families, before & after school activity, support for grade to grade moves.

Current Team

Current Programs

Desired New Programs

Home Involvement in Schooling

Programs to provide those in the home with opportunities to learn and to help.

Current Team

Current Programs	Desired New Programs

Community Outreach/ Volunteers

Programs to develop greater community involvement in schooling and support for efforts to enable

Current Team

Current Programs

Desired New Programs

Resource-Oriented Mechanism

(e.g., a Resource Coordinating Team)

Current Functions:

Team Membership:

Meeting Schedule:

Samples of Mapping
•Spreadsheet

Summary of Activities (programs and services) relevant to the Area of _____

Name of Activity	*Contact Person*	*Schedule*	*Grade Level*	*Eligibility*	*How to Access*	*Capacity (number)*	*Budget and Funding Source*	*Capacity re. volunteers*	*Additional Information*

(4) *Mapping Community Resources*

The following are examples of resources that may be in a community and may be invaluable to any school concerned with improving its outcomes. Partnerships may be established to connect and enhance programs by increasing availability and access and filling gaps. They may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; shared underwriting of some activity; donations; volunteer assistance; pro bono services, mentoring, and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; mutual support; shared responsibility for planning, implementation, and evaluation of programs and services; building and maintaining infrastructure; expanding opportunities for assistance, community service, internships, jobs, recreation, enrichment; enhancing safety; shared celebrations; building a sense of community.

One of the set of self-study instruments developed by our Center focuses on school-community partnerships and provides a template to aid school personnel in identifying the status of current efforts (see appendix).

County Agencies and Bodies
(e.g., Depts. of Health, Mental Health, Children & Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, Service Planning Area Councils, Recreation & Parks, Library, courts, housing)

Municipal Agencies and Bodies
(e.g., parks & recreation, library, police, fire, courts, civic event units)

Physical and Mental Health & Psychosocial Concerns Facilities and Groups
(e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

Mutual Support/Self-Help Groups
(e.g., for almost every problem and many other activities)

Child Care/Preschool Centers

Post Secondary Education Institutions/Students
(e.g., community colleges, state universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry)

Service Agencies
(e.g., PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society)

Service Clubs and Philanthropic Organizations
(e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

Youth Agencies and Groups
(e.g., Boys and Girls Clubs, Y's, scouts, 4-H, KYDS, Woodcraft Rangers)

Sports/Health/Fitness/Outdoor Groups
(e.g., sports teams, athletic leagues, local gyms; conservation associations, Audubon Society)

Community Based Organizations
(e.g., neighborhood and homeowners' associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations)

Faith Community Institutions
(e.g., congregations and subgroups, clergy associations, Interfaith Hunger Coalition)

Legal Assistance Groups
(e.g., Public Counsel, schools of law)

Ethnic Associations
(e.g., Committee for Armenian Students in Public Schools, Korean Youth Center, United Cambodian Community, African-American, Latino, Asian-Pacific, Native American Organizations)

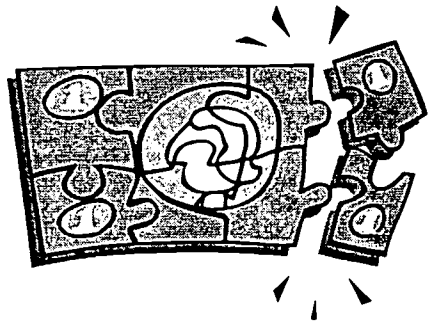
Special Interest Associations and Clubs
(e.g., Future Scientists and Engineers of America, pet owner and other animal-oriented groups)

Artists and Cultural Institutions
(e.g., museums, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector's groups)

Businesses/Corporations/Unions
(e.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school unions)

Media
(e.g., newspapers, TV & radio, local access cable)

Family Members, Local Residents, Senior Citizens Groups



C. Mapping Funding Sources

As schools and communities work to develop partnerships, their interest is in existing resources and what new support is needed. Mapping existing funding is a key facet of asset mapping and is fundamental to comprehensive analyses and (re)deployment of resources.

The following tool can be used as a guide for identifying the various sources that may be providing funds for programs and services at a school.

As existing funding is identified, it can be mapped in a standard budgeting spreadsheet format.

This is also a good stage at which to map other relevant resources such as facilities and equipment that are relevant to the endeavors of addressing barriers to learning and promoting healthy development.

Guide for Identifying Various Sources that May be Providing Funds to a School

Education

Elementary and Secondary Education Act/Improving Americas Schools Act (ESEA/IASA)

Title I—Helping Disadvantaged Children Meet High Standards
- Part A: Improving Basic Programs Operated by LEAs
- Part B.: Even Start Family Literacy
- Part C: Migratory Children
- Part D: Neglected or Delinquent

Title II—Professional Development (upgrading the expertise of teachers and other school staff to enable them to teach all children)

Title III— Technology for Education

Title IV—Safe and Drug-Free Schools

Title V—Promoting Equity (magnet schools, women's's educational equity)

Title VI—Innovative Education Program Strategies (school reform and innovation)

Title VII—Bilingual Education, Language Enhancement, and Language Acquisition (includes immigrant education)

Title IX—Indian Education

Title X—Programs of National Significance Fund for the Improvement of Education

Obey-Porter Comprehensive School Reform (includes scale-up of New American Schools)

21st Century Community Learning Centers (after school programs)

Other after school programs (involving agencies concerned with criminal justice, recreation, schooling, child care, adult education)

McKinney Act (Title E)—Homeless Education

Goals 2000— "Educational Excellence"

School-Based Service Learning (National Community Service Trust Act)

School-to Career (with the Labor Dept.)

Vocational Education

Individuals with Disabilities Education Act (IDEA)

Sccial Securities Rehabilitation Act of 1973, Title V—commonly referred to as Section 504 —this civil rights law requires schools to make reasonable accommodations for students with disabilities so they can participate in educational programs provided others. Under 504 students may also receive related services such as counseling even if they are not receiving special education.

Head Start and related pre-school interventions

Adult Education (including parent education initiatives and the move toward creating Parent Centers at schools}

Related State/Local Educational Initiatives

e.g., State/Local dropout prevention and related initiatives (including pregnant minor programs); nutrition programs; state and school district reform initiatives; student support programs and services funded with school district general funds or special project grants; school improvement program; Community School Initiatives, etc.

Labor & HUD

Community Development Block Grants
Job Training/Employment
- Job Corps
- Summer Youth (JTPA Title II-B)
- Youth Job Training (JTPA Title II-C)
- Career Center System Initiative
- Job Service
- Youth Build

Health

Title XIX Medicaid Funding
- Local Educational Agency (LEA) Billing Option
- Targeted Case Management—Local Education Agency
- Targeted Case Management—Local Government Agency
- Administrative Activities
- EPSDT for low income youth
- Federally Qualified Health Clinic

Public Health Service
- Substance Abuse and Mental Health Services Administration (SAMHSA) Initiatives (including Substance Abuse Prevention and Treatment Block Grant. Systems of Care initiatives)
- Center for Substance Abuse Treatment/Center for Substance Abuse Prevention
- National Institute on Alcohol Abuse & Alcoholism/National Institute on Drug Abuse
- National Institute on Child Health

Health Resources and Services Administration (HRSA) Initiatives
- Maternal & Child Health Bureau
  - Block Grant--Title V programs--at State and local levels for
    - >reducing infant mortality & the incidence of disabling conditions
    - >increase immunizations
    - >comprehensive perinatal care
    - >preventive and primary child care services
    - >comprehensive care for children with special health needs
    - >rehabilitation services for disabled children under 16 eligible for SSI
    - >facilitate development of service systems that are comprehensive, coordinated, family centered, community based and culturally competent for children with special health needs and their families

Approximately 15% of the Block Grant appropriation is set aside for special projects of regional and national significance (SPRANS) grants.

There is also a similar Federal discretionary grant program under Title V for Community Integrated Service Systems (CISS)—Includes the Home Visiting for At-Risk Families program.

- Ryan White Title IV (pediatric AIDS/HIV)
- Emergency Medical Services for Children programs
- Healthy Start Initiative

Health (continued)

- Healthy Schools, Healthy Communities—a collaborative effort of MCHB and the Bureau of Primary Health Care—focused on providing comprehensive primary health care services and health education promotion programs for underserved children and youth (includes School-Based Health Center demonstrations)

- Mental health in schools initiative—2 national T.A. centers & 5 state projects

Administration for Children and Families-Family Youth Services Bureau

- Runaway and Homeless Youth Program
- Youth Gang Drug Prevention Program
- Youth Development—Consortia of community agencies to offer programs for youth in the nonschool hours through Community Schools
- Youth Services and Supervision Program

Centers for Disease Prevention and Control (CDC)

- Comprehensive School Health—infrastructure grants and related projects
- HIV & STD initiatives aimed at youth

Child Health Insurance Program

Adolescence Family Life Act

Family Planning (Title X)/Abstinence Education

Robert Wood Johnson Foundation States—Making the Grade initiatives (SBHCs)

Related State/Local health services and health education initiatives (e.g., anti-tobacco initiatives and other substance abuse initiatives; STD initiatives; student support programs and services funded with school district general funds or special project grants; primary mental health initiatives; child abuse projects; dental disease prevention; etc.)

Social Service

Temporary Assistance for Needy Families (TANF)
Social Services Block Grant
Child Support Enforcement
Community Services Block Grant
Family Preservation and Support Program (PL 103-66)
Foster Care/Adoption Assistance
Adoption Initiative (state efforts)
Independent Living

Juvenile Justice (e.g., Office of Juvenile Justice and Delinquency Prevention)

Crime prevention initiatives
Gang activities, including drug trafficking
State Formula & Discretionary Grants
Parental responsibility initiatives
Youth and guns
State/Local Initiatives

Agency Collaboration and Integrated Services Initiatives
• Federal/State efforts to create Interagency Collaborations • State/Foundation funded Integrated Services Initiatives (school-linked services/full services school/Family Resource Centers) • Local efforts to create intra and interagency collaborations and partnerships (including involvement with private sector)
On the way are major new and changing initiatives at all levels focused on
• child care (Child Care and Development Block Grant)
Related to the above are a host of funded research, training, and TA resources
• Comprehensive Assistance Centers (USDOE) • National Institute on the Education of At-Risk Students (USDOE) • Regional Resource & Federal Centers Network (USDOE, Office of Spec. Educ. Res. & Ser.) • National Training and Technical Assistance centers for MH in Schools (USDHHS/MCHB) • Higher education initiatives for Interprofessional Collaborative Education

D. Other Relevant Resources for Mapping

You will find a good range of references to mapping (information, tools) by searching our website (http://smhp.psych.ucla.edu). You will find materials our Center has pulled together and also references to resources developed by others around the country and how to access them.

Mapping School Resources

Center for Mental Health in Schools (1995). *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs* . Los Angeles: Author at UCLA. Available from website http://smhp.psych.ucla.edu or by order from the Center at cost of copying and handling.

Center for Mental Health in Schools (1999). *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning.* Los Angeles: Author at UCLA. Available from website http://smhp.psych.ucla.edu or by order from the Center at cost of copying and handling.

Mapping Community Resources

C. Bruner, K. Bell, C. Brindis, H. Chang, & W. Scarbrough (1993). *Charting a Course: Assessing a Community's Strengths and Needs.* Des Moines, IA: National Center for Service Integration.

Center for Mental Health in Schools (1999). *School-Community Partnerships: A Guide.* Los Angeles: Author at UCLA. Available from website http://smhp.psych.ucla.edu or by order from the Center at cost of copying and handling.

G.T. Kingsley, C.J. Coulton, M. Barndt, D.S. Sawicki, & P. Tatian.(1997). *Mapping Your Community: Using Geographic Information to Strengthen Community Initiatives*, byWashington, D.C.: U.S. Department of Housing and Urban Development.

J.P. Kretzmann, J.L. McKnight, and G. Sheehan, with M. Green and D. Puntenney. *A Guide to Capacity Inventories: Mobilizing the Community Skills of Local Residents* . Evanston, IL: Institute for Policy Research, Northwestern University.

J.P. Kretzmann & J.L. McKnight (1993). *Building Communities from the Inside Out: A Path Toward Fidning and Mobilizing a Community's Assets.* Chicago: ACTA Publications.

J.L. McKnight & J.P. Kretzmann (1990). *Mapping Community Capacity.* Evanston, IL: Institute for Policy Research, Northwestern University.

Community Tool Box. **http://ctb.lsi.ukans.edu/**

This site, created in 1995, by the University of Kansas Work Group on Health Promotion and Community Development in Lawrence, KS. and AHEC/Community Partners in Amherst, Massachusetts continues to grow weekly. Currently, the core is "how-to tools" (including tools for mapping). For instance, there are sections on leadership, strategic planning, community assessment, advocacy, grant writing, and evaluation.

III. Products of Mapping

A. Examples of Products

B. Making Products Visible

C. Examples of Community Mapping

A. Examples of Products

As indicated in section II, mapping and summarizing resources are essential to improving understanding, management, and appreciation of what exists and for taking steps to enhance resources and their effectiveness.

The product examples on the following pages emerged from the efforts of individual schools and families of schools to summarize the programs and services at their sites. (The material offered also provides a perspective on what might be available to a school.)

Product examples included are:

(1) an initial mapping of enabling activity at an elementary school

(2) an initial mapping of enabling activity at an secondary school

(3) a spreadsheet version of initial mapping at an elementary school

(4) combined summary of resource professionals from five schools working together to coordinate resources

(1) Initial Mapping of Enabling Activity at an Elementary School

Classroom-Focused Enabling

Enhancing teacher capacity for addressing problems and for fostering healthy development

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

In all classrooms:

- team teaching
- classroom aide
- volunteers trained to work in targeted ways
- cross age tutors
- computer assisted instruction (e.g., for reading and ESL)
- social-emotional curriculum
- family problem-solving conferences
- conflict mediation
- after school tutoring
- special assistance in the classroom by resource specialist and other support staff designed to minimize need for referrals for additional services
- inservice and mentoring for classroom-focused enabling

In some classrooms:

- special education aide for inclusion
- full use of advanced technology
- teachers-in -training
- mentors for targeted students

Priorities for Future Development in this Area

- additional training for support staff related to providing assistance in the classroom to minimize the need for referrals
- recruitment of more volunteers and mentors and enhancement of their training
- inservice related to reengaging students who have been turned off to school

Support for Transitions

Enhancing school capacity to handle the variety of transition concerns confronting students and their families

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- Welcoming Club
- student Peer Buddy social support program
- family Peer Buddy social support program
- before school tournaments, enrichment, and recreational activities
- after school sports, tournaments, enrichment, and recreation activities
- service learning program
- student job program
- end of the year 6 week program conducted by teacher and support staff to prepare students for the next grade
- articulation programs conducted by support staff to prepare students graduating to secondary schools
- follow-up monitoring by teachers and support staff to identify and assist any students who are having difficulty with transition into a new grade or school

Priorities for Future Development in this Area

- inservice for support staff related to enhancing transition programs
- recruitment of more volunteers to aid with transition programs
- preparation of a Welcome to Our School video to be shown all newcomers and visitors -- for regular use in the front office or in a special welcoming space
- design a transition program to be implemented by a resource teacher and support staff for students (and their families) entering and returning from special education
- enhance recess and lunch recreation and enrichment opportunities

Home Involvement in Schooling

Enhancing school capacity to provide those in the home with opportunities for learning, special assistance, and participation

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- adult education programs at the school and neighborhood
  >ESL
  >literacy
  >job skills
  >child care certification program
  >citizenship exam preparation classes
  >parenting and helping their youngster with school work
  >aerobics/sewing
- parent participation and parent classes
- some on-campus family assistance services and assistance in connecting with community services (see Student & Family Assistance)
- family volunteers staff school Welcoming Club, assist in the front office, in classrooms, on the yard
- family-staff picnic
- training for participation in school governance
- participation on school advisory and governance bodies
- regular parent-teacher communications (regular phone and email discussions, in-person conferences on request, monthly newsletter)
- school "beautification" program
- planning for community involvement

Priorities for Future Development in this Area

- enhance outreach programs to engage and reengage family members who are seldom are in contact with the school and often are hard to reach
- establish self-led mutual support groups for families
- expand opportunities for families to use school facilities during nonschool hours for enrichment and recreation
- enhance inservice for all staff to increase motivation and capability for enhancing home involvement

Crisis/Emergency Assistance & Prevention

Responding to minimize the impact of, and prevent crises

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- trained and active crisis team
- counseling programs designed to address crisis aftermath problems of students, families, and staff
- conflict mediation program to prevent problems using peer and staff counselors
- human relations/social emotional development curriculum
- training of all staff in promoting positive human relations everyday

Priorities for Future Development in this Area

- develop a joint school-community crisis response
- develop a joint school-community strategic plan to enhance prevention activity
- staff training related to strategies for addressing concerns related to suicide, physical and sexual abuse, substance abuse

Community Outreach, with special emphasis on Volunteers

Enhancing greater community involvement in schooling and building linkages and collaborations for addressing barriers to learning & promoting healthy development

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- volunteer and mentor program that recruits, trains, and supports a expanding pool of volunteers including family members, college students, individuals from local businesses
- community members hired by the school as community representatives
- Head Start program provided on campus
- local recreation programs come to campus to enhance after school programs
- local health and social service agencies come to campus to enhance services and programs provided by the school
- local library involvement in ensuring that students have access to library resources and support in using them

Priorities for Future Development in this Area

- outreach to artists, musicians, and others with specialized abilities to elicit their involvement with the school
- community resources joining in welcoming and social support for new students and families
- local businesses providing job training and job opportunities for students and family members
- community partner involvement in advocacy for school and in school governance
- recruiting professionals to provide pro bono services

Student & Family Assistance

Providing special assistance as necessary for students and families (including direct services & referrals)

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- Student/Teacher Assistance Team (for review, triage, referral, monitoring)
- support staff (school psychologist, counselor, social worker, nurse)
- assessment to aid in planning special assistance interventions
- counseling (individual and group)
- special education programs
- inclusion programs in some classrooms
- English as a Second Language (ESL) transition tutoring
- conflict resolution program – staff/peers
- pregnant minor program with prevention focus
- personalized inservice for teachers who have many students with problems
- absentee immediate follow-up
- school-linked services that fill gaps and enhance the amount of services that the school's support staff can provide

Priorities for Future Development in this Area

- inservice for staff related to providing special assistance in the classroom for students who need it
- emergency food and clothing bank
- enhance systems for monitoring and follow-up
- recruiting professionals to provide pro bono services
- health or family resource center for the family of schools

(2) Initial Mapping of Enabling Activity at an Secondary School

CLASSROOM FOCUSED ENABLING:

What we have (Spring, 2001)	Problems/What we need (survey results)

Stakeholder development
Moving diamond program
SANE
University and HS Volunteers
Parent Classroom volunteers
Accelerated reading program
Teacher to teacher support
Community of caring
Tutoring in class and after school
DATE
Conflict resolution program
Paraprofessionals
Resource specialist program
Bilingual and Title I programs
Family literacy grant primary grades
After school intervention program for at risk students
After school detention program
Middle school intervention program
ELP afterschool
Intensive academic support for retained 2nd graders
Homework club
Intersession

TEACHER responses:

Problems:
- High teacher turn over
- Lack of funding for intervention
- Noise level on campus

Need:
- More support for teachers
- Evaluation of existing programs
- Math intervention
- Tutoring program
- More computers
- More assemblies (motivational)

PARENT responses:

Need:
- Homework clubs
- Notify parents of academic and behavioral problems earlier
- Bilingual programs for child of parents who don't speak English
- Notify parents when children are absent

STUDENT responses:

Problems:
- Room temperatures (too hot/cold)
- Big class sizes
- Disruptive students

Need:
- Tutoring
- No breaks during block schedule
- Better teachers
- Counselor attention
- Text book distribution
- Study hall
- Small classes (20 students)
- More homework
- Make learning fun

SUPPORT FOR TRANSITIONS

What we have:	Problems/What we need

Peer buddy program
Parent welcoming club
After school tutoring and clubs
Health and information technology academies
Stakeholder development days for new staff
Health watch program
Internships and mentors for academy students
College fairs
College counseling services
Students agendas/organizers
Moving diamond program
WIA
Students Run LA
Cheerleading and Yearbook

TEACHER responses:

Need:

More contact with colleges

PARENT responses:

Need:

Support for transitions
More supervision at the gate
Trash can at the gate
Programs for homework help
Clarify what food kids can bring
Ask high school students to donate their uniforms

STUDENT responses:

Need:

More ongoing goal planning
Afterschool tutoring for LEP 6-12
More individualized attention
College/career planning K-8
Teachers have high expectations for student achievement
More electives
Clean restrooms
Study hall
Less vacation time
Make homework fun
More TA's in class
More than 1 hour of homework lab
Cooperative learning with buddy

HOME INVOLVEMENT IN SCHOOLING

What we have:

Adult education (on site and distance learning)
Family Center contacts parents
Individual and cluster of teachers /parents
Sork on standards
Commadres/Compadres program
SRLDP parent meetings
Parent meetings on college planning
Title I Parent Education classes
Parent representation of site management
Student success team meetings
Toyota Family Literacy program
Family Reading

Problems/What we need:

TEACHER responses:

Problems:

Language barriers between parents and teachers

Need:

Students need a quiet area for homework
Better communication between parents and teachers
More home/parental involvement
Getting parents involved in the classroom to help with preparations

PARENT responses:

Need:

Parents should volunteer more
Don't sell junk food

CRISIS/EMERGENCY ASSISTANCE AND PREVENTION

What we Have:

School and cluster crisis teams
Consultation and case review panel
Mental health services provided by LAUSD and interns
Health Clinic
Family Center
Referrals to St. Francis (health and mental hlth)
IMPACT
Conflict resolution training
School counselors
Adult support groups
Links to faith communities
DIS counseling
Health Education program

Problems/What we need:

TEACHER responses:

Need:

More counseling for families and students

PARENT responses:

Need:

More supervision around the school
Care with food (bug found)
Parents spend more time with their children

STUDENT AND FAMILY ASSISTANCE

What we have:

Mental health services provided by LAUSD and interns
Health Clinic
Family Center
JADE support group and parenting classes
Referral to St. Francis (health and mental hlth)
Student success team
School counselors
PSA counselor
Parenting Classes
Pregnancy prevention programs
Parent advocate training
Bell Cluster Resource Council
Resource Specialist Program
Consultation and Case Review Panel
Angel Gate Academy
Best Friends program
Students Run LA
Family Math Night
IMPACT
Abolish Chronic Truancy
Juveniles at Risk (Police Dept.)

Problems/What we need:

TEACHER responses:

Problems:

Language barrier between family and school School attendance

Need:

Parents and students taking responsibility
More counseling for students
Assistance with homework
Increase parenting classes

PARENT responses:

Need:

Uniform donation program
Parental training and skills to assist students More supervision around school
More teacher over the summer
Parents and student need help learning English
Parent need to help students and encourage them

STUDENT responses:

Need:

Parental reinforcement

COMMUNITY OUTREACH AND VOLUNTEERS

What we have:

Volunteer program coordinator
Family Center staff work as outreach workers
Welcoming club for new parents
Family Health Center Advisory Board
Title I and Bilingual Advisory Boards
Site management council representatives
Commadres/Compadres Group
PSA Counselor
Back to school, open house, and town hall meetings
High school intern, mentor and service learning
Family literacy programs
Parent Volunteers (1000 hrs/mo)
Inner City Outings (Sierra club)
Sailing Club

Problems/What we need:

TEACHER responses:

Problem:
- Poor attendance

Need:
- Parent involvement in schooling
- Parents' assisting teachers with classroom preparation

PARENT responses:

Problem:
- Parents have difficulty helping students due to language barriers

Need:
- Supervision on campus (lunch area and perimeter)
- If there is a problem contact the parents
- If you tell parents to come, give an appointment time and phone to verify
- Don't wait until the problem gets worse

STUDENT responses:

Need:
- Motivation from home
- Goals for future
- Individual attention from teachers
- Extracurricular activities after school
- Tutors
- More electives
- Career planning, job shadowing
- Better teachers
- Study hall elective
- Music program
- Uniform policy enforcement
- Supervision (Clara St. and Eliz. St.)

(3) A Spread Sheet Version of Initial Mapping at an Elementary School

Area of L.S.	Name of Program	Contact Person	Schedule	Grade Level	Eligibility	How to Access	# Served
Classroom Focused Enabling	Afterschool Tutoring	Caro, Petrou, Hull	3:15-4:15 Track A	All H.S. students	All students		
	ELP (afterschool program)	Toribio, Ochoa, Albee	MW 2:45-4:15pm		Students at risk of being detained		
	Intensive academic support (IAS)	Ochoa	Everyday Track A	2nd	students who have been detained		
	Homework club	Schlabach, Mcdendorp, Eyres	MWTh 3:15-4:15	7th	Students within cluster	N/A	25
	Intersession	Ochoa	Saturdays 8-12:20	2nd-5th			
	Conflict Resolution program	Gary Burbank	Ongoing	4-5th	All students	Student Application/ Teacher Referral	
Support for Transitions	Peer Buddy Program	E. Elizondo	Ongoing	Elementary/ Middle School		Teacher referrals	2 per class
	Parent Welcoming Club	N. Contreras, E. Elizondo	Start of school year		All parents		
	Students Run LA	E. Gomez	run 3x/week & Saturdays	6-12th	All students interested	Attend meetings	
	Afterschool tutoring	Caro, Petrou, Hull	3:15-4:15	H.S. Students	All		
	Cheerleading & Yearbook	N. Vasquez					
	College counseling services	E. Guerrero		H. S. students	All students		
Home involvement in schooling	Adult Education Programs	C. Valentine	All day			Sign up at Family Center Rm 303	
	Comadres/Compadres prgm	S. Casas, R. Haun	meets once a month		All parent volunteers		
	Toyota Family Literacy Prgm	C. Valentine, R. Haun, S. Ortega	MTW	4th and 5th/parents			
	Family Reading	P. Brown	M 3:10pm-4pm	K-6th			
Crisis/Emerg Asst & Prevention	DIS Counseling	N. Henley	varies	K-12	Special Ed students	IEP meetings	
	CCRP	N. Henley	Th 1:30-3	K-12	Staff, parent, or self referral	Complete CCRP form in mailroom	
	Mental Health services	M. Rios	Varies	K-12	Staff, parent, or self referral	Complete CCRP form in mailroom	

	Conflict resolution program	Gary Burbank	Ongoing	4-5th	All students	Student app/ Teacher referral	
	IMPACT	S. Garza	Meets once a week	6-12th	Student or staff referral	Referral sheet needs to be completed	
	ELP	Ochoa, Padilla	MW 2:45-4:15pm	2nd	students working below grade level		
	Health Education Program	Ochoa, Padilla		K-5th			
Student/Family Assistance	Angel Gate Academy	J. Fung/C. Melvin	4wk residential program	6-7th	Low grades, poor behavior, staff referral	Angel Gate Application/See Mrs Fung	
	Best Friends prgm; pregnancy prevention	E. Elizondo	Once a month	M.S./ HS girls			Limit dependin g on funds
	Students Run LA	E. Gomez	run 3x/week & Saturdays	6-12th	All students interested	Attend meetings	
	Family Math Night	D. Saito	3-4 times a year				
	IMPACT	S. Garza	Meets once a week	6-12th	Student or staff referral	Referral sheet needs to be completed	
	Mental Health services	M. Rios	Varies	K-12	Staff, parent, or self referral	Complete CCRP form in mailroom	
	Juviniles at Risk (JAR)	C. Melvin	12 week sat. prgm	12-17 yr olds		$200 fee	
	Project JADE, parenting classes	E. Elizondo	W 6-7:30pm Rm 303	All interested			
Community outreach, volunteer	Parent Welcoming Club	N. Contreras, E. Elizondo	Start of school year		All parents		
	Comadres/Compadres prgm	S. Casas, R. Haun	meets once a month		All parent volunteers	Take 12 week class	
	H.S. intern/mentor/service learning						
	Toyota Family Literacy Prgm	C. Valentine, R. Haun, S. Ortega	MTW	4th and 5th/parents			
	Sierra Club-inner city outings	E. Neat	During week and Sat.	Elementary classrooms			
	Sailing Club	E. Neat		Secondary, primarily M.S.			

(4) Combined Summary of Resource Professionals from Five Schools Working Together to Coordinate Resources

(Mapping done by Cluster's Resource Coordinating Council)

Cluster Coord. Carmen S.
Cluster PSA Mark S.

Nurse Coord. School Barbara B.
Sharon S.
Psych. Coord. Vicki M.

Name of School	Arminta	Camellia	Canterbury	Fernangeles
Principal	Marcia Cholodenko	Judith Hergesheimer	Santa Calderon	Elizabeth Douglass
Asst. Principal	R. Bauer	R. Salazar	N. Zeno	L. Rosman
School Psych.	M. Feldman (M, Tu, Fri)	K. Murphree (M, Tu, Wed)	Kathleen Repecka (every other week)	Bibliana Aldridge (Tu, Wed & alt. Mon)
Nurse	Teri Jones (Tu & 2nd Th)	Mark Kirkup	Susan Hancock (M & alt Wed)	Patricia Pryor (Th & alt. Fri)
Attend. Counselor	Gerry Como (M, Th, Fri)	Gerry Como (Tu, Wed pm)		
Coordinators	Nina Mora	J. Mintz Lori Schelske-(FEMA Tu)	SB65-Pam DeBoer; Capt I- S. Guzman; Magnet (GATE) FEMA-Judy Hall	R. Neusteadter; Pat Cowan; SB65
Counselor	R. Sherwood FEMA - (Mon)			N. Godfried - FEMA
Social Worker				
Resource Teacher	Mary Wilson	B. Scheifer	C. Christopherson	Theodra Wake
Sp. Resource		Cindy Tenn (M, Tu, Wed)		
Special Educ.				
Specialists: Speech & Lang	Jeannie Pierce (Wed)	Jay Lechner (Fri)	Joan Waldman (Fri)	A. Prentice (1 day)
Deaf & H.H.	Allison Shapiro (M, Wed)	Kara Wells (Tu, Th)	Allison Shapiro (Tu, Th am)	Allison Shapiro
Vis. Hand.	I. Geyer (M, W pm)			
Dis. Counselor				
Adaptive PE	Tony Musica (M,W)	Kristen Fox (W-7:45, Fri-10am)	Judy White (Th am, Fri pm)	Tony Musica (Tu am, Wed pm)
Phys. Dis.	T. Harsha (Tu pm)	T. Harsha		T. Harsha (Fri 10:30am - 2pm)
Chapter Chair	B. Wilson/M. Villarejo	Norm Crocker	M. Archuletta/S. Shorr	D. McReynolds
Teacher				Galindo
Parent				R. Gutierrez 2hrs.day
Community				
Other	DARE - J. Johnson Comm. Rep: M. Hernandez		DARE- M. Sommer	

B. Making Products Visible

To enhance visibility among stakeholder groups and for purposes of initiating a bit of "social marketing," some schools simply reproduce their lists to share with staff and other stakeholders.

Others also make posters by reproducing summary lists and mounting them on a large poster board for display in halls and staff rooms. Several such posters, strategically placed, help to ensure there is awareness and can help enhance greater appreciation for staff who offer education support programs (see example on following pages).

These summaries are also useful for highlighting activity in newsletters, etc.

Creating a Wall "Poster"

Sites have found it helpful to develop a large wall poster (e.g., 30" x 36") as an aid in mapping and in enhancing the visibility of enabling activity and the Enabling Component.

To facilitate development of the poster, we use the forms that have been developed as work sheets for each of the six areas of enabling activity (see examples in this aid).

The poster is created by

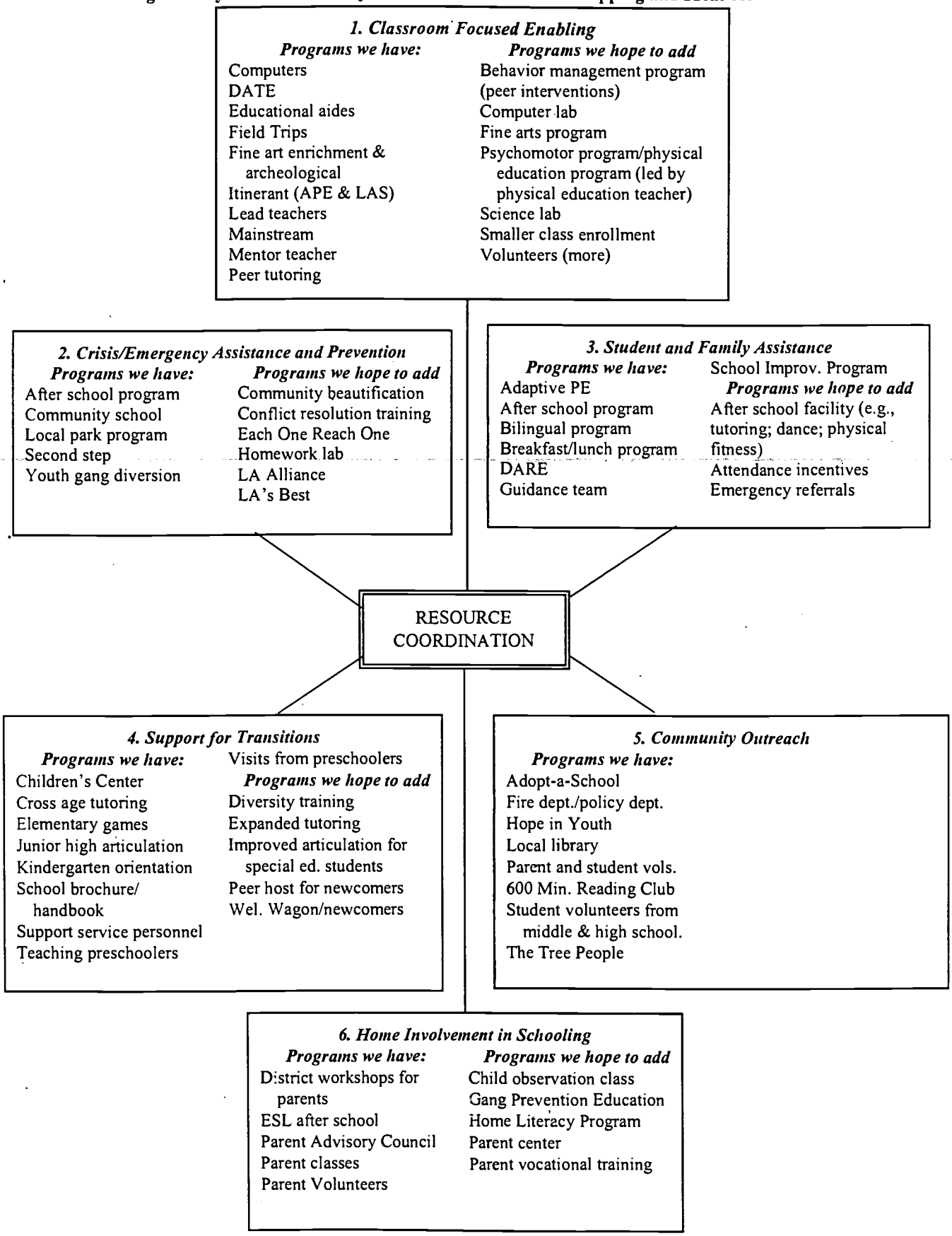
- photocopying blank versions of each area's work sheet and the sheet on Resource Coordination (usually on colored paper using a different color for each area)
- mounting the copies on the poster board in a pattern around the Resource Coordination sheet -- see attached illustration
- putting a title on the top (e.g., Enabling Component).

The work sheets and the poster are useful ongoing stimuli for teams. Once a team members have filled out a work sheet, they are ready to write up, post, and circulate the information about current program teams, programs currently offered, and desired programs. For purposes of the poster, each team might use "post-it" notes or other sheets that can be easily removed to attach the information to appropriate sections of the mounted work sheets.

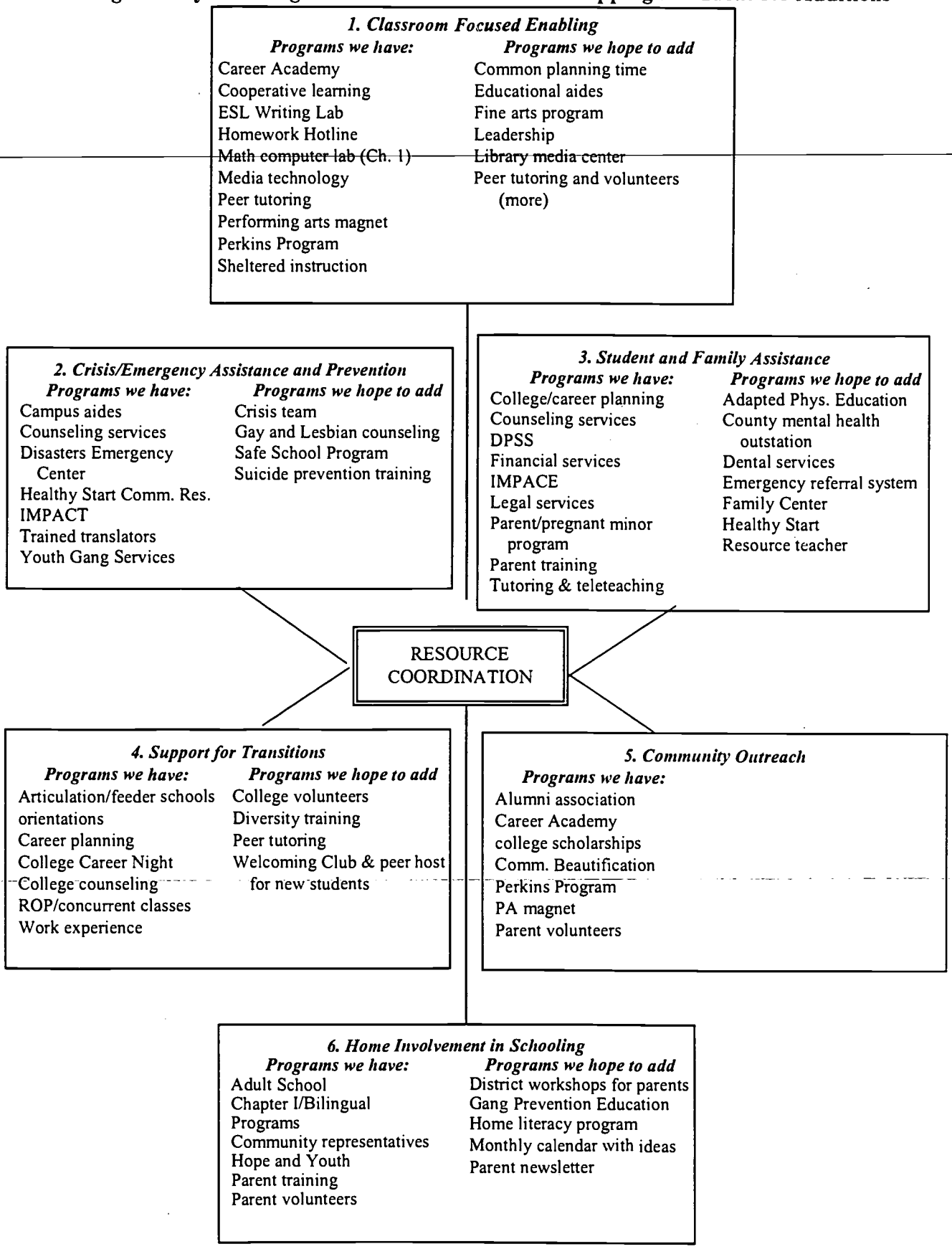
One or more of these posters should be posted strategically to facilitate the work of program teams and to enhance communication and visibility with respect to the Enabling Component. Each poster should be kept as up-to-date as feasible. (Changes can be made in pen until a section is too messy and requires replacement.)

Besides entering the information on posters, a compilation of all activity by area should be typed up and circulated to all staff and other concerned stakeholders.

Enabling Activity: One Elementary School's Poster of Initial Mapping and Ideas for Additions



Enabling Activity: One High School's Poster of Initial Mapping and Ideas for Additions



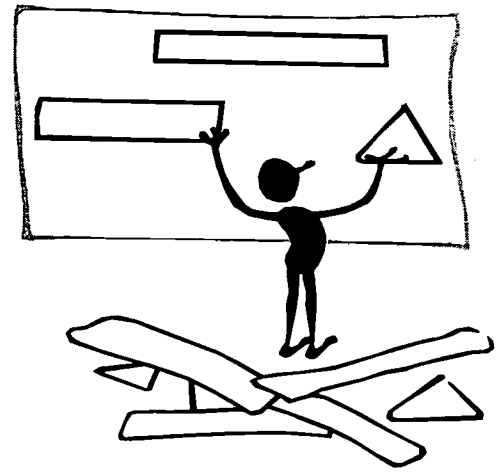
C. Examples of Community Mapping

In the Appendix is a survey for mapping school-community connections.

On the following pages are several examples from Kretzmann & McKnight's (1993) work entitled: *Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets.**

- Community Assets Map
- Neighborhood Assets map
- Potential School-Community Relationships

Following this is an Inventory for Community Resource Mapping done by the Institute for Educational Leadership



*John P. Kretzmann & John L. McKnight (1993). *Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets.* (3rd ed.) Center for Urban Affairs and Policy Research, Neighborhood Innovations Network, Northwestern University, 2040 Sheridan Road, Evanston, Illinois 60208
Phone: 708-491-3518 Fax: 708-491-9916

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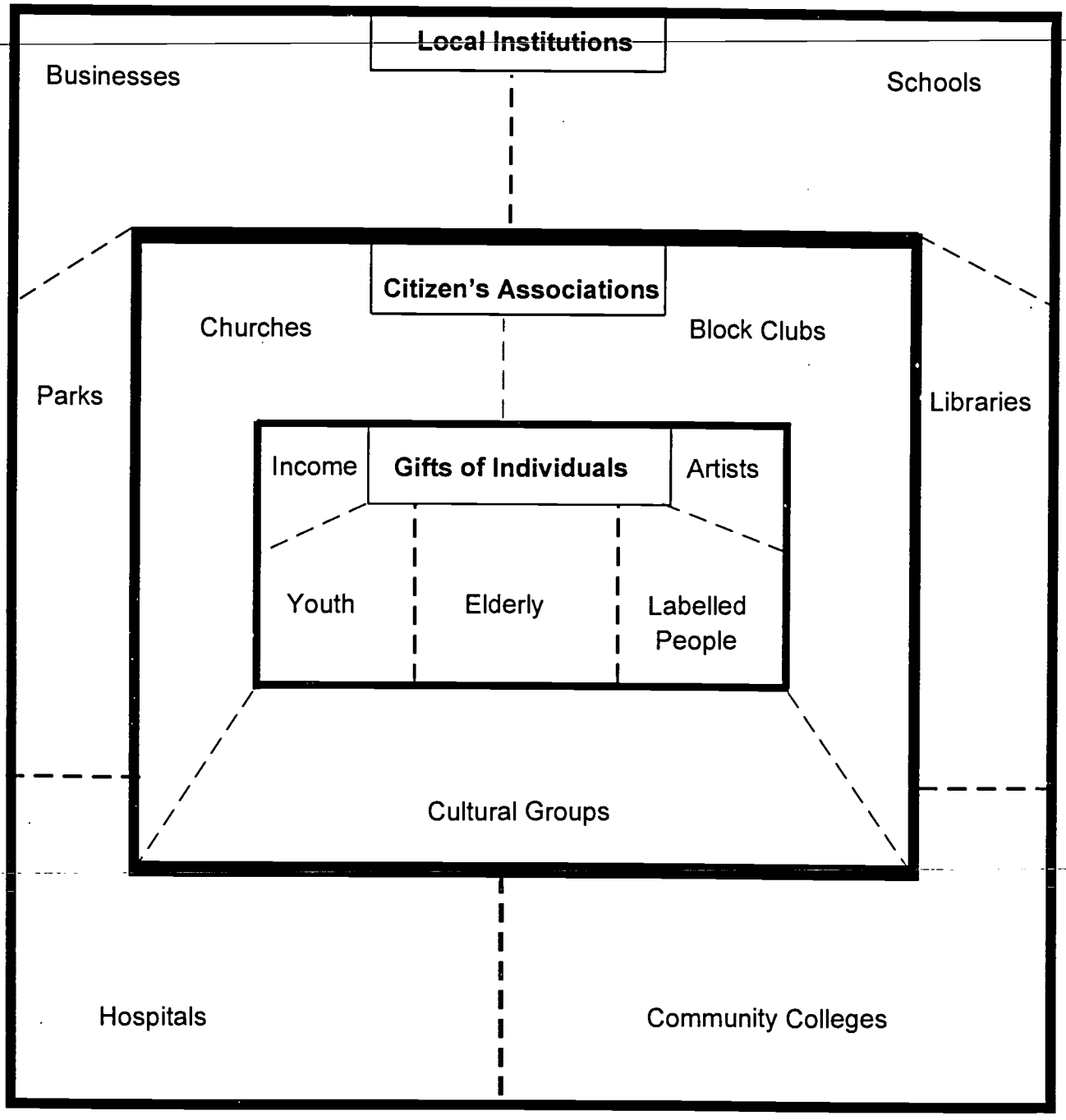
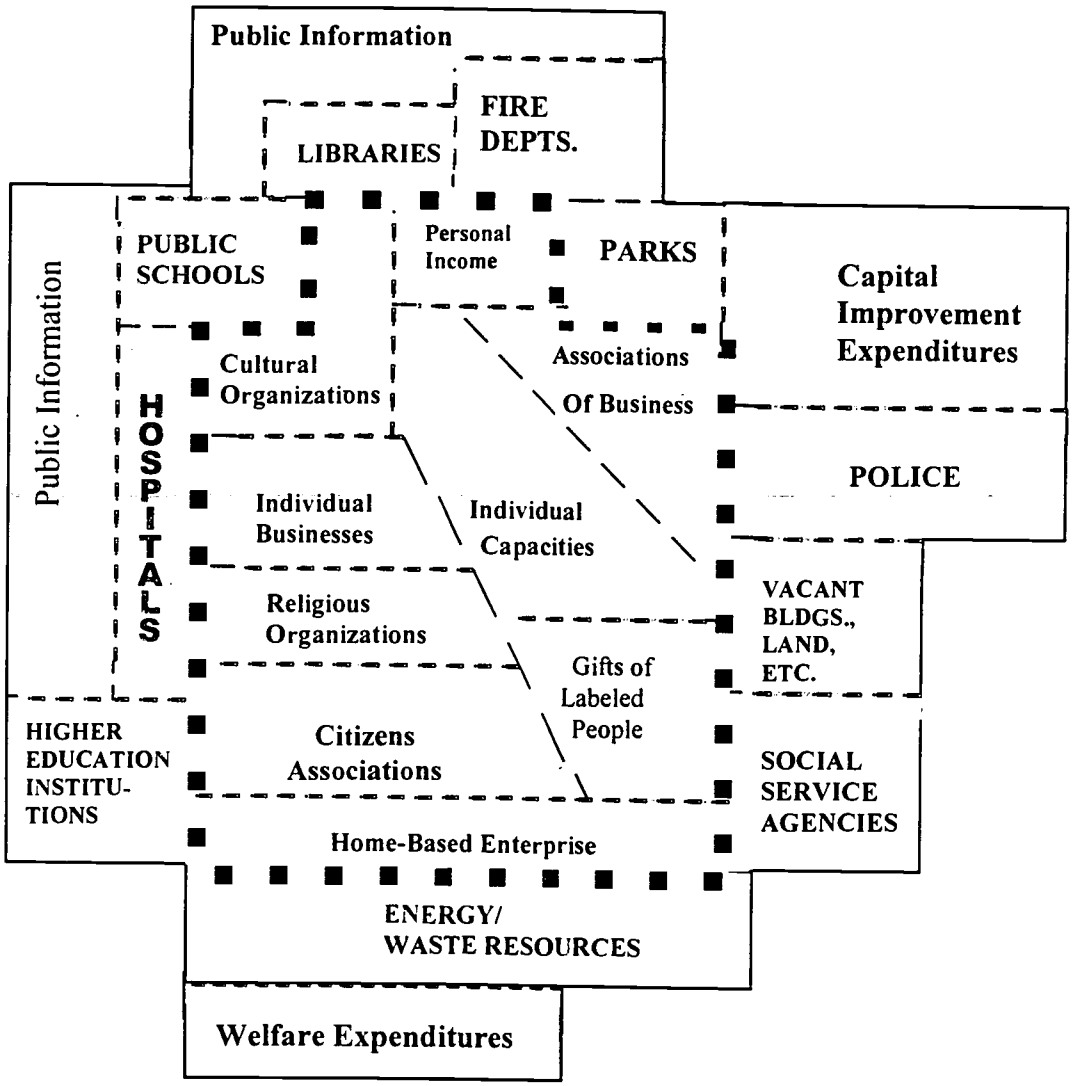
Community Assets Map



Neigborhood Assets Map



Legend

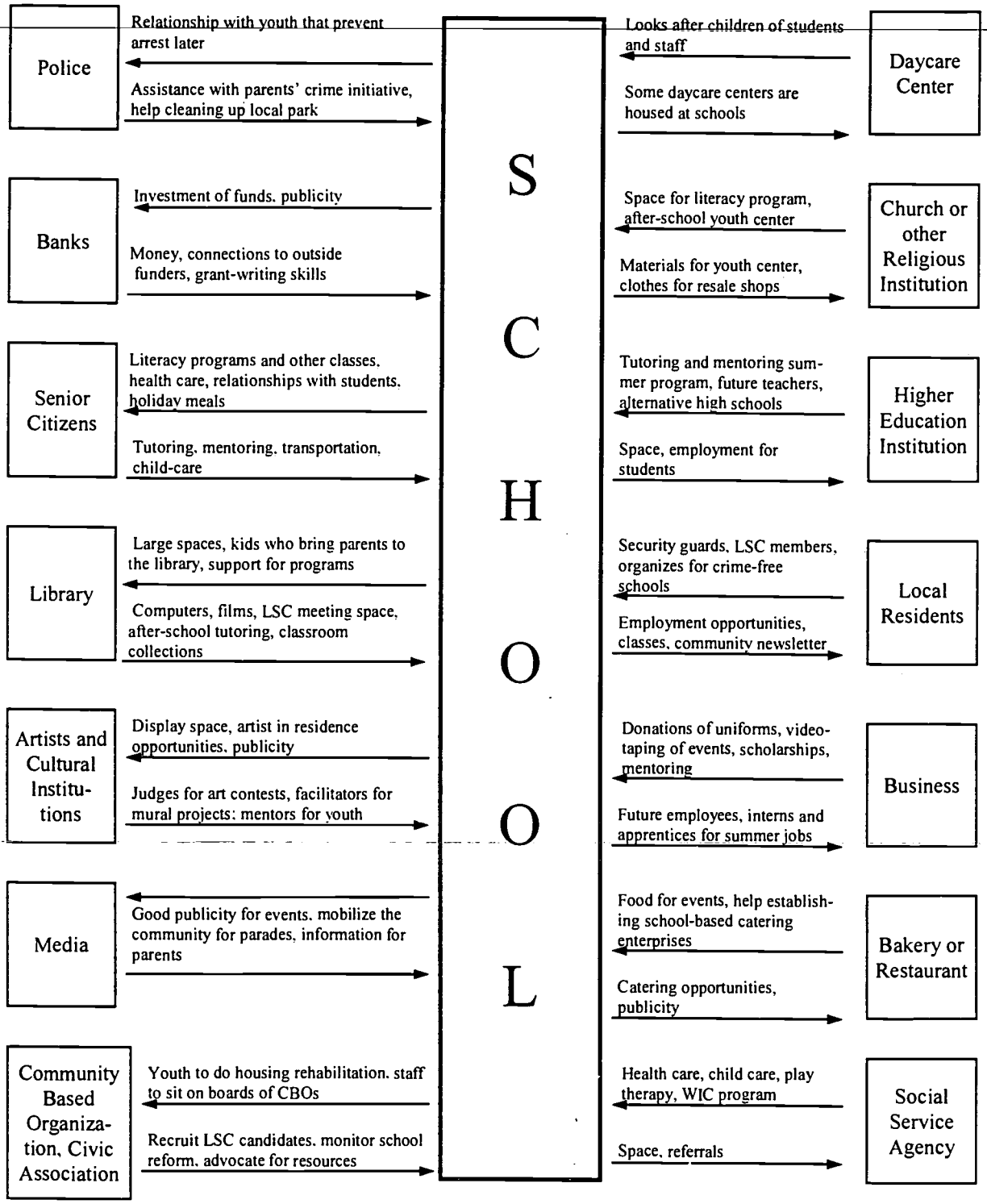
Primary Building Blocks: Assets and capacities located inside the neighborhood, largely under neighborhood control.

Secondary Building Blocks: **ASSETS LOCATED WITHIN THE COMMUNITY, BUT LARGELY CONTROLLED BY OUTSIDERS.**

Potential Building Blocks: *Resources originating outside the neighborhood, controlled by outsiders.*

CAPTURING LOCAL INSTITUTIONS FOR COMMUNITY BUILDING

Chart Three: One on One Relationships*



*Format of chart has been modified from original.

From: Building Sustainability in Demonstation Projects for Children, Youth, and Families (pp.23-26). Prepared by the Institute for Educational Leadership (http://ojjdp.ncjrs.org/resources/files/toolkit2final.pdf)

Community Resource Mapping Inventory

A Planning Tool to identify formal and 'informal' community resources, assess duplication and build comprehensive, sustainable resources

Planning for sustainability should begin early and continue as a priority throughout the life of a demonstration project. Given the depth of trust necessary for agencies to develop and sustain a comprehensive community-based initiative, collaborative governance structures offer the ideal venue to assess formal and resources, duplication, and opportunities to build a lasting comprehensive system of services for youth, families, their neighborhoods and community.

The first step in building a comprehensive sustainability and match structure is consensus among partners regarding their commitment to this effort. Once it is clear that all partners are on board, a Community Resource Mapping Inventory can be developed to assist the community in thinking about all the resources (e.g., services, staff, funds) currently being expended for children and youth that meet the (demonstration project) target population criteria. This process yields more than the completion of the inventory—it forces a dialogue that assists communities to see how they can continue their collaborative system of care process after start-up federal funds expire. The mapping inventory involves several basic steps that may be adapted according to the needs of each Collaborative:

1 Identify the geographic community.

What communities and counties will participate? Reach consensus about current and future geographic boundaries for the system of care effort and make sure everyone is clear on the agreement.

2 Identify all currently participating organizations.

Is everyone 'at the table?' It is important not to wait until every single entity is present to move forward, as long as there is consensus regarding critical mass—proceed. Work to ensure that collaborative is diverse in representation and includes non-traditional stakeholders such as business, schools, media, faith community,

family members and community-based service providers. Discuss why other partners are not currently participating and whether/ what strategies will be employed to get them there. Bring others to the table as possible in the future.

3 Discuss the description of the required target population.

Unbundle the diagnosis requirements and reframe them around need. For example, each partner should assess their own 'population' for children and youth who a) have significant challenges in home, school or community related to unmet or 'under-met' mental health needs, and b) are receiving or need to receive the services of more than one public agency. This process helps eliminate the problem of agencies believing that this is solely a lead agency 'program' and increases the realization that there is a set of youngsters and families needing/accessing services across agencies.

4 Identify services/programs provided.

Identify services/programs being provided by the participating organizations for these youngsters/families, *and* associated funding streams (e.g., Families for Kids, Special Education, Office of Juvenile Justice, etc.). Note: By now, duplication of services and programs should become more and more apparent.

5 Inventory each agency/organization's expenditures.

How much money, from what funding streams, are devoted to the services for these children, youth, and their families in a given year? Define/agree upon fiscal year or years. (This will probably require the direct or indirect participation of each agency/organizations finance department to ensure complete information.)

6 Identify funds expended but not fully matched.

Identify funds expended but not fully matched with, or necessary for match with federal funds. (This will probably require the direct or indirect participation of each agency/organizations finance department to ensure complete information.)

7 Discuss spending resources collaboratively.

Discuss resources that could be better spent if provided collaboratively (once areas of duplication have been identified), as well as the identification of federal fund maximization opportunities. For example, if a crisis-outreach service is needed, and more

than one agency provides some level of crisis-intervention, can a portion of funds dedicated to crisis services be combined (blended or pooled) across funding streams to develop a more responsive/ collaborative outreach service?

8 Assess redundancy.

Assess the redundancy of separate case management within each agency. Family members can help agencies realize what it's like for them to maneuver between multiple case managers and plans. Discuss openly how each agency's mandates must/will be met regarding case management requirements and pilot a unified case management 'one family/one plan' approach.

9 Use Resource Mapping Inventory.

Summarize the purpose and findings of the Resource Mapping Inventory and ensure endorsement by all collaborative members.

10 Develop and implement plan.

Develop and implement a plan to systematically formalize and strategically implement the collaborative service and system approach:

- How the new approach will be piloted (i.e., the number of youngsters/families who will be approached to participate, the geographic areas of initial participation)?
- How (and how often) will the Collaborative measure outcomes, address challenges? *Brainstorm potential challenges/solutions in advance.*
- What are the implications for training (e.g., practice, record keeping)?
- Monitor and assess results, gradually expanding the effort.

11 Share information and results to ensure support.

Understand how will the Collaborative share information and results to ensure support? What is the role of each member of the Collaborative in promoting the sustained success of the effort? What assistance is needed to move the system forward? (From/for family members? Evaluators? Policy-makers?) *Regular publicizing of accomplishments is critical for success—create a sense of urgency, momentum and commitment to ensure that stakeholder view the effort as important and worthy of their support!!*

Community Mapping Inventory Template

Agency/ Organization	Geographic Area & Population Served	Primary Services Provided	Expenditures for Target Populations	Funding Streams	Funds Available to Blend, Pool, Match	Potential Collaborations
Juvenile Justice						
Child Welfare						
Mental Health						
Public Schools						
Family Advocacy & Support						
Public Health						
Other						
Other						

Geographic Information Systems: Using Technology to Map Needs & Resources

What is Geographic Information Systems (GIS)

A system of hardware, software, and procedures designed to support the capture, management, manipulation, analysis, modeling and display of spatially-referenced data for solving complex planning and management problems. (David Cowen, 1989)

Applications related to Mapping Resources to Address Barriers to learning

Using data and information (e.g., maps, census and survey data, geographic locations) from a variety of sources (e.g., governmental, private, and academic), models can be developed about program delivery (e.g, mental health care, staffing distributions) and patterns of use for service, policy and evaluative decisions.

Some Examples:

One of the main benefits of GIS is improved management of your organization and resources. A GIS can link data sets together by common locational data, such as addresses, which helps departments and agencies share their data. By creating a shared database, one department can benefit from the work of another—data can be collected once and used many times.

The old adage "better information leads to better decisions" is true for GIS. A GIS is not just an automated decision making system but a tool to query, analyze, and map data in support of the decision making process.
(From: GIS.com, http://www.gis.com/)

Culturally Competent Mental Health (Jim Banta, 1998)

The State of California Department of Mental Health is requiring that counties address cultural and ethnic issues as they implement outpatient managed care for medicaid clients. ArcView is a natural tool to present geographic, socioeconomic, demographic and utilization data which is required for this undertaking. Data from a variety of sources must be combined during the planning process in order for counties to develop services which are "culturally competent" for a diverse medicaid population...

Maps of such geographical features as mountains, cities, roads, and bus routes can suggest access to services by certain segments of the population. Demographic data, particularly of potential clients, can allow counties to plan for services better than if only general population numbers are known. The combination of demographic and utilization data is suggestive, but requires further analysis.
(Available at: http://www.esri.com/library/userconf/proc98/PROCEED/TO600/PAP566/P566.HTM)

Some References:

Morrow, B.H. Identifying and Mapping Community Vulnerability. (1999). *The Journal of Disaster Studies, Policy and Management.* 23(1): 1-18.

Ernst, J.S. Mapping Child Maltreatment: Looking at Neighborhoods in a Suburban County. (2000). *Child Welfare.* 79(5): 555-572

For additional information on GIS see:

- ✔ Geographic Information Systems - from about.com - (http://www.gis.about.com/cs/gis/index.htm)
- ✔ The GIS Portal - (http://www.gisportal.com/)
- ✔ Guide to GIS Resources on the Internet - (http://sunsite.berkeley.edu/GIS/gisnet.html)

IV. Beyond Mapping

A. Social Marketing as a Spiraling Facet of Program and Systemic Change

B. Establishing Priorities

C. Some Next Steps

A. Social Marketing as a Spiraling Facet of Program and Systemic Change

Social marketing is a tool for accomplishing social change.

As such, it can be used in good or bad ways.

Social marketing draws on concepts developed for commercial marketing, but in the context of school and community change, we are not talking about selling products. We are trying to build a consensus for ideas and new approaches that can strengthen youngsters, families, and neighborhoods. Thus, we need to reframe the concept to fit our purposes.

Some Basic Marketing Concepts as Applied to Changing Schools and Communities

- the aim is to influence action by key stakeholders
- to achieve this aim, essential information must be communicated to key stakeholders and strategies must be used to help them understand that the benefits of change will outweigh the costs and are more worthwhile than competing directions for change
- the strategies used must be personalized and accessible to the subgroups of stakeholders (e.g., must be "enticing," emphasize that costs are reasonable, and engage them in processes that build consensus and commitment)

Because stakeholders and systems are continuously changing, social marketing is an ongoing process.

Social Marketing as an Aid in Creating Readiness for Change

From a teaching and learning perspective, the initial phases of social marketing are concerned with creating readiness for change. Substantive change is most likely when high levels of positive energy among stakeholders can be mobilized and appropriately directed over extended periods of time. That is, one of the first concerns related to systemic change is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for proceeding in ways that establish and maintain an effective match with the motivation and capabilities of involved parties.

With respect to systemic change, the initial aims are to

- introduce basic ideas and the relevant research base to key stakeholders using "social marketing" strategies
- provide opportunities for interchange & additional in-depth presentations to build a critical mass of consensus for systemic changes
- conduct ongoing evaluation of interest until a critical mass of stakeholders indicate readiness to pursue a policy commitment
- obtain ratification and sponsorship by critical mass of stakeholders
- establish a high level policy and ensure leadership commitment
- translate policy into an inspiring vision, a framework, and a strategic plan that phases in changes using a realistic time line
- translate policy into appropriate resource allocations (leadership, staff, space, budget, time)
- establish incentives for change (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)
- establish procedural options that reflect stakeholder strengths and from which those expected to implement change
- can select strategies they see as workable
- establish an infrastructure and processes that facilitate change efforts
- establish a change agent position
- establish temporary infrastructure mechanisms for making systemic changes
- build initial implementation capacity - develop essential skills among stakeholders
- use benchmarks to provide feedback on progress and to make necessary improvements in the process for creating readiness

B. Establishing Priorities

Mapping enables a variety of analyses to be made about how resources should be deployed and redeployed in developing a comprehensive, multifaceted, and integrated continuum of interventions. A key aspect of the analysis involves making recommendations about priorities.

The exhibit on the following pages illustrates what are common priorities set by schools as they develop an Enabling Component

Exhibit

Examples of Areas Schools Commonly Designate as First Priorities in Developing an Enabling Component

(1) Classroom-Focused Enabling

Clearly the primary focus in addressing barriers to student learning is on ongoing inservice for teachers -- as reflected in this set of continuing education modules.

With respect to the other five programmatic areas, the efforts of a classroom teacher can be greatly enhanced by setting as priorities development of the following:

(2) Support for Transitions

Many schools need to enhance their positive "climate" for everyone - students, staff, families, others in the community. In particular, they can significantly reduce learning, behavior, and emotional problems by ensuring the development of three types of transition programs:

>**Welcoming and Social Support Programs for Everyone** – The greater the rate of student and staff mobility, the greater the priority for pursuing strategies to enhance welcoming and social support. A positive welcome is desirable at the various initial encounters school staff have with a new student and family, a new staff member, and all visitors. Each point of contact represents an opportunity and a challenge to positively assimilate newcomers into the school -- welcoming them, linking them with appropriate social supports, assisting them to make successful transitions, and identifying and providing additional assistance for those who are having difficulty adjusting. It is risky business for a school not to have programs that fully orient newcomers (students, family, staff), connect them with specific peers (e.g., peer buddies), orchestrate their entrance into ongoing groups and activities, and so forth (see the Center's introductory packet entitled: *What Schools Can Do to Welcome and Meet the Needs of All Students and Families).*

>**Articulation Programs** – Many students have difficulty making the transition from grade-to-grade and many more have difficulty in going from elementary to middle school or from middle to high school. Indeed, many. "dropouts" occur during transitions to high school. Programs are needed that (a) provide all students with opportunities to prepare themselves psychologically for such changes and (b) identify and intervene on behalf of any student who is having difficulty during the actual period of transition. Comparable programs are useful for family members and new staff.

>**Before, During, and After School Recreation, Academic Support, & Enrichment, Programs** – Many schools have significant problems with tardies bullying, substance abuse, and other forms of behavior that contribute to poor student performance. Well-designed and structured recreation and enrichment are basic to encouraging proactive behavior. Offered before school they lure students to school early and thus reduce tardies Offered at lunch, they can reduce the incidence of harassment and other negative interactions. After school, they provide alternatives to antisocial interactions in the community, and paired with positive opportunities for enriched and personalized academic support, they offer renewed hope for those who have learning problems.

(cont.)

(3) Home Involvement in Schooling

Besides what the school already is doing to enhance home involvement. there should be an intensive, proactive, positive outreach program aimed at families housing students who are experiencing learning, behavior, and emotional problems. Such activity should be accompanied by a commitment to minimizing negative contacts with family members (blaming and fingerwaving).

>**Programs to strengthen the family** – It is rarely a mystery as to what family members need and would value from the school. In outreaching to attract family members to the school, the first priority should be development of programs and services related to the area of Student and Family Assistance (see below).

(4) Emergency/Crisis Response and Prevention

>**Response Plan & Crisis Team** – Every school probably has a written crisis response plan. For such a plan to be viable and in order to pursue an enhanced focus on preventing crises, a strong priority should be to establish. and build the capability of a Crisis Team.

(5) Student and Family Assistance

While a wide range of assistance programs and services can be developed over the years, the first priorities in this area are:

>**Establishing access to emergency assistance for basic life needs** (e.g., food, clothes, shelter, safety, emergency health care and dentistry, legal aid) – This usually involves identifying appropriate referral agencies and establishing direct links to them to facilitate family access.

>**Literary and extra academic support program** (e.g., family literacy, tutors, GED preparation, ESL classes, related software for computers)

>**Social and emotional counseling** (support groups, individual and group counseling)

(6) Community Outreach

>**Volunteer recruitment program** (e.g., parents, college students, senior citizens, mentors from the business community)

C. SOME NEXT STEPS

The whole point of mapping and managing resources is to make decisions about how resources should be deployed and redeployed in order to better address barriers to learning and promote healthy development.

Over time, the aim is to develop a comprehensive, multifaceted, and integrated continuum of interventions. The first challenge in doing so at the school level is to weave existing activity together into an integrated enabling component (that includes a focus on curricula designed to foster positive social, emotional, and physical development). The second challenge is to outreach to other local schools and the community to enhance the school's programmatic activity (e.g., by entering into school cluster collaborations; by establishing formal linkages with community resources; by attracting more volunteers, professional s-in-training, and community resources to work at the school site). This second challenge encompasses a range of collaborative tasks.

Examples of Collaborative Tasks Related to an Enabling Component*

In effectively addressing student and related family problems that interfere with learning, a school needs ways to

(1) help teachers learn and develop an increasingly wide array of strategies for preventing and handling problems in the classroom

(2) assist students and families with problems that cannot be handled by the teacher alone (e.g., connecting the student and family with school and community health, human, social, psychological, and special education resources; triage; IEPs; case management)

(3) respond to school-wide crises, minimize their impact, and develop prevention strategies to reduce the number of school-wide and personal crises

(4) facilitate comprehensive home involvement (e.g., to improve student functioning through parent education and instruction in helping with schoolwork; to meet specific parent needs through ESL classes and mutual support groups)

(5) facilitate comprehensive volunteer and community involvement-- including formal linkages with community based health and human services, local businesses, and various sources for volunteer recruitment

(6) facilitate transitions -- including welcoming and providing support for new arrivals, before and after school activity, articulation in moving to the next level of schooling, transition to and from special education, and transition to post school life

*See description of an Enabling Component in Section II and also see surveys in appendix.

Mechanisms for Planning and Implementing Tasks

Specific mechanisms must exist if each task is to be carried out. Moreover, the establishment and maintenance of such mechanisms requires the support of school governance bodies, and overall program coordination and integration requires a coordinating mechanism.

There are a variety of ways to think about staffing to accomplish the above tasks. Some might be carried out by one individual. Inevitably, some require a team or a committee (2 or more individuals). For example, some schools may use a school-based Student Study/Success Team or a Crisis Team to focus on tasks relevant to their functions. In some cases, one mechanism can address more than one task, and for some tasks, one mechanism can serve more than one school (e.g., a school cluster level mechanism). Obviously, few schools can establish new mechanisms to address all these tasks at one time; the process must go forward in phases.

Whatever staffing is adopted, it should be evident that job descriptions must call on personnel to work in a coordinated and increasingly integrated way with the intent of enhancing efficacy. To maximize the range of tasks that can be addressed, every staff member at a school is encouraged to participate on a team or committee dealing with some activity that ultimately can enhance students' classroom functioning. Some groups can appropriately include parents, Professionals and other volunteers from the community, and student representatives.

Each team and committee can vary in size -- from 2 to as many as are needed and interested. Major criteria determining size should be efficient and effective functioning (e.g., the larger the group, the harder it is to find a meeting time).

The core of a team or committee are staff who have or will acquire requisite knowledge and skills to address identified functions and make the mechanism work; others are auxiliary members.

Because several groups require the expertise of the same staff (e.g., nurse, psychologist, counselor), these individuals will necessarily be on several teams. Each team needs a leader/facilitator and someone to record decisions, plans, etc. and to remind members of planned activity and products.

Frequency of meetings depends on the group's functions, time availability, and ambitions.

V. Resources

A. Online

B. References

C. Centers

D. Links

A. Online Resources

Center **Quick Find**

Our center **QuickFind** allows users to quickly find information on Center topics. Links permit both online and hard copy materials.

To use our **QuickFind** on:
NEEDS AND ASSETS ASSESSMENT AND MAPPING
go to http://smhp.psych.ucla.edu/qf/p2312_06.htm or click **Quick Find** on our homepage at http://smhp.psych.ucla.edu

See the following pages for a sample.

A Cultural Path from The Madii Institute:
http://www.madii.org/culture/culture.html
Examines the importance of different aspects of culture in asset mapping. Including cultural knowledge as an asset extends the current asset mapping and other community development models and broadens the possibilities for building community. For examples of how cultural knowledge has been successfully applied in community transformation, you can download white paper "Cultural Knowledge Transforms Community."

Asset Based Community Development from Bridgefocus:
http://www.bridgefocus.org/serv03.htm
Asset Based Community Development (ABCD), concentrates on the resources that each community has. This process forwards the belief that communities are built by focusing on the assets and capacities of individuals, the strengths of community associations and the treasures offered by institutions. This process of community development finds the many different and unique ways that all parts of the community work together to indeed "Build Communities from the Inside Out"

Asset-Based Community Development Institute: http://www.northwestern.edu/IPR/abcdci.html
"Capacity Inventory" is an online printable questionnaire that can be presented to citizens of the community to attain their skills and use them in improving the community.

Asset Mapping: A Powerful Tool for Communities from Northwest Regional Educational Laboratory:
http://www.nwrel.org/nwreport/dec98/article8.html
Part of a series of four workbooks to support community education. This workbook shows readers how to approach community development from a positive, creative perspective, one that builds on strengths and resources.

Asset Mapping and Community Development Planning with GIS
http://www-personal.umich.edu/~schlossb/gis/arnova7b.html
This paper presents how a Geographic Information System (GIS) is being used by the Heart of West Michigan United Way (HWMUW or The United Way) in Grand Rapids, Michigan to combine the strengths of assets-based community development with the traditional methodology of needs assessments.

Asset Mapping and GIS from The Madii Institute:
http://www.madii.org/amhome/gis.html
Describes the geographic information systems (GIS) and the technical roles it plays in asset mapping. Now available for free downloading, a very short white paper on the topic of GIS and Asset Mapping.

Changes and Transitions from The Madii Institute:
http://www.madii.org/people/change.html
Describes the results of change and what to do in the midst of these occurrences. Includes topics such as: *Moving Through Change; Communication, Engaging People in Community, Strategic Thinking*

Community Asset Mapping
http://www.ael.org/rel/rural/pdf/mapping.pdf
Community asset mapping will help the reader define their community, determine what assets are available to help improve local education and quality of life, and help match needs and assets. Includes instructions on generating a community profile.

Community Asset Mapping from United Way of Sonoma-Mendocino-Lake:
http://www.unitedwaysml.org/cap2.html
Presents main focal points in creating a community asset map.

Community Building Resources:
http://cbr-aimhigh.com/main/Our_Book_Textonly.htm
Community Building Resources Ph: (780) 484-9045
c/o Jasper Place High School Fax: (780) 484-9099
Room 681 8950 - 163 Street E-mail: raff@cbr-aimhigh.com
Edmonton, AB T5R 2P2 Canada
Online book: "In "OurBook is YourBook" discusses how community experiences have taught us to think, and as well, the mindshift that is key to successful Community Capacity Building & Asset Mapping©, (http://www.cbr-aimhigh.com/images/spistp99.jpg) and to the development of social and economic structures that nurture local sustainability".

Family Asset Mapping from NebGuide:
http://www.ianr.unl.edu/pubs/family/g1345.htm
"" presents several opportunities for strengthening family assets including, relationships, finances, and the family's relation to the community.

People are Communities from The Madii Institute:
http://www.madii.org/people/people.html
Describes the potential of relationships within a community. The institute works with those who wish to learn how to be their community's capacity finders and facilitators in bringing the community together.

Publications from The Madii Institute:
http://www.madii.org/amhome/bookstore.html
This site provides information on how to order manuals on asset mapping from the Madii Institute. Also includes links to free downloadable documents available online.

University of Missouri System and Lincoln University:
http://outreach.missouri.edu/about/fy00-03/assetmapping.htm
"Asset Mapping" is derived from an "asset-based" approach to community development, and refers to a range of approaches that work from the principle that a community can be built only by focusing on the strengths and capacities of the citizens and associations that call a neighborhood, community or county "home".

Vitalizing Communities: Building on Assets and Mobilizing for Collective Action from Center for Applied Rural Innovation (CARI)
http://cari.unl.edu/communityguide.pdf
http://cari.unl.edu/facilitatorguide.pdf
CARI works with communities, building on local com munity assets, to help meet their objectives, whether they emphasize growth, sustainable development or some other aspect of community life. This document is a guide created and utilized by CARI in providing assistance to people and com munities in rural areas of Nebraska. This guide should be used to build a community from the inside out, utilizing existing community assets.

B. References

AED (2002). *Community YouthMapping Guide, ToolKit, and Informational Video.* Washington, DC: AED Center for Youth Dvelopment and Policy Research.

Community Building Resources. (2000 - 3rd printing) *Our Book is your book - thinking about community capacity building and asset mapping.* Edmonton, AB: Author.

Community Technology Center Net (1996). *Start-up manual.* Chapter 2: "Mapping community resources." See http://www.ctcnet.org/

Kretzmann, J.P., and McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets.* Evanston, IL: Center for Urban Affairs and Policy Research Neighbourhood Innovations Network.

McKnight, J.L. (1995). *The careless society - community and its counterfeits.* New York, NY: Harper Collins Publishers

Dedrick, A., Mitchell, G., Miyagawa, M. & Roberts, S. (1997). *From model to reality - community capacity building and asset mapping. Listen and learn ... the answers are with communities.* Edmonton, AB: Author

Dedrick, A., Mitchell, G. and Roberts, S. (1994). *Community capacity building and asset mapping: model development.* Edmonton, AB: Community Development Caritas.

Dewar, T. (1997). *A guide to evaluating asset based community development: Lessons, challenges & opportunities.* Chicago, IL: ACTA

Fisher, R. and Kling, J. (1993). *Mobilizing the community.* Newbury Park, CA: Sage Publications.

Kretzmann, J.P., and McKnight, J.L. (1996) *A guide to mapping local business assets and mobilizing local business capacities.* Chicago, IL: ACTA Publications.

Kretzmann, J.P., and McKinght, J.L. (1997). *A guide to capacity inventories: Mobilizing the community skills of local residents.* Chicago, IL: ACTA Publications.

Kretzmann, J.P., and McKnight, J.L. (1996) *A guide to mapping consumer expenditures and mobilizing consumer expenditure capacities.* Chicago, IL: ACTA Publications.

Kretzmann, J.P., and McKnight, J.L. (1996) *A guide to mapping and mobilizing the economic capacities of local residents.* Chicago, IL: ACTA Publications.

McKnight, J.L. (1987). *Regenerating community. Social Policy.* Winter, pages 54-58.

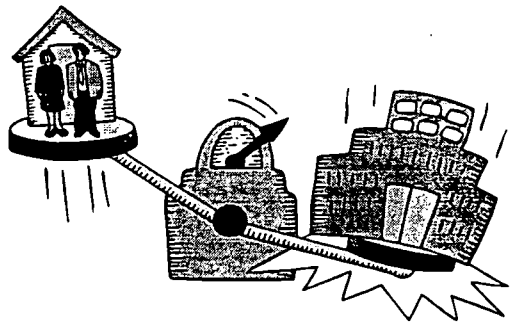
Mizrahi, T. and Morrison, J.D. (1993). *Community organization and social administration - advances, trends and emerging principles.* Binghamton, NY: The Haworth Press, Inc.

C . Centers

Asset-Based Community Development Institute (ABCD)
http://www.nwu.edu/IPR/abcd.html

Co-directed by John L. McKnight, and John P. Kretzmann ABCD challenges the traditional approach to solving urban problems, which focuses service providers and funding agencies on the needs and deficiencies of neighborhoods. Kretzmann and McKnight have demonstrated that community assets are key building blocks in sustainable urban and rural community revitalization efforts. These community assets include: the skills of local residents, the power of local associations, the resources of public, private and non-profit institutions, the physical and economic resources of local places.
Eliza Earle, Project Coordinator
847-491-8711 (ph) / 847-467-4140 (fax)
ABCD Institute, IPR, Northwestern University,
2040 Sheridan Road, Evanston, IL 60208-4100.

Community Building Resources
http://www.cbr-aimhigh.com/
CBR is a small business which assists community groups and organizations by providing fun and effective workshops and facilitation for Community Capacity Building and Asset Mapping©. The foundation of their work has grown from the Community Capacity Building and Asset Mapping© model, which was developed in 1994 and has been a major building block for CBR.
Community Building Resources
c/o Jasper Place High School
Room 681 8950 - 163 Street
Edmonton, AB T5R 2P2 Canada
Phone: (780) 484-9045
Fax: (780) 484-9099
e-mail: raff@cbr-aimhigh.com



The Madii Institute
http://www.madii.org/
The Madii Institute helps communities mobilize energy, skills and community enthusiasm. Community groups can create ways to work together to make progress on complex, difficult issues and to see their vision accomplished. The Madii Institute offers publications and training as well as technical assistance. They design interactive learning experiences that are working sessions for participants
The Madii Institute
22218 Chaparral Lane
Rogers, Minnesota 55374 USA
voice: +1 763-498-8429
fax: +1 763-498-8954
info@madii.org

Participation Group at IDS

http://www.ids.ac.uk/ids/particip/index.html

Through the work of the Participation Group, the Institute of Development Studies serves as a global centre for research, innovation and learning in citizen participation and participatory approaches to development.

The Participation Group
Institute of Development Studies
University of Sussex, Brighton BN1 9RE, UK
Ph +44(0) 1273 606261 / fax +44 (0)1273 621202
email: participation@ids.ac.uk

Participatory Development Forum

http://www.pdforum.org

We are a network dedicated to promoting a philosophy of participation that advocates for people's capacity and right to define and control their own development in order to achieve social justice and equality.

The Participatory Development Forum
Tel: +1 (613)792-1006 Fax: +1 (613)792-1206
1404 Scott Street, Ottawa, Ontario, Canada K1Y 4M8
e-mail: pdforum@pdforum.org

Center for Mental Health in Schools at UCLA

Our national center operates under the auspices of the School Mental Health Project (SMHP) which was created in 1986 to pursue theory, research, practice and training related to addressing mental health and psychosocial concerns through school-based interventions.

http://smhp.psych.ucla.edu

D. Links

Asset Based Community Development (ABCD) Institute: http://www.nwu.edu/IPR/abcd.html (has list serve)

The Center for the Advancement of Youth, Family & Community Services, Inc.: http://www.rope.org

Civic Practices Network: http://www.cpn.org/

Community Access Project: http://cap.ic.gc.ca

Community Asset Mapping Project (CAMP) City of North Miami Beach: http://www.sefgis.fau.edu/WebCamp/CAMP/home.htm

Community Building Resources: http://www.cbr-aimhigh.com

Community Connection Assets Database: http://www.communityconnection.org/index.jsp

Community Development Society: http://comm-dev.org/ (has list serve)

Community Tool Box - Mapping Community Assets: http://129.237.244.170/homepage.html

Comprehensive Community Revitalization: Strategies for Asset Building Revolutionary Ideas in Planning: http://www.asu.edu/caed/proceedings98/Mourad/mourad.html

Connect NB Branche: http://www.cnbb.org

Connecticut Assets Network: http://www.ctassets.org

Empowerment Zone & Community Enterprise Program: http://www.ezec.gov

Foundation for Community Encouragement: http://www.fce-community.org

Glossary of Community Asset Mapping Terms: http://www.ctassets.org/library/glossary.cfm

Kansas City Neighborhood Alliance (KCNA): http://www.kcneighbornet.org

Land Use Forum Network, Inc. (LUFNET) - http://www.landuse.org

National Civic League: http://www.ncl.org/ncl

Neighborhood Knowledge Los Angeles: http://nkla.sppsr.ucla.edu/

North Victoria Healthy Communities Coalition: http://www.peterboro.net/%7Envhcc/asset.html

Ontario Healthy Communities: http://www.opc.on.ca/bfn/

Redefining Progress: http://www.rprogress.org

Sustainable Communities: http://chebucto.ns.ca/Environment/SCN/SCN_home.html

Vancouver Community Network and the Citizen's Handbook: http://www.vcn.bc.ca/citizens-handbook

Youth - NRG: http://www.thenrggroup.com

This Center Response is from our website at http://smhp.psych.ucla.edu To access the online version, visit our website, click "Search & Quick Find" on the left and then scroll down in the list of "Center Responses" to *Needs and Assets Assessments and Mapping*

A Center Response:

The following reflects our most recent response for technical assistance related to MAPPING EXISTING SCHOOL & COMMUNITY RESOURCES FOR ADDRESSING BARRIERS TO LEARNING / NEEDS AND ASSETS ASSESSMENT AND MAPPING. We hope the following meets your needs. If not, feel free to contact us for further assistance.

If you go online and access the Quick Find, you can simply click over to the various sites to access documents, agencies, etc. For your convenience here, the website addresses for various Quick Find entries are listed in a table at the end of this document in order of appearance, cross-referenced by the name of the resource.

Center Developed Resources and Tools

- A Center Report... Organization Facilitators: A Change Agent for Systemic School and Community Changes
- A Center Report... Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports
- A Resource Aid Packet on Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs
- A Technical Assistance Sampler on Protective Factors (Resiliency)
- School-Community Partnerships: A Guide
- C. Lim & H.S. Adelman (1997). Establishing school-based collaborative teams to coordinate resources: A case study. Social Work in Education, 19(4): 266-277.

Relevant Publications on the Internet

- Asset Based Community Development
- Asset Mapping
- Asset Mapping and Community Development Planning with GIS: A Look at the Heart of West Michigan United Way's Innovative Approach
- Asset Mapping: A Powerful Tool for Communities
- Asset Mapping Projects
- Building a Successful Prevention Program
- Building on Assets and Mobilizing for Collective Action
- Community Asset Mapping
- Community Asset Mapping - United Way
- Community Capacity Building & Asset Mapping© Philosophy
- ESEA What's in it for your state? Department of Education tables (pdf document)
- Essential and Optional Services of SBHCs
- Family Asset Mapping
- Guides to Community Building (under the heading "Current Projects")
- Health Needs Survey for Elementary School Principals
- Health Needs Survey for Parents/Guardians
- Healthy Start Field Office Downloadable Documents - Component Survey

- Needs Assessment
- Planning Tool: School/Community Needs Assessment
- Preparing students for more effective community interventions: Assets assessment. (Community Interventions)
- Recommended Equipment for SBHCs

Selected Materials from our Clearinghouse

- Blueprint for a Needs Assessment: Contributing to a System of Care for Children with Special Needs & Their Families
- Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets
- Charting a Course: Assessing a Community's Strengths & Needs
- Community Assessment Tips and Tools
- Community Assessment
- Community Based Development and Local Schools: A Promising Partnership
- A Guide to School-Based and School-Linked Health Centers Vol. II: Designing and Implementing School-Based and School-Linked Health Centers
- How to Bring an Asset Orientation to Your Work: Module 1 - Sampler
- Mapping Community Capacity

Relevant Publications That Can Be Obtained at Your Local Library

- Weist, Mark D., Myers, Patrick C.,Danforth, Jeffrey S., Ollendick, Thomas H., McNeil, Daniel W., School Mental Health Needs Assessment: Urban, Rural, and Suburban Differences. Paper presented at the November 1996 Association for the Advancement of Behavior Therapy, New York. Available through author Mark D. Weist.
- Healthy Start Field Office., Community Assessment Tips and Tools. Available through Healthy Start Field office, CRES Center
- Fanklin, Cynthia., Streeter, Calvin L., School Reform: Linking Public Schools with Human Services. *Social Work.*Vol.40,No.6/November 1995

Related Agencies and Web Sites

- Center for Health and Health Care in Schools
- Healthy Start Field Office
- Institute for Policy Research
- The Madii Institute

For additional resources related to this topic, use our search page to find people, organizations, websites and documents. You may also go to our technical assistance page for more specific technical assistance requests.

If you haven't done so, you may want to contact our sister center, the Center for School Mental Health Assistance at the University of Maryland at Baltimore.

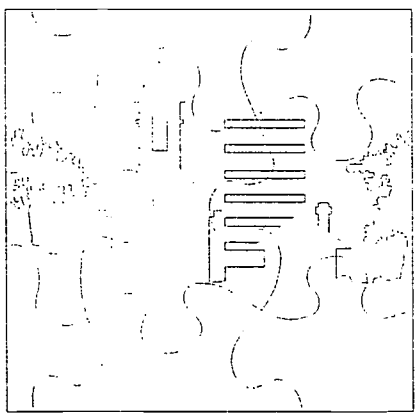
If our website has been helpful, we are pleased and encourage you to use our site or contact our Center in the future. At the same time, you can do your own technical assistance with "The fine Art of Fishing" which we have developed as an aid for do-it-yourself technical assistance.

Shortcut Text	Internet Address
A Center Report... Organization Facilitators: A Change Agent for Systemic School and Community Changes	http://smhp.psych.ucla.edu/specpak.htm#facilitator
A Center Report... Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports	http://smhp.psych.ucla.edu/pdfdocs/Report/resource_oriented_teams.pdf
A Resource Aid Packet on Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs	http://smhp.psych.ucla.edu/resource.htm#surveys
A Technical Assistance Sampler on Protective Factors (Resiliency)	http://smhp.psych.ucla.edu/techpak.htm#resiliency
School-Community Partnerships: A Guide	http://smhp.psych.ucla.edu/guidepak.htm#partner
Asset Based Community Development	http://www.bridgefocus.org/serv03.htm
Asset Mapping	http://outreach.missouri.edu/about/fy00-03/assetmapping.htm
Asset Mapping and Community Development Planning with GIS: A Look at the Heart of West Michigan United Way's Innovative Approach	http://www-personal.umich.edu/~schlossb/gis/arnova7b.html
Asset Mapping: A Powerful Tool for Communities	http://www.nwrel.org/nwreport/dec98/article8.html
Asset Mapping Projects	http://www.upa.pdx.edu/IMS/comgeo/links.html
Building a Successful Prevention Program	http://www.open.org/~westcapt
Building on Assets and Mobilizing for Collective Action	http://cari.unl.edu/communityguide.pdf
Community Asset Mapping	http://www.ael.org/rel/rural/pdf/mapping.pdf
Community Asset Mapping - United Way	http://www.unitedwaysml.org/cap2.html
Community Capacity Building & Asset Mapping© Philosophy	http://www.cbr-aimhigh.com/What_cbr_Does/philosophy.htm
ESEA What's in it for your state? Department of Education tables (pdf document)	http://www.ed.gov/offices/OUS/Budget02/02bystate.pdf
Essential and Optional Services of SBHCs	http://www.nasbhc.org/essential/ess1.htm
Family Asset Mapping	http://www.ianr.unl.edu/pubs/family/g1345.htm
Guides to Community Building (under the heading "Current Projects")	http://www.nwu.edu/IPR/people/mcknight.html
Health Needs Survey for Elementary School Principals	http://www.healthinschools.org/sbhcs/papers/healthprincipals.asp
Health Needs Survey for Parents/Guardians	http://www.healthinschools.org/sbhcs/papers/healthparents.asp
Healthy Start Field Office Downloadable Documents - Component Survey	http://hsfo.ucdavis.edu/download.html
Needs Assessment	http://www2.edc.org/NTP/needsassessment.htm
Planning Tool: School/Community Needs Assessment	http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le3plan.htm
Preparing students for more effective community interventions: Assets assessment. (Community Interventions)	http://www.findarticles.com/cf_0/m0FSP/n1_v21/20460847/print.jhtml
Recommended Equipment for SBHCs	http://www.healthinschools.org/sbhcs/papers/equipment.asp

Blueprint for a Needs Assessment: Contributing to a System of Care for Children with Special Needs & Their Families	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=3014DOC39
Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1402DOC11
Charting a Course: Assessing a Community's Strengths & Needs	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1600DOC13
Community Assessment Tips and Tools	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC33
Community Assessment	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC34
Community Based Development and Local Schools: A Promising Partnership	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC105
A Guide to School-Based and School-Linked Health Centers Vol. II: Designing and Implementing School-Based and School-Linked Health Centers	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2312DOC39
How to Bring an Asset Orientation to Your Work: Module 1 - Sampler	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1405DOC83
Mapping Community Capacity	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC84
Center for Health and Health Care in Schools	http://www.healthinschools.org/
Healthy Start Field Office	http://hsfo.ucdavis.edu/
Institute for Policy Research	http://www.nwu.edu/IPR/
The Madii Institute	http://www.madii.org/
search	http://smhp.psych.ucla.edu/search.htm
technical assistance page	http://smhp.psych.ucla.edu/techreq.htm
Center for School Mental Health Assistance	http://csmha.umaryland.edu/
"The fine Art of Fishing"	http://smhp.psych.ucla.edu/selfhelp.htm

Appendix

Addressing Barriers to Learning:
A Set of Surveys to Map
What a School Has and What it Needs



Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What it Needs

Every school needs a learning support or "enabling" component that is well-integrated with its instructional component. Such an enabling component addresses barriers to learning and promotes healthy development.

This Resource Aid includes a discussion of comprehensive, integrated approaches for addressing barriers to learning. This presentation is followed by a set of surveys covering six program areas and the leadership and coordination systems every school must evolve to enable learning effectively. Areas covered are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers). In addition, there is a survey of mechanisms for leadership and coordination of enabling activity, and a survey of School-Community Partnerships.

Surveying and Planning to Enhance Efforts to Address Barriers to Learning at a School Site

The following resource aides were designed as a set of self-study surveys to aid school staff as they try to map and analyze their current programs, services, and systems with a view to developing a comprehensive, multifaceted approach to addressing barriers to learning.

In addition to an overview Survey of System Status, there are status surveys to help think about ways to address barriers to student learning by enhancing

- classroom-based efforts to enhance learning and performance of those with mild-moderate learning, behavior, and emotional problems
- support for transitions
- prescribed student and family assistance
- crisis assistance and prevention
- home involvement in schooling
- outreach to develop greater community involvement and support--including recruitment of volunteers
- Finally, included is a special survey focusing on School-Community Partnerships.

About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning

This type of self-study is best done by teams.

However, it is *NOT* about having another meeting and/or getting through a task!

It is about moving on to better outcomes for students through

- working together to understand what is and what might be
- clarifying gaps, priorities, and next steps

Done right it can

- counter fragmentation and redundancy
- mobilize support and direction
- enhance linkages with other resources
- facilitate effective systemic change
- integrate all facets of systemic change and counter marginalization of the component to address barriers to student learning

A group of school staff (teachers, support staff, administrators) could use the items to discuss how the school currently addresses any or all of the areas of the component to address barriers (the enabling component). Members of a team initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help to clarify

- what is currently being done and whether it is being done well and
- what else is desired.

This provides a basis for a discussion that

- analyzes whether certain activities should no longer be pursued (because they are not effective or not as high a priority as some others that are needed).
- decides about what resources can be redeployed to enhance current efforts that need embellishment
- identifies gaps with respect to important areas of need.
- establishes priorities, strategies, and timelines for filling gaps.

The discussion and subsequent analyses also provide a form of quality review.

Mapping System Status

As your school sets out to enhance the usefulness of education support programs designed to address barriers to learning, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work in a coordinated way*
- *what procedures are in place for enhancing resource usefulness*

This survey provides a starting point.

The first form provides a template which you can fill in to clarify the people and their positions at your school who provide services and programs related to addressing barriers to learning. This also is a logical group of people to bring together in establishing a resource-oriented team for the school.

Following this is a survey designed to help you review how well systems for Learning Supports have been developed and are functioning.

Resource Coordination (names & schedules provided so staff, students, and families can access)

Some of the Special Resources Available at _____ School

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

School Psychologist _____
times at the school _____

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse _____
times at the school _____

- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor

_____
times at the school _____

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker _____
times at the school _____

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors times at the school

_____ _____
_____ _____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordination

_____
times at the school _____

- Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators

_____
_____

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers

_____
_____
_____
times at the school _____

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)

_____/_____
_____/_____
_____/_____
_____/_____
_____/_____

School Improvement Program Planners

_____/_____
_____/_____
_____/_____

Community Resources

- Providing school-linked or school-based interventions and resources

Who	What they do	When

Survey of System Status

In discussing the following survey items, note:

Items 1-6 ask about what processes are in place.
Use the following ratings in responding to these items.

. . DK = don't know
. . 1 = not yet
. . 2 = planned
. . 3 = just recently initiated
. . 4 = has been functional for a while
. . 5 = well institutionalized (well established with a commitment to maintenance)

Items 7- 10 ask about effectiveness of existing processes.
Use the following ratings in responding to these items.

. . DK = don't know
. . 1 = hardly ever effective
. . 2 = effective about 25 % of the time
. . 3 = effective about half the time
. . 4 = effective about 75% of the time
. . 5 = almost always effective

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized

1. Is someone at the school designated as coordinator/leader for activity designed to address barriers to learning (e.g., education support programs, health and social services, the Enabling Component)? DK 1 2 3 4 5

2. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together? DK 1 2 3 4 5

3. Do you have a Resource Coordinating Team? DK 1 2 3 4 5

4. Do you have written descriptions available to give staff (and parents when applicable) regarding DK 1 2 3 4 5

   (a) activities available at the site designed to address barriers to learning (programs, teams, resources services -- including parent and family service centers if you have them)? DK 1 2 3 4 5

   (b) resources available in the community? DK 1 2 3 4 5

   (c) a system for staff to use in making referrals? DK 1 2 3 4 5

   (d) a system for triage (to decide how to respond when a referral is made)? DK 1 2 3 4 5

   (e) a case management system? DK 1 2 3 4 5

   (f) a student study team? DK 1 2 3 4 5

   (g) a crisis team? DK 1 2 3 4 5

   (h) Specify below any other relevant programs/services -- including preventive approaches (e.g., prereferral interventions; welcoming, social support, and articulation programs to address transitions; programs to enhance home involvement in schooling; community outreach and use of volunteer)?

   _____ DK 1 2 3 4 5

   _____ DK 1 2 3 4 5

   _____ DK 1 2 3 4 5

   _____ DK 1 2 3 4 5

5. Are there effective processes by which staff and families learn DK 1 2 3 4 5

   (a) what is available in the way of programs/services? DK 1 2 3 4 5

   (b) how to access programs/services they need?

6. With respect to your complex/cluster's activity designed to address barriers to learning has someone at the school been designated as a representative to meet with the other schools? DK 1 2 3 4 5

DK = don't know
1 = hardly ever effective
2 = effective about 25% of the time
3 = effective about half the time
4 = effective about 75% of the time
5 = almost always effective

7. How effect is the

(a) referral system? DK 1 2 3 4 5

(b) triage system? DK 1 2 3 4 5

(c) case management system? DK 1 2 3 4 5

(d) student study team? DK 1 2 3 4 5

(e) crisis team? DK 1 2 3 4 5

8. How effective are the processes for

a. planning, implementing, and evaluating system improvements (e.g., related to referral, triage, case management, student study team, crisis team, prevention programs)? DK 1 2 3 4 5

b. enhancing resources for assisting students and family (e.g.,through staff development; developing or bringing new programs/services to the site; making formal linkages with programs/services in the community)? DK 1 2 3 4 5

9. How effective are the processes for ensuring that

(a) resources are properly allocated and coordinated? DK 1 2 3 4 5

b. linked community services are effectively coordinated/integrated with related activities at the site? DK 1 2 3 4 5

10. How effective are the processes for ensuring that resources available to the whole complex/cluster are properly allocated and shared/coordinated? DK 1 2 3 4 5

Please list community resources with which you have formal relationships.

(a) Those that bring program(s) to the school site

(b) Those not at the school site but which have made a special commitment to respond to the school's referrals and needs.

Classroom-Focused Enabling

The emphasis here is on enhancing classroom-based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom. This is accomplished by providing personalized help to increase a teacher's array of strategies for working with a wider range of individual differences (e.g., through use of accommodative and compensatory strategies, peer tutoring and volunteers to enhance social and academic support, resource and itinerant teachers and counselors in the classroom). Through classroom-focused enabling programs, teachers are better prepared to address similar problems when they arise in the future. Anticipated outcomes are increased mainstream efficacy and reduced need for special services.

Please indicate all items that apply.

A. What programs for *personalized professional development* are currently at the site?	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Are teachers clustered for support and staff development?	___	___	___	___
2. Are models used to provide demonstrations?	___	___	___	___
3. Are workshops and readings offered regularly?	___	___	___	___
4. Is consultation available from persons with special expertise such as				
a. members of the Student Success Team?	___	___	___	___
b. resource specialists and/or special education teachers?	___	___	___	___
c. members of special committees?	___	___	___	___
d. bilingual and/or other coordinators?	___	___	___	___
e. counselors?	___	___	___	___
f. other? (specify) _____	___	___	___	___
5. Is there a formal mentoring program?	___	___	___	___
6. Is there staff social support?	___	___	___	___
7. Is there formal conflict mediation/resolution for staff?	___	___	___	___
8. Is there assistance in learning to use advanced technology?	___	___	___	___
9. Other (specify) _____	___	___	___	___
B. What supports are available in the classroom to help students identified as having problems?				
1. Are "personnel" added to the class (or before/after school)?	___	___	___	___
If yes, what types of personnel are brought in:				
a. aides (e.g., paraeducators; other paid assistants)?	___	___	___	___
b. older students?	___	___	___	___
c. other students in the class?	___	___	___	___
d. volunteers?	___	___	___	___
e. parents?	___	___	___	___
f. resource teacher?	___	___	___	___
g. specialists?	___	___	___	___
h. other? (specify)_____	___	___	___	___
2. Are materials and activities upgraded to				
a. ensure there are enough basic supplies in the classroom?	___	___	___	___
b. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)?	___	___	___	___
c. include advanced technology?	___	___	___	___
d. other? (specify) _____	___	___	___	___
3. Are regular efforts to foster social and emotional development supplement?	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C. What is done to assist a teacher who has difficulty with limited English speaking students?				
1. Is the student reassigned?	___	___	___	___
2. Does the teacher receive professional development related to working with limited English speaking students?	___	___	___	___
3. Does the bilingual coordinator offer consultation?	___	___	___	___
4. Is a bilingual aide assigned to the class?	___	___	___	___
5. Are volunteers brought in to help (e.g., parents, peers)?	___	___	___	___
6. Other? (specify) _____	___	___	___	___
D. What types of technology are available to the teachers?				
1. Are there computers in the classroom?	___	___	___	___
2. Is there a computer lab?	___	___	___	___
3. Is computer assisted instruction offered?	___	___	___	___
4. Are there computer literacy programs?	___	___	___	___
5. Are computer programs used to address ESL needs?	___	___	___	___
6. Does the classroom have video recording capability?	___	___	___	___
7. Is instructional TV used in the classroom?				
c. videotapes?	___	___	___	___
d. PBS?	___	___	___	___
8. Is there a multimedia lab?	___	___	___	___
9. Other? (specify)_____	___	___	___	___
E. What curricular enrichment and adjunct programs do teachers use?				
1. Are library activities used regularly?	___	___	___	___
2. Is music/art used regularly?	___	___	___	___
3. Is health education a regular part of the curriculum?	___	___	___	___
4. Are student performances regular events?	___	___	___	___
5. Are there several field trips a year?	___	___	___	___
6. Are there student council and other leaders opportunities?	___	___	___	___
7. Are there school environment projects such as				
a. mural painting?	___	___	___	___
b. horticulture/gardening?	___	___	___	___
c. school clean-up and beautification?	___	___	___	___
d. other? (specify)_____	___	___	___	___
8. Are there special school-vide events such as				
a. clubs and similar organized activities?	___	___	___	___
b. publication of a student newspaper?	___	___	___	___
c. sales events (candy, t shirts)?	___	___	___	___
d. poster contests?	___	___	___	___
e. essay contests?	___	___	___	___
f. a book fair?	___	___	___	___
g. pep rallies/contests?	___	___	___	___
h. attendance competitions?	___	___	___	___
i. attendance awards/assemblies?	___	___	___	___
j. other? (specify) _____	___	___	___	___
9. Are guest contributors used (e.g., outside speakers/performers)?	___	___	___	___
10. Other (specify)?_____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
F. What programs for temporary out of class help are currently at the site?				
1. Is there a family center providing student and family assistance?	___	___	___	___
2. Are there designated problem remediation specialists?	___	___	___	___
3. Is there a "time out" room?	___	___	___	___
4. Other? (specify) _____	___	___	___	___
G. Are there school-wide approaches for				
1. Creating and maintaining a caring and supportive climate?	___	___	___	___
2. Supporting high standards for positive behavior?	___	___	___	___

H. What programs are used to train aides, volunteers, and other "assistants" who come into the classrooms to work with students who need help?

_____ _____
_____ _____
_____ _____
_____ _____

I. Which of the following can teachers request as special interventions?				
1. Family problem solving conferences	___	___	___	___
2. Exchange of students as an opportunity for improving the match and for a fresh start	___	___	___	___
3. Referral for specific service	___	___	___	___
4. Other (specify) _____	___	___	___	___
J Is there ongoing training for team members concerned with the area of Classroom-Focused Enabling?	___	___	___	___

K. Please indicate below any other ways that are used at the school to assist a teacher's efforts to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____

L. Please indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____

Support for Transitions

The emphasis here is on planning, developing, and maintaining a comprehensive focus on the variety of transition concerns confronting students and their families. The work in this area can be greatly aided by advanced technology. Anticipated outcomes are reduced levels of alienation and increased levels of positive attitudes toward and involvement at school and in a range of learning activity.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. What programs for establishing a welcoming and supportive community are at the site?				
1. Are there welcoming materials/a welcoming decor?	___	___	___	___
Are there welcome signs?	___	___	___	___
Are welcoming information materials used?	___	___	___	___
Is a special welcoming booklet used?	___	___	___	___
Are materials translated into appropriate languages?	___	___	___	___
Is advanced technology used as an aid?	___	___	___	___
2. Are there orientation programs?	___	___	___	___
Are there introductory tours?	___	___	___	___
Are introductory presentations made?	___	___	___	___
Are new arrivals introduced to special people such as the principal and teachers?				
Are special events used to welcome recent arrivals?	___	___	___	___
Are different languages accommodated?	___	___	___	___
	___	___	___	___
3. Is special assistance available to those who need help registering?	___	___	___	___
4. Are social support strategies and mechanisms used?	___	___	___	___
Are peer buddies assigned?	___	___	___	___
Are peer parents assigned?	___	___	___	___
Are special invitations used to encourage family involvement?	___	___	___	___
Are special invitations used to encourage students to join in activities?	___	___	___	___
Are advocates available when new arrivals need them?	___	___	___	___
5. Other? (specify) _____	___	___	___	___
B. Which of the following transition programs are in use for grade- to-grade and program-to-program articulation?				
1. Are orientations to the new situation provided?	___	___	___	___
2. Is transition counseling provided?	___	___	___	___
3. Are students taken on "warm-up" visits	___	___	___	___
4. Is there a "survival" skill training program?	___	___	___	___
5. Is the new setting primed to accommodate the individual's needs?	___	___	___	___
6. Other (specify) _____	___	___	___	___

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C. Which of the following are used to facilitate transition to post school living?	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. vocational counseling	___	___	___	___
2. college counseling	___	___	___	___
3. a mentoring program	___	___	___	___
4. job training	___	___	___	___
5. job opportunities on campus	___	___	___	___
6. a work-study program	___	___	___	___
7. life skills counseling	___	___	___	___
8. Other? (specify) _____	___	___	___	___
D. Which of the following before and after school programs are available?				
1. subsidized breakfast/lunch program	___	___	___	___
2. recreation program	___	___	___	___
3. sports program	___	___	___	___
4. Youth Services Program	___	___	___	___
5. youth groups such as drill team	___	___	___	___
interest groups	___	___	___	___
service clubs	___	___	___	___
organized youth programs ("Y," scouts)	___	___	___	___
CA. Cadet Corps	___	___	___	___
other (specify)_____	___	___	___	___
6. academic support in the form of				
tutors	___	___	___	___
homework club	___	___	___	___
study ball	___	___	___	___
homework phone line	___	___	___	___
homework center	___	___	___	___
other (specify) _____	___	___	___	___
7. enrichment opportunities (including classes)	___	___	___	___
8. Other (specify) _____	___	___	___	___

E. Which of the following programs are offered during intersession?	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. recreation	___	___	___	___
2. sports	___	___	___	___
3. Youth Services	___	___	___	___
4. youth groups	___	___	___	___
5. academic support	___	___	___	___
6. enrichment opportunities (including classes)	___	___	___	___
7. other (specify) _____	___	___	___	___
F. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of ways that are used to provide support for transitions?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs? (e.g., teachers, peer buddies, office staff, administrators)?	___	___	___	___
G. Which of the following topics are covered in educating stakeholders?				
1. understanding how to create a psychological sense of community	___	___	___	___
2. developing systematic social supports for students, families, and staff	___	___	___	___
3. developing motivation knowledge, and skills for successful transitions	___	___	___	___
4. the value of and strategies for creating before and after school programs	___	___	___	___

H. Please indicate below other things you want the school to do to provide support for transitions.

_____ _____
_____ _____
_____ _____
_____ _____

I. Please indicate below other thing you wants the school to do provide support for transitions.

_____ _____
_____ _____
_____ _____
_____ _____

Survey of Program Status
(Personalized Assistance)

Student and Family Assistance Programs and Services

The emphasis here is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are linked to existing activity in an integrated manner. Special attention is paid to enhancing systems for triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. Intended outcomes are to ensure special assistance is provided when necessary and appropriate and that such assistance is effective.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want
A. Are there classroom focused enabling programs to reduce the need for teachers to seek special programs and services?	___	___	___	___
B. What activity is there to facilitate and evaluate requests for assistance?	___	___	___	___
1. Does the site have a directory that lists services and programs?	___	___	___	___
2. Is information circulated about services/programs?	___	___	___	___
3. Is information circulated clarifying how to make a referral?	___	___	___	___
4. Is information about services, programs, and referral procedures updated periodically?	___	___	___	___
5. Is a triage process used to assess				
a. specific needs?	___	___	___	___
b. priority for service?	___	___	___	___
6. Are procedures in place to ensure use of prereferral interventions?	___	___	___	___
7. Do inservice programs focus on teaching the staff ways to prevent unnecessary referrals?	___	___	___	___
8. Other? (specify) _____	___	___	___	___
E. After triage, how are referrals handled?				
1. Is detailed information provided about available services (e.g., is an annotated community resource system available)?	___	___	___	___
2. Is there a special focus on facilitating effective decision making?	___	___	___	___
3. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?	___	___	___	___

D. What types of direct interventions are provided currently?	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Which medical services and programs are provided?				
a. immunizations	___	___	___	___
b. first aid and emergency care	___	___	___	___
c. crisis follow-up medical care	___	___	___	___
d. health and safety education and counseling	___	___	___	___
e. screening for vision problems	___	___	___	___
f. screening for hearing problems	___	___	___	___
g. screening for health problems (specify)	___	___	___	___
h. screening for dental problems (specify)	___	___	___	___
i. treatment of some acute problems (specify)	___	___	___	___
j. other (specify) _____	___	___	___	___
2. Which psychological services and programs are provided?				
a. psychological first aid	___	___	___	___
b. crisis follow-up counseling	___	___	___	___
c. crisis hotlines	___	___	___	___
d. conflict mediation	___	___	___	___
e. alcohol and other drug abuse programs	___	___	___	___
f. pregnancy prevention program	___	___	___	___
g. gang prevention program	___	___	___	___
h. dropout prevention program	___	___	___	___
i. physical and sexual abuse prevention	___	___	___	___
j. individual counseling	___	___	___	___
k. group counseling	___	___	___	___
l. family counseling	___	___	___	___
m. mental health education	___	___	___	___
n. home outreach	___	___	___	___
o. other (specify) _____	___	___	___	___
3. Which of the following are provided to meet basic survival needs?				
a. emergency food	___	___	___	___
b. emergency clothing	___	___	___	___
c. emergency housing	___	___	___	___
d. transportation support	___	___	___	___
e. welfare services	___	___	___	___
f. language translation	___	___	___	___
g. legal aid	___	___	___	___
h. protection from physical abuse	___	___	___	___
i. protection from sexual abuse	___	___	___	___
j. employment assistance	___	___	___	___
k. other (specify) _____				

	Yes	Yes but more of this is needed	No	If no, is this something you want?
4. Which of the following special education, Special Eligibility, and independent study programs and services are provided?				
a. early education program	___	___	___	___
b. special day classes (specify) _____	___	___	___	___
c. speech and language therapy	___	___	___	___
d. adaptive P. E.	___	___	___	___
e. special assessment	___	___	___	___
f. Resource Specialist Program	___	___	___	___
g. Chapter I	___	___	___	___
h. School Readiness Language Develop. Program (SRLDP)	___	___	___	___
i. other (specify) _____	___	___	___	___
5. Which of the following adult education programs are provided?				
a. ESL	___	___	___	___
b. citizenship classes	___	___	___	___
c. basic literacy skills	___	___	___	___
d. parenting	___	___	___	___
e. helping children do better at school	___	___	___	___
f. other (specify) _____	___	___	___	___
6. Are services and programs provided to enhance school readiness? specify _____	___	___	___	___
7. Which of the following are provided to address attendance problems?				
a. absence follow-up	___	___	___	___
b. attendance monitoring	___	___	___	___
c. first day calls	___	___	___	___
8. Are discipline proceedings carried out regularly?	___	___	___	___
9. Other? (specify) _____	___	___	___	___
E. Which of the following are used to manage cases and resources?				
1. Is a student information system used?	___	___	___	___
2. Is a system used to trail progress of students and their families?	___	___	___	___
3. Is a system used to facilitate communication for				
a. case management?	___	___	___	___
b. resource and system management?	___	___	___	___
4. Are there follow-up systems to determine				
a. referral follow-through?	___	___	___	___
b. consumer satisfaction with referrals?	___	___	___	___
c. the need for more help?	___	___	___	___
5. Other? (specify) _____	___	___	___	___

Student and Family Assistance Programs (cont.)

		Yes	Yes but more of this is needed	No	If no, is this something you want?
F.	Which of the following are used to help enhance the quality and quantity of services and programs?				
	1. Is a quality improvement system used?	___	___	___	___
	2. Is a mechanism used to coordinate and integrate services/programs?	___	___	___	___
	3. Is there outreach to link-up with community services and programs?	___	___	___	___
	4. Is a mechanism used to redesign current activity as new collaborations are developed?	___	___	___	___
	5. Other? (specify) _____	___	___	___	___
G.	What programs are used to meet the educational needs of personnel related to this programmatic area?				
	1. Is there ongoing training for team members concerned with the area of Student and Family Assistance?	___	___	___	___
	2. Is there ongoing training for staff of specific services/programs (e.g., Assessment and Consultation Team, direct service providers)?	___	___	___	___
	3. Other? (specify) _____	___	___	___	___
H.	Which of the following topics are covered in educating stakeholders?				
	1. broadening understanding of causes of learning, behavior, and emotional problems	___	___	___	___
	2. broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	___	___	___	___
	3. developing systematic academic supports for students in need	___	___	___	___
	4. what classroom teachers and the home can do to minimize the need for special interventions	___	___	___	___
	5. enhancing resource quality, availability, and scope	___	___	___	___
	6. enhancing the referral system and ensuring effective follow through	___	___	___	___
	7. enhancing the case management system in ways that increase service efficacy	___	___	___	___
	8. other (specify) _____	___	___	___	___

I. Please indicate below any other ways that are used to provide student and family assistance to address barriers to students' learning.

J. Please indicate below other things you want the school to do to provide student and family assistance to address barriers to students' learning.

Crisis Assistance and Prevention

The emphasis here is on responding to,, minimizing the impact of,,and preventing crises. If there is a school-based Family/Community Center facility, it provides a staging area and context for some of the programmatic activity. Intended outcomes of crisis assistance include ensuring immediate assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity outcomes are reflected in the creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety.

Please indicate all items that apply.

A. With respect to Emergency/Crisis Response:	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Is there an active Crisis Team?	___	___	___	___
2. Is the Crisis Team appropriately trained?	___	___	___	___
3. Is there a plan that details a coordinated response				
a. for all at the school site?	___	___	___	___
b. with other schools in the complex?	___	___	___	___
c. with community agencies?	___	___	___	___
4. Are emergency/crisis plans updated appropriately with regard to				
a. crisis management guidelines (e.g., flow charts, check list)?	___	___	___	___
b. plans for communicating with homes/community?	___	___	___	___
c. media relations guidelines?	___	___	___	___
5. Are stakeholders regularly provided with information about emergency response plans?	___	___	___	___
6. Is medical first aid provided when crises occur?	___	___	___	___
7. Is psychological first aid provided when crises occur?	___	___	___	___
8. Is follow-up assistance provided after the crises?				
a. for short-term follow-up assistance?	___	___	___	___
b. for longer-term follow-up assistance?	___	___	___	___
9. Other? (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. With respect to developing programs to prevent crises, are there programs for				
1. school and community safety/violence reduction?	___	___	___	___
2. suicide prevention?	___	___	___	___
3. child abuse prevention?	___	___	___	___
4. sexual abuse prevention?	___	___	___	___
5. substance abuse prevention?	___	___	___	___
6. other (specify) _____	___	___	___	___
C. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Crisis Assistance and Prevention?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
D. Which of the following topics are covered in educating stakeholders?				
1. how to respond when an emergency arises	___	___	___	___
2. how to access assistance after an emergency (including watching for post traumatic psychological reactions)	___	___	___	___
3. indicators of abuse and potential suicide and what to do	___	___	___	___
4. how to respond to concerns related to death, dying, and grief	___	___	___	___
5. how to mediate conflicts and minimize violent reactions	___	___	___	___
6. other (specify) _____	___	___	___	___

E. Please indicate below any other ways that are used to provide crisis assistance and prevention to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

F. Please indicate below other things you want the school to do to provide crisis assistance and prevention to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Home Involvement in Schooling

The emphasis here is on enhancing home involvement through programs to address specific parent learning and support needs (e.g., ESL classes, mutual support groups), mobilize parents as problem solvers when their child has problems (e.g., parent education, instruction in helping with schoolwork), elicit help from families in addressing the needs of the community, and so forth. The context for some of this activity may be a parent center (which may be part of the Family/Community Service Center if one has been established at the site). Outcomes include specific measures of parent learning and indices of student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Which of the following are available to address specific learning and support needs of the adults in the home?				
1. Does the site offer adult classes focused on				
a. English As a Second Language (ESL)?	___	___	___	___
b. citizenship?	___	___	___	___
c. basic literacy skills?	___	___	___	___
d. GED preparation?	___	___	___	___
e. job preparation?	___	___	___	___
f. citizenship preparation?	___	___	___	___
g. other? (specify) _____	___	___	___	___
2. Are there groups for				
a. mutual support?	___	___	___	___
b. discussion?	___	___	___	___
3. Are adults in the home offered assistance in accessing outside help for personal needs?	___	___	___	___
4. Other? (specify) _____	___	___	___	___
B. Which of the following are available to help those in the home meet their basic obligations to the student?				
1. Is help provided for addressing special family needs for				
a. food?	___	___	___	___
b. clothing?	___	___	___	___
c. shelter?	___	___	___	___
d. health and safety?	___	___	___	___
e. school supplies?	___	___	___	___
f. other? (specify) _____	___	___	___	___
2. Are education programs offered on				
a. childrearing/parenting?	___	___	___	___
b. creating a supportive home environment for students?	___	___	___	___
c. reducing factors that interfere with a student's school learning and performance?	___	___	___	___
3. Are guidelines provided for helping a student deal with homework?	___	___	___	___
4. Other? (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C. Which of the following are in use to improve communication about matters essential to the student and family?				
1. Are there periodic general announcements and meetings such as				
a. advertising for incoming students?	___	___	___	___
b. orientation for incoming students and families?	___	___	___	___
c. bulletins/newsletters?	___	___	___	___
d. back to school night/open house?	___	___	___	___
e. parent teacher conferences?	___	___	___	___
g. other? (specify) _____	___	___	___	___
2. Is there a system to inform the home on a regular basis				
a. about general school matters?	___	___	___	___
b. about opportunities for home involvement?	___	___	___	___
c. other? (specify) _____	___	___	___	___
3. To enhance home involvement in the student's program and progress, are interactive communications used, such as				
a. sending notes home regularly?	___	___	___	___
b. a computerized phone line?	___	___	___	___
c. frequent in-person conferences with the family?	___	___	___	___
d. other? (specify) _____	___	___	___	___
4. Other? (specify) _____	___	___	___	___
D. Which of the following are used to enhance the home-school connection and sense of community?				
1. Does the school offer orientations and open houses?	___	___	___	___
2. Does the school have special receptions for new families?	___	___	___	___
3. Does the school regularly showcase students to the community through				
a. student performances?	___	___	___	___
b. award ceremonies?	___	___	___	___
c. other? (specify) _____	___	___	___	___
4. Does the school offer the community				
a. cultural and sports events?	___	___	___	___
b. topical workshops and discussion groups?	___	___	___	___
c. health fairs	___	___	___	___
d. family preservation fairs	___	___	___	___
e. work fairs	___	___	___	___
f. newsletters	___	___	___	___
g. community bulletin boards	___	___	___	___
h. community festivals and celebrations	___	___	___	___
i. other (specify) _____	___	___	___	___
5. Is there outreach to hard to involve families such as				
a. making home visits?	___	___	___	___
b. offering support networks?	___	___	___	___
c. other? (specify) _____	___	___	___	___
6. Other? (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
E. Which of the following are used to enhance family participation in decision making essential to the student?				
1. Families are invited to participate through personal				
a. letters	___	___	___	___
b. phone calls	___	___	___	___
c. other (specify) _____	___	___	___	___
2. Families are informed about schooling choices through	___	___	___	___
a. letters	___	___	___	___
b. phone calls	___	___	___	___
c. conferences				
d. other (specify) _____	___	___	___	___
3. Families are taught skills to participate effectively in decision making.	___	___	___	___
4. Staff are specially trained to facilitate family participation in decision making meetings.	___	___	___	___
5. Other (specify) _____	___	___	___	___
F. Which of the following are used to enhance home support of student's learning and development?				
1. Are families instructed on how to provide opportunities for students to apply what they are learning?	___	___	___	___
2. Are families instructed on how to use enrichment opportunities to enhance youngsters' social and personal and academic skills and higher order functioning?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
G. Which of the following are used to mobilize problem solving at home related to student needs?				
1. Is instruction provided to enhance family problem solving skills(including increased awareness of resources for assistance)?	___	___	___	___
2. Is good problem solving modeled at conferences with the family?	___	___	___	___
3. Other? (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?

H. For which of the following are those in the home recruited and trained to help meet school/community needs?

1. Improving schooling for students by assisting
   a. administrators
   b. teachers
   c. other staff
   d. with lessons or tutoring
   e. on class trips
   f. in the cafeteria
   g. in the library
   h. in computer labs
   i. with homework helplines
   j. in the front office to welcome visitors and new enrollees and their families
   k. with phoning home regarding absences
   l. outreach to the home
   m. other? (specify) _____

2. Improving school operations by assisting with
   a. school and community up-keep and beautification
   b. improving school-community relations
   c. fund raising
   d. PTA
   e. enhancing public support by increasing political awareness about the contributions and needs of the school
   f. school governance
   g. advocacy for school needs
   h. advisory councils
   i. program planning
   j. other? (specify) _____

3. Establishing home-community networks to benefit the community

4. Other? (specify) _____

I. What programs are used to meet the educational needs of personnel related to this programmatic area?

1. Is there ongoing training for team members concerned with the area of Home Involvement in schooling?

2. Is there ongoing training for staff of specific services/programs

3. Other? (specify) _____

J. Which of the following topics are covered in educating stakeholders?	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. designing an inclusionary "Parent Center"	___	___	___	___
2. overcoming barriers to home involvement	___	___	___	___
3. developing group-led mutual support groups	___	___	___	___
4. available curriculum for parent education	___	___	___	___
5. teaching parents to be mentors and leaders at the school	___	___	___	___
6. other (specify) _____	___	___	___	___

K. Please indicate below any other ways that are used to enhance home involvement in schooling.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

L. Please indicate below other things you want the school to do to enhance home involvement in schooling.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Community Outreach for Involvement and Support (including Volunteers)

The emphasis here is on outreaching to the community to build linkages and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to (a) public and private community agencies, universities, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations, and clubs. If a Family/Parent/ Community Center facility has been established at the site, it can be a context for some of this activity. Anticipated outcomes include measures of enhanced community participation and student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. With respect to programs to recruit community involvement and support				
1. From which of the following sources are participants recruited?				
a. public community agencies, organizations, and facilities	___	___	___	___
b. private community agencies, organizations, and facilities	___	___	___	___
c. business sector	___	___	___	___
d. professional organizations and groups	___	___	___	___
e. volunteer service programs, organizations, and clubs	___	___	___	___
f. universities and colleges	___	___	___	___
g. other (specify) _____	___	___	___	___
2. Indicate current types of community involvement at the school				
a. mentoring for students families	___	___	___	___
b. volunteer functions	___	___	___	___
c. a community resource pool that provides expertise as requested such as				
artists	___	___	___	___
musicians	___	___	___	___
librarians	___	___	___	___
health and safety programs	___	___	___	___
other (specify) _____	___	___	___	___
d. formal agency and program linkages that result in community				
health and social services providers coming to the site	___	___	___	___
after school programs coming to the site services	___	___	___	___
programs providing direct access to referrals from the site	___	___	___	___
other (specify) _____	___	___	___	___
e. formal partnership arrangements that involve community agents in				
school governance	___	___	___	___
advocacy for the school	___	___	___	___
advisory functions	___	___	___	___
program planning	___	___	___	___
fund raising	___	___	___	___
sponsoring activity (e.g., adopt-a-school partners)	___	___	___	___
creating awards and incentives	___	___	___	___
creating jobs	___	___	___	___
other (specify) _____	___	___	___	___

D. With specific respect to volunteers	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. What types of volunteers are used at the site?				
a. nonprofessionals				
parents	___	___	___	___
college students	___	___	___	___
senior citizens	___	___	___	___
business people	___	___	___	___
peer and cross age tutors	___	___	___	___
peer and cross age counselors	___	___	___	___
paraprofessionals	___	___	___	___
b. professionals-in-training (specify)_____	___	___	___	___
c. professionals (pro bono) (specify)_____	___	___	___	___
d. other (specify) _____	___	___	___	___
2. Who do volunteers assist?				
a. administrators	___	___	___	___
b. assist teachers	___	___	___	___
c. assist other staff	___	___	___	___
d. others (specify) _____	___	___	___	___
3. In which of the following ways do volunteers participate?				
a. providing general classroom assistance	___	___	___	___
b. assisting with targeted students	___	___	___	___
c. assisting after school	___	___	___	___
d. providing special tutoring	___	___	___	___
e. helping students with attention problems	___	___	___	___
f. helping with bilingual students	___	___	___	___
g. helping address other diversity matters	___	___	___	___
I helping in the cafeteria	___	___	___	___
j. helping in the library	___	___	___	___
k. helping in computer lab	___	___	___	___
1. helping on class trips	___	___	___	___
m. helping with homework helplines	___	___	___	___
n. working in the front office	___	___	___	___
o. helping welcome visitors	___	___	___	___
p. helping welcome new enrollees and their families	___	___	___	___
q. phoning home about absences	___	___	___	___
r. outreaching to the home	___	___	___	___
s. acting as mentors or advocates for students, families, staff	___	___	___	___
t. assisting with school up-keep and beautification efforts	___	___	___	___
u. helping enhance public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
v. other (specify) _____	___	___	___	___
4. Are there systems and programs specifically designed to				
a. recruit -volunteers?	___	___	___	___
b. train volunteers?	___	___	___	___
c. screen volunteers?	___	___	___	___
d. maintain volunteers?	___	___	___	___

C Which of the following are used to enhance school involvement of hard to involve students and families (including truants and dropouts and families who have little regular contact with the school)?	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. home visits to assess and plan ways to overcome barriers to				
a. student attendance	___	___	___	___
b. family involvement in schooling	___	___	___	___
2. support networks connecting hard to involve				
a. students with peers and mentors	___	___	___	___
b. families with peers and mentors	___	___	___	___
3. special incentives for				
a. students	___	___	___	___
b. families	___	___	___	___
4. Other (specify) _____	___	___	___	___
D. Which of the following are used to enhance community-school connections and sense of community?				
1. orientations and open houses for				
a. newly arriving students	___	___	___	___
b. newly arriving families	___	___	___	___
c. new staff	___	___	___	___
2. student performances for the community	___	___	___	___
3. school sponsored				
a. cultural and sports events for the community	___	___	___	___
b. community festivals and celebrations	___	___	___	___
c. topical workshops and discussion groups	___	___	___	___
d. health fairs	___	___	___	___
e. family preservation fairs	___	___	___	___
f. work fairs	___	___	___	___
4. Other? (specify) _____	___	___	___	___
E. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Community Outreach/Volunteer?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs?	___	___	___	___
3. Other? (specify) _____	___	___	___	___

F. Which of the following topics are covered in educating stakeholders?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. understanding the local community -- culture, needs, resources	___	___	___	___
2. how to recruit, train, and retain volunteers				
a. in general	___	___	___	___
b. for special roles	___	___	___	___
3. how to move toward collaborations with community resources	___	___	___	___
4. how to outreach to hard-to-involve students and families	___	___	___	___
5. other (specify) _____	___	___	___	___

G. Please indicate below any other ways that are used with respect to community outreach/ volunteer programs.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

H. Please indicate below other things you want the school to do with respect to community outreach/volunteer programs.

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

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School-Community Partnerships: Self-Study Surveys

Formal efforts to create school-community partnerships to improve school and neighborhood, involve building formal relationships to connect resources involved in preK-12 schooling and resources in the community (including formal and informal organizations such as the home, agencies involved in providing health and human services, religion, policing, justice, economic development; fostering youth development, recreation, and enrichment; as well as businesses, unions, governance bodies, and institutions of higher education).

As you work toward enhancing such partnerships, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work together*
- *what procedures are in place for enhancing resource usefulness*

The following set of surveys are designed as self-study instruments related to school-community partnerships. Stakeholders can use such surveys to map and analyze the current status of their efforts.

This type of self-study is best done by teams. For example, a group of stakeholders could use the items to discuss how well specific processes and programs are functioning and what's not being done. Members of the team initially might work separately in filling out the items, but the real payoff comes from discussing them as a group. The instrument also can be used as a form of program quality review.

In analyzing, the status of their school-community partnerships, the group may decide that some existing activity is not a high priority and that the resources should be redeployed to help establish more important programs. Other activity may be seen as needing to be embellished so that it is effective. Finally, decisions may be made regarding new desired activities, and since not everything can be added at once, priorities and timelines can be established.

Survey (self-study) -- Overview of Areas for School-Community Partnership

Indicate the status of partnerships between a given school or family of schools and community with respect to each of the following areas.

Please indicate all items that apply	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Improving the School (name of school(s): _____)				
1. the instructional component of schooling	___	___	___	___
2. the governance and management of schooling	___	___	___	___
3. financial support for schooling	___	___	___	___
4. school-based programs and services to address barriers to learning	___	___	___	___
B. Improving the Neighborhood (through enhancing linkages with the school, including use of school facilities and resources)				
1. youth development programs	___	___	___	___
2. youth and family recreation and enrichment opportunities	___	___	___	___
3. physical health services	___	___	___	___
4. mental health services	___	___	___	___
5. programs to address psychosocial problems	___	___	___	___
6. basic living needs services	___	___	___	___
7. work/career programs	___	___	___	___
8. social services	___	___	___	___
9. crime and juvenile justice programs		___	___	___
10. legal assistance	___	___	___	___
11. support for development of neighborhood organizations	___	___	___	___
12. economic development programs	___	___	___	___

Survey (self-study) -- Overview of System Status for Enhancing School-Community Partnership

Items 1-7 ask about what processes are in place.
Use the following ratings in responding to these items.

DK = don't know
1 = not yet
2 = planned
3 = just recently initiated
4 = has been functional for a while
5 = well institutionalized (well established with a commitment to maintenance)

1. Is there a stated policy for enhancing school-community partnerships (e.g., from the school, community agencies, government bodies)? DK 1 2 3 4 5

2. Is there a designated leader or leaders for enhancing school-community partnerships? DK 1 2 3 4 5

3. With respect to each entity involved in the school-community partnerships have specific persons been designated as representatives to meet with each other? DK 1 2 3 4 5

4. Do personnel involved in enhancing school-community partnerships meet regularly as a team to evaluate current status and plan next steps? DK 1 2 3 4 5

5. Is there a written plan for capacity building related to enhancing the school-community partnerships? DK 1 2 3 4 5

6. Are there written descriptions available to give all stakeholders regarding current school-community partnerships DK 1 2 3 4 5

7. Are there effective processes by which stakeholders learn

   (a) what is available in the way of programs/services? DK 1 2 3 4 5

   (b) how to access programs/services they need? DK 1 2 3 4 5

Survey (self-study) -- Overview of System Status for Enhancing School-Community Partnership (cont.)

Items 8- 9 ask about effectiveness of existing processes.
Use the following ratings in responding to these items.

DK = don't know
1 = hardly ever effective
2 = effective about 25 % of the time
3 = effective about half the time
4 = effective about 75% of the time
5 = almost always effective

8. In general, how effective are your local efforts to enhance school-community partnerships? DK 1 2 3 4 5

9. With respect to enhancing school-community partnerships, how effective are each of the following:

(a) current policy DK 1 2 3 4 5

(b) designated leadership DK 1 2 3 4 5

(c) designated representatives DK 1 2 3 4 5

(d) team monitoring and planning of next steps DK 1 2 3 4 5

(e) capacity building efforts DK 1 2 3 4 5

List Current School-Community Partnerships

For improving the school

For improving the neighborhood (though enhancing links with the school, including use of school facilities and resources)

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Survey (self-study) --

School-Community Partnerships to Improve the School

Indicate the status of partnerships between a given school or family of schools and community with respect to each of the following:

Please indicate all items that apply **(name of school(s): _____)**	Yes	Yes but more of this is needed	No	If no, is this something you want?
Partnerships to improve				
1. the instructional component of schooling				
a. kindergarten readiness programs	___	___	___	___
b. tutoring	___	___	___	___
c. mentoring	___	___	___	___
d. school reform initiatives	___	___	___	___
e. homework hotlines	___	___	___	___
f. media/technology	___	___	___	___
g. career academy programs	___	___	___	___
h. adult education, ESL, literacy, citizenship classes	___	___	___	___
i. other _____	___	___	___	___
2. the governance and management of schooling				
a. PTA/PTSA	___	___	___	___
b. shared leadership	___	___	___	___
c. advisory bodies	___	___	___	___
d. other _____	___	___	___	___
3. financial support for schooling				
a. adopt-a-school	___	___	___	___
b. grant programs and funded projects	___	___	___	___
c. donations/fund raising	___	___	___	___
d. other_____	___	___	___	___
4. school-based programs and services to address barriers to learning*				
a. student and family assistance programs/services	___	___	___	___
b. transition programs	___	___	___	___
c. crisis response and prevention programs	___	___	___	___
d. home involvement programs	___	___	___	___
e. pre and inservice staff development programs	___	___	___	___
f. other_____	___	___	___	___

*The Center for Mental Health in Schools at UCLA has a set of surveys for in-depth self-study of efforts to improve a school's ability to address barriers to learning and teaching.

Survey (self-study) --

School-Community Partnerships to Improve the Neighborhood

Indicate the status of partnerships between a given school or family of schools and community with respect to each of the following:

Please indicate all items that apply **(name of school(s): _____)**	Yes	Yes but more of this is needed	No	If no, is this something you want?
Partnerships to improve				
1. youth development programs				
a. home visitation programs	___	___	___	___
b. parent education	___	___	___	___
c. infant and toddler programs	___	___	___	___
d. child care/children's centers/preschool programs	___	___	___	___
e. community service programs	___	___	___	___
f. public health and safety programs	___	___	___	___
g. leadership development programs	___	___	___	___
h. other _____	___	___	___	___
2. youth and family recreation and enrichment opportunities				
a. art/music/cultural programs	___	___	___	___
b. parks' programs	___	___	___	___
c. youth clubs	___	___	___	___
d. scouts	___	___	___	___
e. youth sports leagues	___	___	___	___
f. community centers	___	___	___	___
g. library programs	___	___	___	___
h. faith community's activities	___	___	___	___
i. camping programs	___	___	___	___
j. other _____	___	___	___	___
3. physical health services				
a. school-based/linked clinics for primary care	___	___	___	___
b. immunization clinics	___	___	___	___
c. communicable disease control programs	___	___	___	___
d. CHDP/EPSDT programs	___	___	___	___
e. pro bono/volunteer programs	___	___	___	___
f. AIDS/HIV programs	___	___	___	___
g. asthma programs	___	___	___	___
h. pregnant and parenting minors programs	___	___	___	___
i. dental services	___	___	___	___
j. vision and hearing services	___	___	___	___
k. referral facilitation	___	___	___	___
l. emergency care	___	___	___	___
m. other _____	___	___	___	___

4. mental health services

a. school-based/linked clinics w/ mental health component
b. EPSDT mental health focus
c. pro bono/volunteer programs
d. referral facilitation
e. counseling
f. crisis hotlines
g. other_____

5. programs to address psychosocial problems

a. conflict mediation/resolution
b. substance abuse
c. community/school safe havens
d. safe passages
e. youth violence prevention
f. gang alternatives
g. pregnancy prevention and counseling
h. case management of programs for high risk youth
i. child abuse and domestic violence programs
j. other _____

6. basic living needs services

a. food
b. clothing
c. housing
d. transportation assistance
e. other _____

7. work/career programs

a. job mentoring
b. job programs and employment opportunities
c. other_____

8. social services

a. school-based/linked family resource centers
b. integrated services initiatives
c. budgeting/financial management counseling
d. family preservation and support
e. foster care school transition programs
f. case management
g. immigration and cultural transition assistance
h. language translation
i. other_____

9. crime and juvenile justice programs

a. camp returnee programs
b. children's court liaison
c. truancy mediation
d. juvenile diversion programs with school
e. probation services at school
f. police protection programs
g. other _____

10. legal assistance

a. legal aide programs	___	___	___	___
b. other _____	___	___	___	___

11. support for development of neighborhood organizations

a. neighborhood protective associations	___	___	___	___
b. emergency response planning and implementation	___	___	___	___
c. neighborhood coalitions and advocacy groups	___	___	___	___
d. volunteer services	___	___	___	___
e. welcoming clubs	___	___	___	___
f. social support networks	___	___	___	___
g. other_____	___	___	___	___

12. economic development programs

a. empowerment zones.	___	___	___	___
b. urban village programs	___	___	___	___
c. other_____	___	___	___	___

We hope you found this to be a useful resource.
There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
  - Collaborative Teams
  - School-community service linkages
  - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
  - Systemic change strategies
  - Involving stakeholders in decisions
  - Staffing patterns
  - Financing
  - Evaluation, Quality Assurance
  - Legal Issues
- Professional standards

Programs and Process Concerns

- Clustering activities into a cohesive, programmatic approach
  - Support for transitions
  - Mental health education to enhance healthy development & prevent problems
  - Parent/home involvement
  - Enhancing classrooms to reduce referrals (including prereferral interventions)
  - Use of volunteers/trainees
  - Outreach to community
  - Crisis response
  - Crisis and violence prevention (including safe schools)
- Staff capacity building & support
  - Cultural competence
  - Minimizing burnout
- Interventions for student and family assistance
  - Screening/Assessment
  - Enhancing triage & ref. processes
  - Least Intervention Needed
  - Short-term student counseling
  - Family counseling and support
  - Case monitoring/management
  - Confidentiality
  - Record keeping and reporting
  - School-based Clinics

Psychosocial Problems

- Drug/alcohol abuse
- Depression/suicide
- Grief
- Dropout prevention
- Gangs
- School adjustment (including newcomer acculturation)
- Pregnancy prevention/support
- Eating problems (anorexia, bulimia)
- Physical/Sexual Abuse
- Neglect
- Gender and sexuality
- Learning, attention & behavior problems
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Reactions to chronic illness

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