Addressing Barriers

New ways to think . . .

Better ways to link

to Learning

One of the most important, cross-cutting social policy perspectives to emerge in recent years is an awareness that no single institution can create all the conditions that young people need to flourish....
Melaville & Blank, 1998

School-Community Partnerships from the School's Perspective

School-community initiatives are sprouting in a dramatic and ad hoc manner. They could improve schools, strengthen neighborhoods, and lead to a marked reduction in young people's problems. Or, such "collaborations" can end up being another reform effort that promised a lot, did little good, and even did some harm.

In thinking about school-community partnerships, it is essential not to overemphasize the topics of coordinating community services and collocation on school sites. Such thinking downplays the need to also restructure the various education support programs and services that schools own and operate. And, it has led some policy makers to the mistaken impression that community resources can effec-tively meet the needs of schools in addressing barriers to learning. In turn, this has led some legislators to view the linking of community services to schools as a way to free-up the dollars underwriting school-owned services. The reality is that even when one adds together community and school assets, the total set of services in impoverished locales is woefully inadequate. In situation after situation, it has become evident that

Contents

- *Need some help?* See page 3.

- Pages 3 & 4 highlight some *resources* you may want to know about.

- See page 9 for a self-study survey instrument related to school-community partnerships.

- Page 12 outlines community resources that can partner with schools.

as soon as the first few sites demonstrating school-community collaboration are in place, community agencies find they have stretched their resources to the limit. Policy makers must realize that as important as it is to reform and restructure health and human services, accessible and high quality services remain only one facet of a comprehensive, cohesive approach for strengthening families and neighborhoods.

What are School-Community Partnerships?

School-community partnerships often are referred to as collaborations. Sid Gardner has cautioned, however, that some so-called collaborations amount to little more than groups of people sitting around engaging in "collabo-babble." Years ago, former Surgeon General Jocelyn Elders, with her tongue firmly planted in her cheek, recounted a definition of collaboration as "an unnatural act between non-consenting adults." She went on to say: "We all say we want to collaborate, but what we really mean is that we want to continue doing things as we have always done them while others change to fit what we are doing."

Optimally, school-community partnerships formally blend together resources of at least one school and sometimes a group of schools or an entire school district with resources in a given neighborhood or the larger community. The intent is to sustain such partner-ships over time. The range of entities in a community are not limited to agencies and organization; they encompass people, businesses, community based organizations, postsecondary institutions, religious and civic groups, programs at parks and libraries, and any other facilities that can be used for recreation, learning, enrichment, and support.

While it is relatively simple to make informal school-community linkages, establishing major long-term partnerships is complicated. They require vision, cohesive policy, and basic systemic reforms. The complications are readily seen in efforts to develop a comprehensive, multifaceted, and integrated continuum of school-community interventions. Such a continuum involves much more than linking a few services, recreation, and enrichment activities to schools. Major processes are required to develop and evolve formal and institutionalized sharing of a wide spectrum of responsibilities and resources.

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School-community partnerships can weave together a critical mass of resources and strategies to enhance caring communities that support all youth and their families and enable success at school and beyond. Strong school-community connections are critical in impoverished communities where schools often are the largest piece of public real estate and also may be the single largest employer. Compre-hensive partnerships represent a promising direction for efforts to generate essential inter-ventions to address barriers to learning, enhance healthy development, and strengthen families and neighborhoods. Building such partnerships requires an enlightened vision, creative leadership, and new and multifaceted roles for professionals who work in schools and communities, as well as for all who are willing to assume leadership. Because school-community partnerships differ from each other, it is important to be able to distinguish among them (see the outline below).

Key Dimensions Relevant to School-Community Collaborative Arrangements

I. Initiation

  A. School-led

  B. Community-driven

II. Nature of Collaboration

  A. Formal
  - memorandum of understanding
  - contract
  - organizational/operational mechanisms

  B. Informal
  - verbal agreements
  - ad hoc arrangements

III. Focus

  *A. Improvement of program and
      service provision*
  - for enhancing case management
  - for enhancing use of resources

  B. Major systemic reform
  - to enhance coordination
  - for organizational restructuring
  - for transforming system structure/function

IV. Scope of Collaboration

  *A. Number of programs and services
      involved (from just a few -- up to a
      comprehensive, multifaceted continuum)*

  B. Horizontal collaboration
  - within a school/agency
  - among schools/agencies

  C. Vertical collaboration
  - within a catchment area (e.g., school and
    community agency, family of schools,
    two or more agencies)
  - among different levels of jurisdictions
    (e.g., community/city/county/state/federal)

V. Scope of Potential Impact

  *A. Narrow-band -- a small proportion of
      youth and families can access what
      they need*

  *B. Broad-band -- all in need can access
      what they need*

**VI. Ownership & Governance of
    Programs and Services**

  A. Owned & governed by school

  B. Owned & governed by community

  C. Shared ownership & governance

  *D. Public-private venture -- shared
      ownership & governance*

VII. Location of Programs and Services

  A. Community-based, school-linked

  B. School-based

**VIII. Degree of Cohesiveness among
      Multiple Interventions Serving
      the Same Student/Family**

  A. Unconnected

  B. Communicating

  C. Cooperating

  D. Coordinated

  E. Integrated

Center News

TWO NEW GUIDEBOOKS ARE AVAILABLE!!!

! *Common Psychosocial Problems of School Aged Youth: Developmental Variations, Problems, Disorders, and Perspectives for Prevention & Treatment*

This resource offers frameworks and strategies to guide schools as they encounter common psychosocial problems. It consists of five parts and is designed as a desk reference aid.

>Part I stresses ways to keep the environment in perspective as a cause of one group of problems
>Part II frames the full range of programs that allow a school and community to address psychosocial problems
>Part III covers five of the most common "syndromes" students manifest and schools agonize over: attention problems, conduct and behavior problems; anxiety problems, affect and mood problems, and social and interpersonal problems
>Part IV explores ways to increase a school's capacity to prevent and ameliorate problems
>Part V provides additional sources of information, including agencies and organizations that can provide further information and support.

! *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*

This resource (a) stresses why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and services and (b) offers some guidance on how to go about doing so. The first section of this guide deals with the question: Why restructure support services? In addition to discussing the need for restructuring, ideas for new directions are outlined. The emphasis is on reframing how schools' think about addressing barriers to learning with a view to systemic reforms for establishing comprehensive, multifaceted approaches. The second section covers how to go about the process of restructuring so that such approaches are developed effectively. Several appendices expand on key matters, and there is a section containing some tools to aid those who undertake the proposed reforms.

Center Staff:
Howard Adelman, Co-Director
Linda Taylor, Co-Director
Perry Nelson, Coordinator
. . . and a host of graduate and undergraduate students
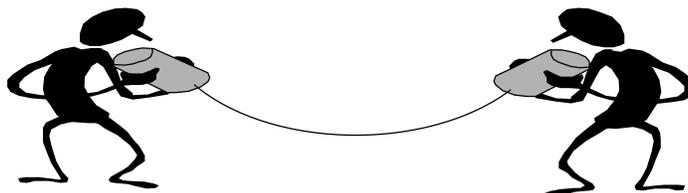
In need of technical assistance?

Contact us at:
E-mail: **smhp@ucla.edu** Ph: **(310) 825-3634**
Write: Center for Mental Health in Schools
Department of Psychology, UCLA
Los Angeles, CA 90095-1563

Or use our website:

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From the Center's Clearinghouse

Quick Find process for Center Prepared Materials

See our web site's **Table of Contents** for *Quick Find to Center-Developed Materials*. Click on a subject/topic and you will go directly to relevant materials the Center has developed.

For those without Internet access, all resources are available by contacting the Center.

Some New Intro Packets

? *Attention Problems: Intervention & Resources*

? *Anxiety, Fears, Phobias, & Related Problems: Intervention and Resources for School Aged Youth*

These packets provide a broad understanding of what causes these types of problems and what society in general and schools in particular need to do to address them. They are intended as a starting point for increasing awareness of assessment and treatment of the problems. Included are excerpts from a variety of sources, including government fact sheets and the classification scheme developed by the American Pediatric Association. "Symptoms" are discussed in terms of degree of severity and appropriate forms of intervention-- ranging from environmental accommodations to behavior management to medication. Because the intent is only to provide a brief overview, also included is a set of references for further reading and a list of agencies that provide information on the problems and interventions discussed.

As fast as we can, we are adding our materials for to our website (in PDF file format for easy downloading).

http://smhp.psych.ucla.edu

? *Internet Catalogue* This updated resource includes websites and listservs relevant to children's mental health and addressing barriers to student learning. It is available in hardcopy from the Center or in PDF format for downloading from our website. (Look under Resource Aid Packets.)

As a society, we can't afford to let our children's mental health needs go unmet. Not when one in five children has a mental, emotional or behavioral problem, not when one in 20 children has serious mental health problems and are not getting the help they need.
Donna Shalala, Secretary
U.S. Dept. of Health and Human Services

FROM OUR SISTER CENTER

Mark Weist, the director of the Center for School Mental Health Assistance (CSMHA), has been nominated and has agreed to run for the Presidency of the National Assembly for School-Based Health Care.

CSMHA, is a national training and technical assistance center designed to promote the expansion and improvement of mental health services for school-aged children and youth. The Center is directed by Mark Weist, Ph.D. Olga Acosta, Ph.D. is the Coordinator.

(Like our center, the CSMHA is supported by the Maternal and Child Health Bureau, Office of Adolescent Health, Health Resources and Services Administration, U.S. Department of Health and Human Services.)

The next annual CSMHA conference will be held in Denver, September 16-18, 1999. The theme is *Advancing School-Based Mental Health Services*. Paper, workshop, and poster abstracts are requested on local, state, national and international developments in school mental health, innovative approaches to service delivery, collaboration, integrated services, prevention, crisis intervention, legal/ethical issues, ways to expand and enhance programs, funding, and evaluation.

Contact: CSMHA, University of Maryland at Baltimore, Department of Psychiatry, 680 West Lexington Street, 10th fl., Baltimore, MD 21201-1570; 888/706-0980; Email: csmha@csmha.ab.umd.edu Website: http://csmha.ab.umd.edu/

(cont. from page 2)

A Growing Movement

Projects across the country demonstrate how schools and communities connect to improve results for youngsters, families, and neighborhoods. Various levels and forms of school-community collaboration are being tested, including state-wide initiatives in California, Florida, Kentucky, Missouri, New Jersey, Ohio, and Oregon, among others. The aims are to improve coordination and eventually integrate many programs and enhance their linkages to school sites. To these ends, projects incorporate as many health, mental health, and social services as feasible into "centers" (including school-based health centers, family and parent centers) established at or near a school. They adopt terms such as school-linked and coordinated services, wrap-around, one-stop shopping, full service schools, systems of care, and community schools.[1] There are projects to (a) improve access to health services (such as immunizations, sub-stance abuse programs, asthma care, pregnancy prevention) and access to social service programs (such as foster care, family preservation, child care), (b) expand after school academic, recre-ation, and enrichment, such as tutoring, youth sports and clubs, art, music, museum programs, (c) build systems of care, such as case manage-ment and specialized assistance, (d) reduce delinquency (preventing truancy, conflict mediation, violence reduction), (e) enhance transitions to work/career/post-secondary education (mentoring, internships, career academies, job placement), and (f) enhance life in school and community, such as programs to adopt-a-school, use volunteer and peer supports, neighborhood coalitions.

Such "experiments" have been prompted by diverse initiatives:

- some are driven by school reform

- some are connected to efforts to reform community health and social service agencies

- some stem from the youth development movement

- a few arise from community development initiatives.

For example, initiatives for school-linked services often mesh with the emerging movement to enhance the infrastructure for youth development. This growing youth development movement encompasses concepts and practices aimed at promoting protective factors, asset-building, wellness, and empower-ment. Included are (a) some full service school approaches, (b) efforts to establish "community schools," (c) programs to mobilize community and social capital, and (d) initiatives to build community policies and structures to enhance youth support, safety, recreation, work, service, and enrichment. This focus on community embraces a wide range of stakeholders, including families and community based and linked organizations such as public and private health and human service agencies, schools, businesses, youth and faith organizations, and so forth. In some cases, institutions for postsecondary learning also are involved, but the nature and scope of their participation varies greatly, as does the motivation for the involvement. Youth development initiatives expand intervention efforts beyond services and programs. They encourage a view of schools not only as community centers where families can easily access services, but also as hubs for community-wide learning and activity. Increased federal funding for after school programs at school sites enhances this view by expanding opportunities for recreation, enrichment, academic supports, and child care. Adult education and training at neighborhood school sites also help change the old view that schools close when the youngsters leave. Indeed, the concept of a "second shift" at school sites is beginning to spread in response to community needs.

Interest in school-community links is growing at an exponential rate. For schools, such partnerships are seen as one way to provide more support for schools, students, and families. For agencies, connection with schools is seen as providing better access to families and youth and thus as providing an opportunity to reach and have an impact on hard-to-reach clients. The interest in such collaborations is bolstered by the renewed concern about widespread fragmentation of school and community interventions. The hope is that by integrating available resources, a significant impact can be made on "at risk" factors.

No complete catalogue of school-community initiatives exists. Examples and analyses suggesting trends can be found in works referenced at the end of this article. A few conclusions from several resources are presented on the following pages.

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[1]In practice, the terms school-*linked* and school-*based* encompass two separate dimensions: (a) where programs/services are *located* and (b) who *owns* them. Taken literally, school-based should indicate activity carried out on a campus, and school-linked should refer to off-campus activity with formal connections to a school site. In either case, services may be owned by schools or a community based organization or in some cases may be co-owned. As commonly used, the term school-linked refers to community owned on- and off-campus services and is strongly associated with the notion of coordinated services.

School-Community Initiatives -- State of the Art

Linking Services to Schools. Concern about the fragmented way *community* health and human services are planned and implemented has led to renewal of the 1960s human service integration movement. The hope of this movement is to better meet the needs of those served and use existing resources to serve greater numbers. To these ends, there is considerable interest in developing strong relationships between school sites and public and private community agencies. In analyzing *school-linked service initiatives,* Franklin and Streeter (1995) group them as -- informal, coordinated, partnerships, collaborations, and integrated services. These categories are seen as differing in terms of the degree of system change required. As would be anticipated, most initial efforts focus on developing informal relationships and beginning to coordinate services. A recent nation-wide survey of school board members reported by Hardiman, Curcio, & Fortune (1998) indicates widespread presence of school-linked programs and services in school districts. For purposes of the survey, school-linked services were defined as "the coordinated linking of school and community resources to support the needs of school-aged children and their families." The researchers conclude: "The range of services provided and the variety of approaches to school-linked services are broad, reflecting the diversity of needs and resources in each community." They are used to varying degrees to address various educational, psychological, health, and social concerns, including substance abuse, job training, teen pregnancy, juvenile probation, child and family welfare, and housing. For example, and not surprisingly, the majority of schools report using school-linked resources as part of their efforts to deal with substance abuse; far fewer report such involvement with respect to family welfare and housing. Most of this activity reflects collaboration with agencies at local and state levels. Respondents indicate that these collaborations operate under a variety of arrangements: "legislative mandates, state-level task forces and commissions, formal agreements with other state agencies, formal and informal agreements with local government agencies, in-kind (nonmonetary) support of local government and nongovernment agencies, formal and informal referral network, and the school administrator's prerogative." About half the respondents note that their districts have no policies governing school-linked services.

Strengthening Families and Neighborhoods. Schorr (1997) approaches community-school initiatives from the perspective of strengthening families and neighborhoods and describes a variety of promising partnerships. Her analysis concludes that a synthesis is emerging that "rejects addressing poverty, welfare, employment, education, child development, housing, and crime one at a time. It endorses the idea that the multiple and interrelated problems . . . require multiple and interrelated solutions."

Strengthening Schools and Communities. After surveying a variety of school-community initiatives, Melaville and Blank (1998) conclude that the number of school-community initiatives is skyrocketing; the diversity across initiatives in terms of design, management, and funding arrangements is dizzying and daunting. Their analysis suggests (1) the initiatives are moving toward blended and integrated purposes and activity and (2) the activities are predominantly school-based and the education sector plays "a significant role in the creation and, particularly, management of these initiatives" and there is a clear trend "toward much greater community involvement in all aspects" of such initiatives -- especially in decision making at both the community and site levels. They also stress that "the ability of school-community initiatives to strengthen school functioning develops incrementally," with the first impact seen in improved school climate. With respect to sustainability, their findings support the need for stable leadership and long-term financing. Finally, they note

> *The still moving field of school-community initiatives is rich in its variations. But it is a variation born in state and local inventiveness, rather than reflective of irreconcilable differences or fundamental conflict. Even though communication among school-community initiatives is neither easy nor ongoing, the findings in this study suggest they are all moving toward an interlocking set of principles. An accent on development cuts across them all. These principles demonstrate the extent to which boundaries separating major approaches to school-community initiatives have blurred and been transformed. More importantly, they point to a strong sense of direction and shared purpose within the field.*

Some Concerns. Findings from the work of the Center for Mental Health in Schools (e.g., 1996;1997) are in considerable agreement with other reports. However, this work also stresses that the majority of school and community programs and services function in relative isolation of each other. Most school and community interventions continue to focus on discrete problems and specialized services for individuals and small groups. Moreover, because the primary emphasis is on restructuring community programs and co-locating some services on school sites, a new form of fragmentation is emerging as community and school professionals engage in a form of parallel play at school sites.

Ironically, while initiatives to integrate health and human services are meant to reduce fragmentation (with the intent of enhancing outcomes), in many cases fragmentation is compounded because these initiatives focus mostly on *linking* community services to schools.[2] It appears that too little thought has been given to the importance of *connecting* community programs with existing support programs operated by the school. As a result, when community agencies collocate personnel at schools, such personnel tend to operate in relative isolation of existing school programs and services. Little attention is paid to developing effective mechanisms for coordinating complementary activity or integrating parallel efforts. Consequently, a youngster identified as at risk for dropout, suicide, and substance abuse may be involved in three counseling programs operating independently of each other.

Relatedly, there is rising tension between school district service personnel and their counterparts in community based organizations. When "outside" professionals are brought in, school specialists often view it as discounting their skills and threatening their jobs. The "outsiders" often feel unappreciated and may be rather naive about the culture of schools. Conflicts arise over "turf," use of space, confidentiality, and liability.

The fragmentation is worsened by the failure of policymakers at all levels to recognize the need to reform and restructure the work of school and community professionals who are in positions to address barriers and facilitate development and learning. For example, the prevailing approach among school reformers is to concentrate almost exclusively on improving instruction and management of schools. This is not to say they are unaware of the many barriers to learning. They simply don't spend much time developing effective ways to deal with such matters. They mainly talk about "school-linked integrated services" -- apparently in the belief that a few health and social services will do the trick. The reality is that prevailing approaches to reform continue to marginalize all efforts designed to address barriers to development and learning. As a result, little is known about effective processes and mechanisms for building school-community connections to prevent and ameliorate youngsters' learning, behavior, emotional, and health problems. The situation is unlikely to improve as long as so little attention is paid to restructuring what schools and communities already do to deal with psychosocial and health problems and promote healthy development. And a key facet of all this is the need to develop models to guide development of productive school-community partnerships.

[2]As the notion of school-community collaboration spreads, the terms *services* and *programs* are used interchangeably and the adjective *comprehensive* often is appended. The tendency to refer to all interventions as services is a problem. Addressing a full range of factors affecting young people's develop-ment and learning requires going beyond *services* to utilize an extensive continuum of programmatic interventions. Services themselves should be differentiated to distinguish between narrow-band, personal/clinical services and broad-band, public health and social services. Furthermore, although services can be provided as part of a program, not all are. For example, counseling to ameliorate a mental health problem can be offered on an ad hoc basis or may be one element of a multifaceted program to facilitate healthy social and emotional development. Pervasive and severe psychosocial problems, such as substance abuse, teen pregnancy, physical and sexual abuse, gang violence, and delinquency, require multifaceted, programmatic interventions. Besides providing services to correct existing problems, such interventions encompass primary prevention (e.g., public health programs that target groups seen as "at risk") and a broad range of open enrollment didactic, enrichment, and recreation programs. Differentiating services and programs and taking care in using the term comprehensive can help mediate against tendencies to limit the range of interventions and underscores the breadth of activity requiring coordination and integration.

8

Recommendations to Enhance School-Community Partnerships

Effective school-community partnerships require a cohesive set of policies. Cohesive policy will only emerge if current policies are revisited to reduce redundancy and redeploy school and community resources that are used ineffectively. Policy must

- move existing *governance* toward shared decision making and appropriate degrees of local control and private sector involvement -- a key facet of this is guaranteeing roles and providing incentives, supports, and training for effective involvement of line staff, families, students, and other community members

- create *change teams and change agents* to carry out the daily activities of systemic change related to building essential support and redesigning processes to initiate, establish, and maintain changes over time

- delineate high level *leadership assignments* and underwrite essential *leadership/manage-ment training* re. vision for change, how to effect such changes, how to institutionalize the changes, and generate ongoing renewal

- establish institutionalized *mechanisms to manage and enhance resources* for school-community partnerships and related systems (focusing on analyzing, planning, coordin-ating, integrating, monitoring, evaluating, and strengthening ongoing efforts)

- provide adequate funds for *capacity building* related to both accomplishing desired system changes and enhancing intervention quality over time -- a key facet of this is a major investment in staff recruitment and develop-ment using well-designed, and technologically sophisticated strategies for dealing with the problems of frequent turnover and diffusing information updates; another facet is an investment in technical assistance at all levels and for all aspects and stages of the work

- use a sophisticated approach to *accountability* that initially emphasizes data that can help develop effective approaches for collaboration in providing interventions and a results-oriented focus on short-term benchmarks and that evolves into evaluation of long-range indicators of impact. (Here, too, technologic-ally sophisticated and integrated management information systems are essential.)

Such a strengthened policy focus would allow personnel to build the continuum of interventions needed to make a significant impact in addressing the health, learning, and well being of all young-sters through strengthening youngsters, families, schools, and neighborhoods.

Concluding Comments

A reasonable inference from available data is that school-community collaborations can be successful and cost effective over the long-run. They not only improve service access, they encourage schools to open their doors and enhance opportunities for recreation, enrichment, remediation and family involvement. However, initiatives for enhancing school-community collaboration have focused too heavily on integrated school-linked services. In too many instances, school-linked services result only in co-locating agency staff on school campuses. As these activities proceed, a small number of students receive services, but little connection is made with school staff and programs, and thus, the potential impact on academic performance is minimized.

School-community partnerships must not be limited to linking services. Such partnerships must focus on using all resources in better ways to evolve the type of comprehensive, integrated approaches essential for addressing the complex needs of all youngsters, families, schools, and neighborhoods in the most cost-effective manner. The need is for a high priority policy commitment that strategically (a) uses school-community partnerships to develop comprehensive approaches by weaving together school and com-munity resources at all levels and (b) sustains part-nerships and generates renewal. Development of such approaches requires cohesive policy that facilitates blending of many public and private resources. In communities, the need is for better ways of connecting agency and other resources to each other and to schools. In schools, there is a need for restructuring to combine parallel efforts sup-ported by general funds, compensatory and special education entitlement, safe and drug free school grants, and specially funded projects. In the process, efficiency and effectiveness can be achieved by connecting families of schools, such as high schools and their feeder middle and elementary schools.

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**Ideas into Practice
School-Community Partnerships:
Self-Study Survey**

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.

Stakeholders can use this survey as an aid in mapping and analyzing the current status of their efforts to (a) clarify what resources already are available, (b) how the resources are organized to work together, and (c) what procedures are in place for enhancing resource usefulness. Such a self-study is best done by a team. A group of stakeholders, for example, could use the items to guide discussion of how well specific processes and programs are functioning and what's not being done.

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) -- School-Community Partnerships

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 ___ ___ ___ ___

Items 1-7 below 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 to enhance 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

Items 8- 9 below 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. In 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

On a separate sheet, list current school-community partnerships for (l) improving the school and (2) improving the neighborhood (though enhancing links with the school, including use of school facilities and resources)

Indicate the status of partnerships with respect to each of the following:

Please indicate all items that apply
  (name of school(s): _____)

Partnerships to improve

	Yes	Yes, but more of this is needed	No	If no, is this something you want?
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	—	—	—	—
2. the governance and management of schooling				
a. PTA/PTSA	—	—	—	—
b. shared leadership	—	—	—	—
c. advisory bodies	—	—	—	—
3. financial support for schooling				
a. adopt-a-school	—	—	—	—
b. grant programs and funded projects	—	—	—	—
c. donations/fund raising	—	—	—	—
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	—	—	—	—

*Note: 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.

Indicate the status of partnerships with respect to each of the following:

Please indicate all items that apply
  (name of school(s): _____)

Partnerships to improve

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

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   ___   ___   ___   ___

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   ___   ___   ___   ___

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   ___   ___   ___   ___

6. basic living needs services
    a. food   ___   ___   ___   ___
    b. clothing   ___   ___   ___   ___
    c. housing   ___   ___   ___   ___
    d. transportation assistance   ___   ___   ___   ___

7. work/career programs
    a. job mentoring   ___   ___   ___   ___
    b. job programs and employment opportunities   ___   ___   ___   ___

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   ___   ___   ___   ___

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   ___   ___   ___   ___

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   ___   ___   ___   ___

12. economic development programs
    a. empowerment zones   ___   ___   ___   ___
    b. urban village programs   ___   ___   ___   ___
    c. other_____   ___   ___   ___   ___

Community Resources that Could Partner with Schools

County Agencies and Bodies
(e.g., Depts. of Health, Mental Health, Children & Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, planning 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, "Friends of" groups; family crisis/support centers, help & hotlines, shelters, mediation and dispute resolution centers)

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

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, 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 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 employee unions)

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

Family members, local residents, senior citizens groups

Please use the enclosed form to ask for what you need and to give us feedback. Also, send us information, ideas, and materials for the Clearinghouse.