



A Center Training Tutorial . . .



COMMUNITY OUTREACH: SCHOOL- COMMUNITY RESOURCES TO ADDRESS BARRIERS TO LEARNING

This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website <http://smhp.psych.ucla.edu>.

This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 (310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu Website: <http://smhp.psych.ucla.edu>

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.



Center for Mental Health in Schools at UCLA



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.



*Co-directors: Howard Adelman and Linda Taylor.

Address: Box 951563, UCLA, Dept. of Psychology, Los Angeles, CA 90095-1563.

Toll Free: (866) 846-4843 Phone:(310) 825-3634 FAX: (310) 206-8716

E-mail: smhp@ucla.edu

Website: <http://smhp.psych.ucla.edu>

Continuing Education Modules & Training Tutorials: Self-directed opportunities to learn

In addition to offering *Quick Training Aids*, the Center's *Continuing Education Modules* and *Training Tutorials* are designed as self-directed opportunities for more in-depth learning about specific topics. These resources provide easy access to a wealth of planfully organized content and tools that can be used as a self-tutorial or as a guide in training others. As with most of our resources, these can be readily downloaded from our website – <http://smhp.psych.ucla.edu> – see Center Materials and scroll down to VI.

In the coming years, the Center will continue to develop a variety of continuing education modules and training tutorials related to the various topics covered by our Clearinghouse. In all its work, the Center tries to identify resources that represent "best practice" standards. We invite you to browse through this first set of modules and tutorials, and if you know of better material, please provide us with feedback so that we can make improvements.

CONTINUING EDUCATION MODULES

- C Addressing Barriers to Learning: New Directions for Mental Health in Schools*
- C Mental Health in Schools: New Roles for School Nurses*
- C Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling (has an accompanying set of readings & tools)*

TRAINING TUTORIALS

- C Classroom Changes to Enhance and Reengage Students in Learning*
- C Support for Transitions*
- C Home involvement in Schooling*
- C Community Outreach*
- C Crisis/Emergency Assistance and Prevention*
- C Student and Family Assistance*
- C Creating an infrastructure for an Enabling (Learning Support) Component to address barriers to student learning*

Using the Modules and Tutorials to Train Others

A key aspect of building capacity at schools involves ongoing staff and other stakeholder learning and development.* Those who are responsible for facilitating the training of others can use the Center's Continuing Education Modules and Training Tutorials to upgrade their repertoire and as resources in providing stakeholder training opportunities. With respect to training others, below are a few general reminders.

C Start where they're at. Good learning and teaching experiences are built on the concept of a good "match" (or "fit"). This involves both capabilities *and* interest (e.g., motivational readiness). From this perspective, it is essential to work with learner perceptions about what they want to learn and how they want to learn it. Thus, you might begin by finding out from those at the school:

- T** What are their most pressing concerns (e.g., what range of topics are of interest, and within a broad topic, what subtopics would be a good starting point)?
- T** How deeply do they want to cover a given subject (e.g., brief overview or in-depth)?
- T** How would they like to organize learning opportunities?

Also, in terms of a good match, it is invaluable to capitalize on "teachable moments." Occurrences frequently arise at a school that result in the need for staff to learn something quickly. These teachable moments provide opportunities to guide staff to the type of resources included in the Continuing Education Modules and Training Tutorials. These resources can be drawn upon to create displays and provide handouts and then following-up by engaging staff in discussions to explore relevant experiences and insights.

C "Preheat" to create interest. Do some "social marketing." Put up some displays; provide prospective learners with a few interesting fact sheets; hold a brief event that focuses on the topic.

C Active Learning. Although reading is at the core of the modules and tutorials, active learning and doing is essential to good learning. Active learning can be done alone or in various group configurations. The point is to take time to think and explore. Study groups can be a useful format. Individual and group action research also provides application opportunities.

C Follow-up for ongoing learning. Provide information on resources for ongoing learning. Plan ways to offer follow-up discussions and exploration in general and in personalized ways with those who want and need more.

*There is a great deal of material discussing ways to pursue effective staff development in schools. An organization that is devoted to this arena is the National Staff Development Council (NSDC). Its library of information (see – <http://www.nsd.org/educatorindex.htm>) provides guidelines, tools, and access to the *Journal of Staff Development*. The organization's emphasis is on a "how-to" format, offering a variety of effective, step-by-step models developed by practitioners who base their methods on research and real-world experiences.



TRAINING TUTORIAL

The Center’s Training Tutorials are organized topically, with readings and related activities for “preheating,” active learning, and follow-up. All readings and activity guides are available on the website of the national *Center for Mental Health in Schools* at UCLA.

<http://smhp.psych.ucla.edu>

COMMUNITY OUTREACH: SCHOOL-COMMUNITY RESOURCES TO ADDRESS BARRIERS TO LEARNING

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Activity.	Use the various attached materials as stimuli and tools to focus application of what has been read	
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Activity.	Use the various attached materials as stimuli and tools to focus application of what has been read	
	(1) <i>School observation:</i> Mechanisms for Community Outreach (see attached guide)	89
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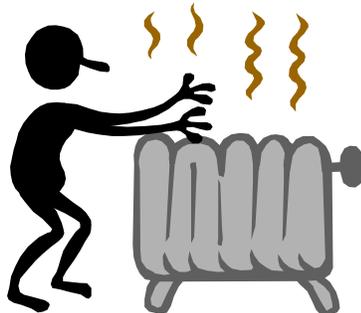
Follow-up for Ongoing Learning

- (1) The ***Quick Finds*** section of the Center website offers topic areas that are regularly updated with new reports, publications, internet sites, and centers specializing in the topic. Stakeholders can keep current on *Creating an Enabling Component* by visiting topic areas such as:
 - >Business Support for Schools
 - >Collaboration - school, community, interagency
 - >Community Outreach for Involvement and Support
 - >Memoranda of Agreements (including joining agency agreements)
 - >School and Community Collaboration
 - >School Linked Service
 - >Volunteers in Schools
- (2) Consider forming ongoing study groups.
- (3) Request ongoing inservice training on related matters.

Initial Resources to "Preheat" Exploration of this Matter

The following materials provide a brief introduction and overview to the ideas covered by the tutorial:

	Page
<i>School-Community Partnerships from the School's Perspective</i> (newsletter article)	2
<i>Volunteers: A Multifaceted Resource</i> (newsletter article) To view this and other newsletter editions online visit http://smhp.psych.ucla.edu/news.htm	9
In readying others for training in this matter, display the attached flyer and the above article on a training bulletin board and provide copies to interested staff.	
<i>Outreach to the Community to Strengthen How We Address Barriers to Learning</i> (Tutorial flyer)	10



Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634;
smhp@ucla.edu

Addressing Barriers

to Learning

New ways to think . . .

Better ways to link



Volume 4, Number 1
Winter, 1999

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 effectively 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

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 partnerships 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.

Contents

- C *Need some help? See page 3.*
- C *Pages 3 & 4 highlight some resources you may want to know about.*
- C *See page 9 for a self-study survey instrument related to school-community partnerships.*
- C *Page 12 outlines community resources that can partner with schools.*

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. Comprehensive 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	
<p>I. Initiation</p> <ul style="list-style-type: none"> A. <i>School-led</i> B. <i>Community-driven</i> <p>II. Nature of Collaboration</p> <ul style="list-style-type: none"> A. <i>Formal</i> <ul style="list-style-type: none"> C memorandum of understanding C contract C organizational/operational mechanisms B. <i>Informal</i> <ul style="list-style-type: none"> C verbal agreements C ad hoc arrangements <p>III. Focus</p> <ul style="list-style-type: none"> A. <i>Improvement of program and service provision</i> <ul style="list-style-type: none"> C for enhancing case management C for enhancing use of resources B. <i>Major systemic reform</i> <ul style="list-style-type: none"> C to enhance coordination C for organizational restructuring C for transforming system structure/function <p>IV. Scope of Collaboration</p> <ul style="list-style-type: none"> A. <i>Number of programs and services involved (from just a few -- up to a comprehensive, multifaceted continuum)</i> B. <i>Horizontal collaboration</i> <ul style="list-style-type: none"> C within a school/agency C among schools/agencies C. <i>Vertical collaboration</i> <ul style="list-style-type: none"> C within a catchment area (e.g., school and community agency, family of schools, two or more agencies) C among different levels of jurisdictions (e.g., community/city/county/state/federal) 	<p>V. Scope of Potential Impact</p> <ul style="list-style-type: none"> A. <i>Narrow-band -- a small proportion of youth and families can access what they need</i> B. <i>Broad-band -- all in need can access what they need</i> <p>VI. Ownership & Governance of Programs and Services</p> <ul style="list-style-type: none"> A. <i>Owned & governed by school</i> B. <i>Owned & governed by community</i> C. <i>Shared ownership & governance</i> D. <i>Public-private venture -- shared ownership & governance</i> <p>VII. Location of Programs and Services</p> <ul style="list-style-type: none"> A. <i>Community-based, school-linked</i> B. <i>School-based</i> <p>VIII. Degree of Cohesiveness among Multiple Interventions Serving the Same Student/Family</p> <ul style="list-style-type: none"> A. <i>Unconnected</i> B. <i>Communicating</i> C. <i>Cooperating</i> D. <i>Coordinated</i> E. <i>Integrated</i>

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, substance 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, recreation, and enrichment, such as tutoring, youth sports and clubs, art, music, museum programs, (c) build systems of care, such as case management 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 empowerment. 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.

¹In 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.

²As 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 development 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.

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

- C 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
- C 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
- C delineate high level *leadership assignments* and underwrite essential *leadership/management training* re. vision for change, how to effect such changes, how to institutionalize the changes, and generate ongoing renewal
- C establish institutionalized *mechanisms to manage and enhance resources* for school-community partnerships and related systems (focusing on analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening ongoing efforts)
- C 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 development 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
- C 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, technologically 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 youngsters 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 community resources at all levels and (b) sustains partnerships 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 supported 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.

References

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Lessons Learned

Volunteers: A Multifaceted Resource



Everyone knows schools have a big job to do and too few resources to do it. Volunteers are not *the* answer, but they can play a role in helping schools do much more in addressing barriers to learning. From the front office to the classroom, before school, after school, and on weekends – volunteers can assist. And in doing so, they ease the burden on staff, improve the status of students and their families, and reap a host of benefits to themselves.

Schools have always used volunteer help. However, they do not always use such resources in a multifaceted way. This is unfortunate because, with relatively little expense, volunteers can (a) be the backbone of newcomer welcoming and social support programs, (b) assist with specific students in ways that minimize class disruptions and facilitate positive performance, enabling teachers to personalize instruction, (c) help with school recreational, enrichment, and tutorial programs, (d) provide general assistance to staff on countless everyday tasks that must be done, freeing other school personnel to meet students' needs more effectively, (e) broaden students' experiences through interaction with volunteers, and (f) strengthen school-community understanding and relations.

With the renewed interest in "volunteerism" and "service learning," schools have a wonderful chance to capitalize on what will be an increasing pool of talent. The key to doing so effectively is making recruitment, training, and daily maintenance of a volunteer force part of a school's everyday agenda.

Using Volunteers in Many Roles

- I. Welcoming and Social Support
 - A. In the Front Office
 1. Greeting and welcoming
 2. Providing information to those who come to the front desk
 3. Escorting guests, new students/families to destinations on the campus
 4. Orienting newcomers
 - B. Staffing a Welcoming Club
 1. Connecting newly arrived parents with peer buddies
 2. Helping develop orientation and other information resources for newcomers
 3. Helping establish newcomer support groups
- II. Working with Designated Students in the Classroom
 - A. Helping to orient new students
 - B. Engaging disinterested, distracted, and distracting students
 - C. Providing personal guidance and support for specific students in class to help them stay focused and engaged
- III. Providing Additional Opportunities and Support in Class and on the Campus as a Whole by Helping Develop and Staff
 - A. Recreational and enrichment activity
 - B. Tutoring
 - C. Mentoring
- IV. Helping Enhance a Positive Climate Throughout the School (including assisting with "chores")
 - A. Assisting with Supervision in Class and Throughout the Campus
 - B. Contributing to Campus "Beautification"
 - C. Helping Get Materials Ready

Volunteers Helping with Targeted Students

Volunteers can be especially helpful working under the direction of the classroom teacher to establish a supportive relationship with students having trouble adjusting to school. Every teacher has had the experience of planning a wonderful lesson and having the class disrupted by one or two students. Properly trained volunteers can help minimize such disruptions by re-engaging an errant student. When a teacher has trained a volunteer to focus on designated students, the volunteer knows to watch for and move quickly at the first indication that a student needs special guidance and support. The strategy involves quickly sitting down next to and quietly engaging the youngster. If necessary, the volunteer takes the student to a quiet area in the classroom and initiates another activity or even goes out for a brief walk and talk if feasible. None of this is a matter of rewarding the student for bad behavior. Rather, it is a strategy for avoiding the tragedy of disrupting the whole class while the teacher reprimands the culprit and, in the process, increases that student's negative attitudes toward teaching and school. This use of a volunteer enables the teacher to continue teaching, and as soon as time permits, it allows the teacher to explore with the student ways to make the classroom a mutually satisfying place. Moreover, by handling the matter in this way, the teacher is likely to find the student more receptive to discussing matters than often is the case when the usual "logical consequences" are administered (e.g., loss of privileges, sending the student to time-out or to the office).

*For more on this topic, see the Center's TA Packet on Volunteers and the guidebook: *What Schools Can Do to Welcome and Meet the Needs of All Students And Families.*

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.**

**School Mental Health Project/
Center for Mental Health in Schools
Department of Psychology, UCLA
Los Angeles, CA 90095-1563
PX-94**

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Flyer

*Outreach to the Community to
Strengthen How We Address
Barriers to Learning*



How can involving the community help schools?

What is the range of ways the community can help?

How can we create these connections?

Want to learn more?

See the brief articles that have been posted_____.

Join in a tutorial on:

***School-Community Resources to
Addressing Barriers to Learning***

Time:

Place:

Topic 1: New Ways for Schools to Engage the Community

Reading & Activity

		Page
Reading.	From: <i>School-Community Partnerships: A Guide</i> , see “State of the Art” (pp.9-15)	12
Activity.	Use the various attached materials as stimuli and tools to focus application of what has been read	
	(1) <i>Outline What Has Been Learned so Far</i> - Use the attached worksheet to develop a brief outline of what you have learned about how schools can outreach to their communities to strengthen outcomes for all students.	20
	(2) <i>Discussion Session Exploring the Outlined Features</i> – See the attached guide sheet for ideas about forming an informal discussion and/or a formal study group.	21
	(3) <i>Outline revision</i> - (see the attached guide for suggestions about making ongoing revisions in the outline)	22
	(4) <i>Review the self-study survey entitled: Community Outreach for Involvement and Support (including volunteers)</i> (attached)	23



Source: UCLA Center for
Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634;
smhp@ucla.edu

Excerpt From
(p. 9-15)

School-Community Partnerships: A Guide



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://smhp.psych.ucla.edu>)

This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA.
Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563
(310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu Website: <http://smhp.psych.ucla.edu>

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.

State of the Art

A growing
movement
across
the country



School and community agency personnel long have understood that if schools and their surrounding neighborhoods are to function well and youth are to develop and learn effectively, a variety of facilitative steps must be taken and interfering factors must be addressed. All across the country, there are demonstrations of 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 aim of such initiatives is to improve coordination and eventually integrate many programs and enhance their linkages to school sites. To these ends, major demonstration projects across the country are incorporating as many health, mental health, and social services as feasible into "Centers" (including school-based health centers, family centers, parent centers) established at or near a school and are adopting terms such as school-linked services, coordinated services, wrap-around services, one-stop shopping, full service schools, systems of care, and community schools.

One sees projects focused on (a) improving access to health (e.g., immunizations, substance abuse programs, asthma care, pregnancy prevention) and social services (e.g., foster care, family preservation, child care), (b) expanding after school academic, recreation, and enrichment programs (e.g. tutoring, youth sports and clubs, art, music, museum and library programs) (c) building wrap around services and systems of care for special populations (e.g., case management and specialized assistance), (d) reducing delinquency (truancy prevention, conflict mediation, violence prevention), (e) transition to work/career/postsecondary education (mentoring, internships, career academies, job placement), and (f) school and community improvement (e.g., adopt-a-school, volunteers and peer programs, 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.

Schools as hubs

For example, some initiatives for school-linked services* have meshed with the emerging movement to expand community strategies and enhance the infrastructure for youth development. This growing youth development movement encompasses a range of concepts and practices aimed at promoting protective factors, asset-building, wellness, and empowerment. Included are (a) some of the full service school approaches, (b) efforts to establish “community schools,” (c) programs for community and social capital mobilization, 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 participation varies greatly, as does the motivation for the involvement. Youth development initiatives clearly 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 is enhancing this view by expanding opportunities for recreation, enrichment, academic supports, and child care. Adult education and training at 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.

Enhanced support, access, & impact

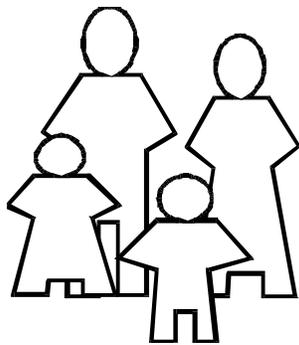
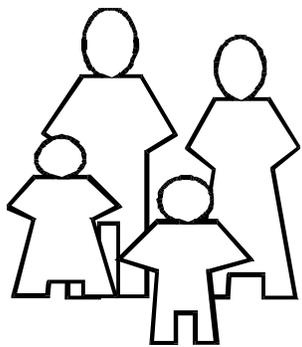
Interest in school-community collaborations is growing at an exponential rate. For schools, such partnerships are seen as one way to provide more support for schools, students, and families. For agencies, connection with schools is seen as providing better access to families and youth and thus as providing an opportunity to reach and have an impact on hard-to-reach clients. The interest in school-community collaboration is bolstered by the renewed concern for countering 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.

* 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.

There is no complete catalogue of school-community initiatives. A sampling of types of activity and analyses suggesting trends can be found in various works. A few conclusions from several resources follow.

“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.”

Hardiman, Curcio,
& Fortune (1998)



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.*

"multiple and interrelated problems . . . require multiple and interrelated solutions"

Schorr (1997)

Schorr (1997) approaches the topic from the perspective of strengthening families and neighborhoods and describes a variety of promising community and school partnerships (see examples in Appendix B). Based on her analysis of such programs, she 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."

"the ability of school-community initiatives to strengthen school functioning develops incrementally"

Melville & Blank (1998)

Melville and Blank (1998) surveyed a sample of 20 school-community initiatives (see Appendix C). They 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. Based on their analysis, they suggest (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. (p. 100) They also stress that "the ability of school-community initiatives to strengthen school functioning develops incrementally," with the first impact seen

*As the notion of school-community collaboration spreads, the terms services and programs are used interchangeably and the adjective comprehensive often is appended. This leads to confusion, especially since addressing a full range of factors affecting young people's development 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.

in improved school climate. (p.100) 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. (p. 101)

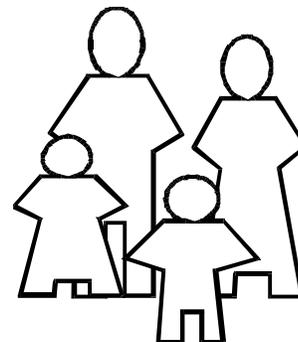
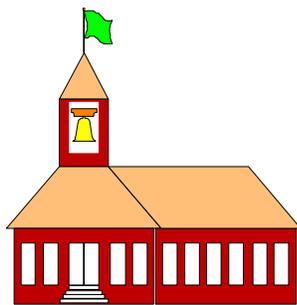
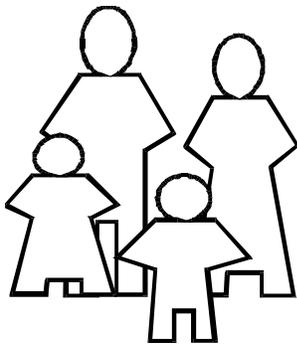
too little thought has been given to the importance of connecting community programs with existing school operated support programs

Findings from the work of the Center for Mental Health in Schools (e.g., 1996;1997) are in considerable agreement with the above. 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. It appears that too little thought has been given to the importance of *connecting* community programs with existing school operated support programs.*

* 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. 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. Related to all this has been a rise in 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.

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 access to services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and family involvement.



The Data Suggest School-Community Collaborations Can Work, But . . .

We all know that public schools and community agencies are under constant attack because of poor outcomes. We know that some reforms are promising but, in some settings, appear not to be sufficient for doing the assigned job. As new ideas emerge for doing the job better, policy makers and practitioners are caught in a conundrum. They must do something more, but they don't have the money or time to do all that is recommended by various experts.

A nice way out of the conundrum would be a policy of only adopting proven practices. The problem is that too many potentially important reforms have not yet been tried. This is especially the case with ideas related to comprehensive systemic restructuring. And so asking for proof is putting the cart before the horse. The best that can be done is to look at available evidence to see how effective current programs are. Because of the categorical and fragmented way in which the programs have been implemented, the major source of data comes from evaluations of special projects. A reasonable inference from available evidence is that school-community collaborations can be successful and cost effective over the long-run. By placing staff at schools, community agencies enable easier access for students and families -- especially in areas with underserved and hard to reach populations. Such efforts not only provide services, they seem to encourage schools to open their doors in ways that enhance family involvement. Analyses suggest better outcomes are associated with empowering children and families, as well as with having the capability to address diverse constituencies and contexts. Families using school-based centers are described as becoming interested in contributing to school and community by providing social support networks for new students and families, teaching each other coping skills, participating in school governance, helping create a psychological sense of community, and so forth. Another outcome of school-community collaborations is the impact on models for reform and restructuring.*

However, because the interventions and evaluations have been extremely limited in nature and scope, so are the results. Comprehensive approaches have not been evaluated, and meta-analyses have been conducted in only a few areas. Moreover, when successful demonstration projects are scaled-up and carried out under the constraints imposed by extremely limited resources, the interventions usually are watered-down, leading to poorer results. In this respect, Schorr's (1997) cogent analysis is worth noting: "If we are to move beyond discovering one isolated success after another, only to abandon it, dilute it, or dismember it before it can reach more than a few, we must identify the forces that make it so hard for a success to survive." She then goes on to suggest the following seven attributes of highly effective programs. (1) They are comprehensive, flexible, responsive, and persevering. (2) They see children in the context of their families. (3) They deal with families as parts of neighborhoods and communities. (4) They have a long-term, preventive orientation, a clear mission, and continue to evolve over time. (5) They are well managed by competent and committed individuals with clearly identifiable skills. (6) Their staffs are trained and supported to provide high-quality, responsive services. (7) They operate in settings that encourage practitioners to build strong relationships based on mutual trust and respect.

*For example, see Allensworth, Wyche, Lawson, & Nicholson (1997), Brewer, Hawkins, Catalano, & Neckerman (1995), Carnegie Council on Adolescent Development (1988), Durlak & Wells (1997), Dryfoos (1994, 1998), Gottfredson (1997), Hoagwood & Erwin (1997), Knapp (1995), Schorr (1988, 1998), SRI (1996), U.S. Department of Health and Human Services (1994), U.S. General Accounting Office (1993), Weissberg, Gullotta, Hamptom, Ryan, & Adams (1997), White & Wehlage (1995).

Outline What Has Been Learned So Far

Use this worksheet to develop a brief outline describing what you have learned about how school outreach to the surrounding community to involve them with the school.

To help organize your response, think in terms of the following:

What ways can a school try to involve

(1) student's families as a general resource for the school?

(2) volunteers and mentors?

(3) local businesses?

(4) service agencies?

(5) Others

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634;
smhp@ucla.edu

Discussion Session to Explore the Outlined Features

One of the best ways to explore what you are learning is to discuss it with others. Although this can be done informally with friends and colleagues, a regular study group can be a wonderful learning experience – if it is properly designed and facilitated.

Below are a few guidelines for study groups involved in pursuing a Training Tutorial.

- (1) Put up a notice about the Training Tutorial, along with a sign up list for those who might be interested participating in a study group as they pursue the tutorial. On the sign-up list, offer several times for a meeting to organize the group.
- (2) Inform interested parties about the where and when of the meeting to organize the group.
- (3) Group decides on the following:
 - (a) meeting time, place, number and length of sessions, amenities, etc.
 - (b) how to handle session facilitation (e.g., starting and stopping on time, keeping the group task-focused and productive)
- (4) All group members should commit to keeping the discussion focused as designated by the tutorial content and related activities. If the discussion stimulates other content, set up a separate opportunity to explore these matters.

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634;
smhp@ucla.edu

Outline Revision

U *What more has been learned?*

U *What major shifts have occurred in thinking?*

After any discussion and as other aspects of the tutorial are explored, it is important to revisit the outline of what you are learning about community outreach and consider what revisions may be in order.

Because of the fundamental nature of the topic, we recommend creating a personal journal in which new ideas and insights are regularly recorded to various key facets of the school's efforts to address barriers to learning and teaching. One section of the journal should focus on community outreach efforts. A periodic review of the journal provides an ongoing process for considering revision in the ever-developing outline that reflects your ongoing learning.

Also, if feasible, it is useful to pull together the study group periodically to discuss any major changes in thinking.

Review the Self-Study Survey Entitled: Community Outreach for Involvement & Support

Attached is a self-study survey. For purposes of this tutorial, just read over the items. These provide a sense of what might take place related to enhancing community involvement and support.

After reviewing the items, list below any additional activities you think you would want in place at your school to enhance efforts to outreach to involve the community.

The survey itself can be used at school in a number of ways (see the introductory page entitled: “About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning”).

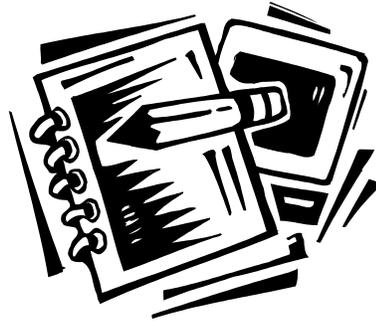


Excerpt From:

From the Center's Clearinghouse . . . *

A Resource Aid Packet on

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



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://www.smhp.psych.ucla.edu>).

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Address: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563
Phone: (310) 825-3634 | Fax: (310) 206-8716 | E-mail: smhp@ucla.edu | Website: <http://smhp.psych.ucla.edu>

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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 Learning Supports System Status, there are self-study surveys to help think about ways to address barriers to student learning by enhancing

- Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning
- Crisis Assistance and Prevention
- Support for Transitions
- Home Involvement in Schooling
- Community Outreach for Involvement and Support
- Student and Family Assistance Programs and Services
- School-Community Collaboration

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

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

Done right it can

- C counter fragmentation and redundancy
- C mobilize support and direction
- C enhance linkages with other resources
- C facilitate effective systemic change
- C 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

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

This provides a basis for a discussion that

- C 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).
- C decides about what resources can be redeployed to enhance current efforts that need embellishment
- C identifies gaps with respect to important areas of need.
- C establishes priorities, strategies, and timelines for filling gaps.

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

Community Outreach for Involvement and Support: A Self-study Survey

Schools can do their job better when they are an integral and positive part of the community. For example, it is a truism that learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (not just the school) provide learning opportunities. *Anyone in the community who wants to facilitate learning might be a contributing teacher.* This includes aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, college students, etc. They all constitute what can be called *the teaching community*. When a school successfully joins with its surrounding community, everyone has the opportunity to learn and to teach.

Another key facet of community involvement is opening up school sites as places where parents, families, and other community residents can engage in learning, recreation, enrichment, and find services they need. This encompasses outreach to the community to collaborate to enhance the engagement of young people to directly strengthen youngsters, families, and neighborhoods. In this respect, increasing attention is paid to interventions to promote healthy development, resiliency, and assets.

For schools to be seen as an integral part of the community, outreach steps must be taken to create and maintain linkages and collaborations. The intent is to maximize mutual benefits, including better student progress, an enhanced sense of community, community development, and more. In the long run, the aims are to strengthen students, schools, families, and neighborhoods. Outreach focuses on public and private agencies, organizations, universities, colleges, and facilities; businesses and professional organizations and groups; and volunteer service programs, organizations, and clubs. Greater volunteerism on the part of parents, peers, and others from the community can break down barriers and increase home and community involvement in schools and schooling. Over time, this area can include systems and programs designed to (a) recruit a wide range of community involvement and support, (b) train, screen, and maintain volunteers, (c) reach out to students and families who don't come to school regularly – including truants and dropouts, (d) connect school and community efforts to promote child and youth development, and (e) enhance community-school connections and sense of community.

Community Outreach for Involvement and Support

Indicate all items that apply.

I. Planning and Implementing Outreach to Recruit a Wide Range of Community Resources

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

A. From which of the following sources are participants recruited?				
1. public community agencies, organizations, facilities, and providers	___	___	___	___
2. private community agencies, organizations, facilities, and providers	___	___	___	___
3. business sector	___	___	___	___
4. professional organizations and groups	___	___	___	___
5. volunteer service programs, organizations, & clubs	___	___	___	___
6. universities and colleges	___	___	___	___
7. other (specify) _____	___	___	___	___
B. Indicate current types of community involvement at the school				
1. mentoring for students and families	___	___	___	___
2. volunteer functions	___	___	___	___
3. a community resource pool that provides expertise as requested, such as				
>artists	___	___	___	___
>musicians	___	___	___	___
>librarians	___	___	___	___
>health and safety programs	___	___	___	___
>other (specify) _____	___	___	___	___
4. formal agency and program linkages that result in community health and social services providers coming to the site, such as				
>after school programs coming to the site	___	___	___	___
>services programs providing direct access to referrals from the site	___	___	___	___
>other (specify) _____	___	___	___	___
5. formal 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)	___	___	___	___
>creating awards and incentives	___	___	___	___
>providing job-shadowing opportunities	___	___	___	___
>creating jobs	___	___	___	___
>other (specify) _____	___	___	___	___
6. formal arrangements that connect school and community for enhancing child and youth development	___	___	___	___

Community Outreach for Involvement and Support (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C. With specific respect to volunteers				
1. What types of volunteers are used at the site?				
>nonprofessionals				
>>parents	___	___	___	___
>>college students	___	___	___	___
>>senior citizens	___	___	___	___
>>business people	___	___	___	___
>>peer and cross age tutors	___	___	___	___
>>peer and cross age counselors	___	___	___	___
>>paraprofessionals	___	___	___	___
>professionals-in-training (specify) _____	___	___	___	___
>professionals (pro bono) (specify) _____	___	___	___	___
>other (specify) _____	___	___	___	___
2. Who do volunteers assist?				
>administrators	___	___	___	___
>assist teachers	___	___	___	___
>assist other staff	___	___	___	___
>others (specify) _____	___	___	___	___
3. In which of the following ways do volunteers participate?				
>providing general classroom assistance	___	___	___	___
>assisting with targeted students	___	___	___	___
>assisting after school	___	___	___	___
>providing special tutoring	___	___	___	___
>helping students with attention problems	___	___	___	___
>helping with bilingual students	___	___	___	___
>helping address other diversity matters	___	___	___	___
>helping in the cafeteria	___	___	___	___
>helping in the library	___	___	___	___
>helping in computer lab	___	___	___	___
>helping on class trips	___	___	___	___
>helping with homework helplines	___	___	___	___
>working in the front office	___	___	___	___
>helping welcome visitors	___	___	___	___
>helping welcome new enrollees & their families	___	___	___	___
>phoning or emailing home about absences	___	___	___	___
>outreaching to the home	___	___	___	___
>acting as mentors or advocates for students, families, staff	___	___	___	___
>assisting with school up-keep and beautification efforts	___	___	___	___
>helping enhance public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
>other (specify) _____	___	___	___	___

II. Systems to Recruit, Screen, Prepare, and Maintain Community Resource Involvement

A. Are there systems and programs specifically designed to				
1. recruit community stakeholders?	___	___	___	___
2. Orient and welcome community stakeholders who have been recruited for school involvement and support?	___	___	___	___
3. enhance the volunteer pool?	___	___	___	___
4. screen volunteers?	___	___	___	___
5. train volunteers?	___	___	___	___
6. maintain volunteers?	___	___	___	___

Topic 2 : A Look at Programs That Work to Engage the Community With the School

Reading & Activity

	Page
Reading.	
From: <i>School Community Partnerships</i> (pp.2 - 9)	33
From: <i>A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning</i> (pp. 64, f-6 and Appendix F).	43
Activity.	
Use the various attached materials as stimuli and tools to focus application of what has been read	
(1) <i>Write and discuss:</i> What does your school currently do to address these matters? (Use the attached worksheet as guide)	62
(2) <i>What would you add?</i> (see attached guide and accompanying self-study survey entitled <i>School-Community Partnerships</i> as an aide. Note: this survey complements the one entitled: <i>Community Outreach for Involvement and Support</i>)	63

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smhp@ucla.edu

Excerpt From
(p. 2-8)

School-Community Partnerships: A Guide



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Why School-Community Partnerships?

To enhance effectiveness

Increasingly, it is becoming evident that schools and communities should work closely with each other to meet their mutual goals. With respect to addressing barriers to development and learning and promoting healthy development, schools are finding they can do their job better when they are an integral and positive part of the community. Indeed, for many schools to succeed with their educational mission, they must have the support of community resources such as family members, neighborhood leaders, business groups, religious institutions, public and private agencies, libraries, parks and recreation, community-based organizations, civic groups, local government. Reciprocally, many community agencies can do their job better by working closely with schools. On a broader scale, many communities need schools to play a key role in strengthening families and neighborhoods.

For schools and other public and private agencies to be seen as integral parts of the community, steps must be taken to create and maintain various forms of collaboration. Greater volunteerism on the part of parents and others from the community can break down barriers and help increase home and community involvement in schools. Agencies can make services more accessible by linking with schools and enhance effectiveness by integrating with school programs. Clearly, appropriate and effective collaboration and teaming are key facets of addressing barriers to development, learning, and family self-sufficiency.

To provide a comprehensive, multifaceted, and integrated continuum of interventions

While informal school-community linkages are relatively simple to acquire, establishing major long-term connections is complicated. They require vision, cohesive policy, and basic systemic reforms. The complications are readily seen in efforts to evolve a comprehensive, multifaceted, and integrated continuum of school-community interventions. Such a comprehensive continuum involves more than connecting with the community to enhance resources to support instruction, provide mentoring, and improve facilities. It involves more than establishing school-linked,

integrated health/human services and recreation and enrichment activities. It requires comprehensive strategies that are multifaceted. Such a continuum of interventions can only be achieved through school-community connections that are formalized and institutionalized, with major responsibilities shared. (For an example, see Appendix A.)

To support
all youth &
families.

Strong school-community connections are especially critical in impoverished communities where schools often are the largest piece of public real estate and also may be the single largest employer. As such they are indispensable to efforts designed to strengthen families and neighborhoods. Comprehensive school-community partnerships allow all stakeholders to broaden resources and strategies to enhance caring communities that support all youth and their families and enable success at school and beyond.

Comprehensive school-community partnerships represent a promising direction for efforts to generate essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighborhoods. Building such partnerships calls for 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.

Hawaii's Healthy Children Healthy Communities Model stresses the importance using school-community partnerships to develop a systemic, comprehensive, multifaceted approach. They note: "A systemic approach recognizes that no one program, no matter how well designed it is, will work for all participants." Their model, "which is comprehensive in nature, goes an important step beyond assuming that a process which has been developed is systemic simply because it has a comprehensive foundation. The interactions between essential environments (e.g., culture, community, school, family, peers) need to be in sync, understood, and explained in how they are coherently pushing in the same direction for desired wellness outcomes. A systemic approach is fluid, dynamic, interactive -- a cohesive process supporting outcome for a shared vision. Key components offer:

- * **comprehensive integration** of all the essential strategies, activities, and environments of school, community, family, students, and peers;
- * **prevention** rather than crisis orientation by offering young people support and opportunities for growth;
- * **collaborative partnerships** between policymakers, departmental managers, schools, community health and social agencies, businesses, media, church groups, university and colleges, police, court, and youth groups; and
- * **local decision-making** empowering communities to produce change for youth by recognizing and solving their own problems and practicing an assets-based approach in program development.

What are School-Community Partnerships?

Definitions

One recent resource defines a school-community partnership as:

An intentional effort to create and sustain relationships among a K-12 school or school district and a variety of both formal and informal organizations and institutions in the community (Melaville & Blank, 1998).

For purposes of this guide, the *school* side of the partnership can be expanded to include pre-k and post secondary institutions.

Defining the *community* facet is a bit more difficult. People often feel they belong to a variety of overlapping communities -- some of which reflect geographic boundaries and others that reflect group associations. For purposes of this guide, the concept of community can be expanded to encompass the entire range of *resources* (e.g., all stakeholders, agencies and organizations, facilities, and other resources -- youth, families, businesses, school sites, community based organizations, civic groups, religious groups, health and human service agencies, parks, libraries, and other possibilities for recreation and enrichment).

The term partnership also may be confusing in practice. Legally, it implies a formal, contractual relationship to pursue a common purpose, with each partner's decision-making roles and financial considerations clearly spelled out. For purposes of this guide, the term partnerships is used loosely to encompass various forms of temporary or permanent structured connections among schools and community resources. Distinctions will be made among those that connect for purposes of communication and cooperation, those that focus on coordinating activity, those concerned with integrating overlapping activity, and those attempting to weave their responsibilities and resources together by forming a unified entity. Distinctions will also be made about the degree of formality and the breadth of the relationships.

As should be evident, these definitions are purposefully broad to encourage "break-the-mold" thinking about possible school-community connections. Partnerships may be established to enhance programs by increasing availability and access and filling gaps. The partnership may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; shared underwriting of some activity; 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.*

*School-community partnerships are often referred to as collaborations. There are an increasing number of meetings among various groups of collaborators. Sid Gardner has cautioned that, rather than working out true partnerships, there is a danger that people will just sit around engaging in "collabo-babble." Years ago, former Surgeon General Jocelyn Elders cited the cheek-in-tongue 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 partnerships 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. 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.

Comprehensive partnerships represent a promising direction for efforts to generate essential interventions 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.

Dimensions and Characteristics

Because school-community partnerships differ from each other, it is important to be able to distinguish among them. An appreciation of key dimensions helps in this respect. Although there are many characteristics that differentiate school-community collaborations, those outlined in Table 1 will suffice to identify key similarities and differences.

Table 1

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 and 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

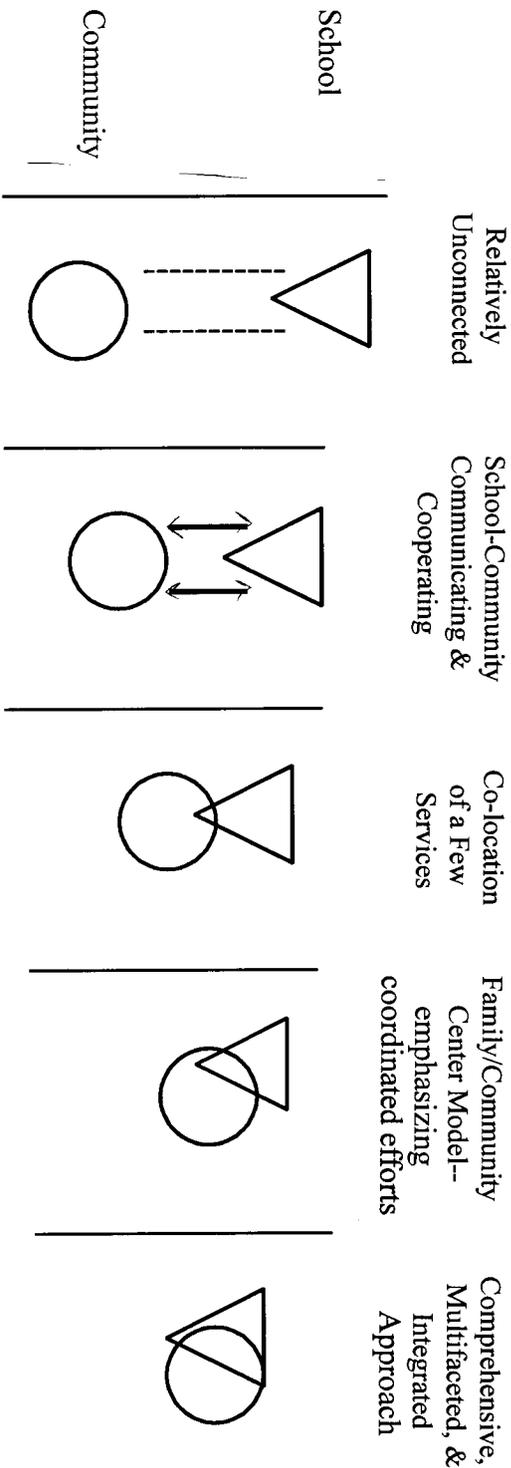
E. Integrated

Figure 1A. Framework outlining areas for school-community collaborations.

	Health (physical, mental)	Education (regular/special trad./alternative)	Social Services	Work/ Career	Enrichment/ Recreation	Juvenile Justice	Neighborhood/ Comm. Improvement
Prevention							
Early-After- Onset Intervention							
Treatment of Chronic & Severe Problems							

Level of Initiatives: National (federal/private), State-wide, Local, School/neighborhood

Figure 1B. Nature and scope of collaboration.



Principles

Those who create school-community partnerships subscribe to certain principles.

In synthesizing “key principles for effective frontline practice,” Kinney, Strand, Hagerup, and Bruner (1994) caution that care must be taken not to let important principles simply become *the rhetoric of reform, buzzwords that are subject to critique as too fuzzy to have real meaning or impact . . . a mantra . . . that risks being drowned in its own generality.*

Below and on the following page are some basic tenets and guidelines that are useful referents in thinking about school-community partnerships and the many interventions they encompass. With the above caution in mind, it is helpful to review the ensuing lists. They are offered simply to provide a sense of the philosophy guiding efforts to address barriers to development and learning, promote healthy development, and strengthen families and neighborhoods.

As guidelines, Kinney et al (1994) stress:

- *a focus on improving systems, as well as helping individuals*
- *a full continuum of interventions*
- *activity clustered into coherent areas*
- *comprehensiveness*
- *integrated/cohesive programs*
- *systematic planning, implementation, and evaluation*
- *operational flexibility and responsiveness*
- *cross disciplinary involvements*
- *deemphasis of categorical programs*
- *school-community collaborations*
- *high standards-expectations-status*
- *blending of theory and practice*

Interventions that are:

- *family-centered, holistic, and developmentally appropriate*
- *consumer-oriented, user friendly, and that ask consumers to contribute*
- *tailored to fit sites and individuals*

Interventions that:

- *are self-renewing*
- *embody social justice/equity*
- *account for diversity*
- *show respect and appreciation for all parties*
- *ensure partnerships in decision making/shared governance*
- *build on strengths*
- *have clarity of desired outcomes*
- *incorporate accountability*

(cont on next page)

The following list reflects guidelines widely advocated by leaders for systemic reforms who want to evolve a comprehensive, multifaceted, and integrated continuum of interventions.

An infrastructure must be designed to ensure development of a continuum that

includes a focus on prevention (including promotion of wellness), early-age and early-after-onset interventions, and treatment for chronic problems,

is comprehensive (e.g., extensive and intensive enough to meet major needs)

is coordinated-integrated (e.g., ensures collaboration, shared responsibility, and case management to minimize negative aspects of bureaucratic and professional boundaries),

is made accessible to all (including those at greatest risk and hardest-to-reach),

is of the same high quality for all,

is user friendly, flexibly implemented, and responsive,

is guided by a commitment to social justice (equity) and to creating a sense of community,

uses the strengths and vital resources of all stakeholders to facilitate development of themselves, each other, the school, and the community,

is designed to improve systems and to help individuals, groups, and families and other caretakers,

deals with the child holistically and developmentally, as an individual and as part of a family, and with the family and other caretakers as part of a neighborhood and community (e.g., works with multigenerations and collaborates with family members, other caretakers, and the community),

is tailored to fit distinctive needs and resources and to account for diversity,

is tailored to use interventions that are no more intrusive than is necessary in meeting needs (e.g., least restrictive environment)

facilitates continuing intellectual, physical, emotional and social development, and the general well being of the young, their families, schools, communities, and society,

is staffed by stakeholders who have the time, training, skills and institutional and collegial support necessary to create an accepting environment and build relationships of mutual trust, respect, and equality,

is staffed by stakeholders who believe in what they are doing,

is planned, implemented, evaluated, and evolved by highly competent, energetic, committed and responsible stakeholders.

Furthermore, infrastructure procedures should be designed to

ensure there are incentives (including safeguards) and resources for reform,

link and weave together resources owned by schools and other public and private community entities,

interweave all efforts to (a) facilitate development and learning, (b) manage and govern resources, and (c) address barriers to learning,

encourage all stakeholders to advocate for, strengthen, and elevate the status of young people and their families, schools, and communities,

provide continuing education and cross-training for all stakeholders,

provide quality improvement and self-renewal,

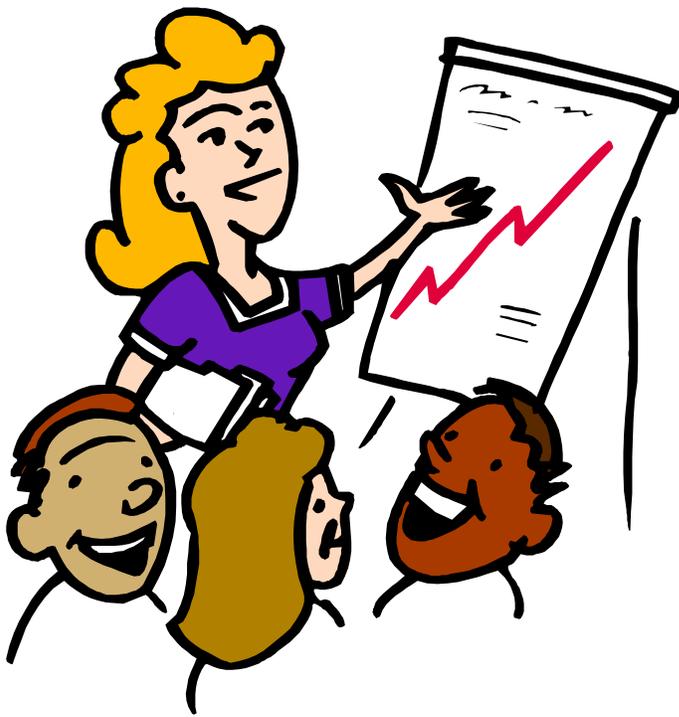
demonstrate accountability (cost-effectiveness and efficiency) through quality improvement evaluations designed to lead naturally to performance-based evaluations.



Technical Assistance Sampler

Excerpt From

A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning



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Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563

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F. Community Outreach for Involvement and Support

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. A Family and Community Service Center Facility would be an ideal context for some of this activity. Outcomes include specific measures of community participation and indices of student progress and community enhancement related to use of volunteers and use of additional community resources.



Work in this area requires (1) programs to recruit community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and individuals with special expertise and resources; local businesses to adopt-a-school and provide resources, award, 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 and 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), (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), and (5) relevant education for stakeholders.*

- 1. Mentor/volunteer programs**
- 2. School-community partnerships**
- 3. Economic development**

*The range of activity related to community outreach is outlined extensively in a set of self-study surveys available from our Center. (See Part VI for information on how to access these instruments.)

State of the Art for Community Outreach for Involvement and Support



Mentoring and volunteer programs have increasingly popular. Available data support their value for both students and those from the community who offer to provide such supports. Student outcomes include positive changes in attitudes, behavior, and academic performance (including improved school attendance, reduced substance abuse, less school failure, improved grades).

Also increasing in popularity are programs that outreach to the community to develop school-community collaborations. Indeed, 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.

(cont.)

Community Outreach (cont.)

Many of these collaborations involve efforts to create comprehensive approaches to support and strengthen students, families, and neighborhoods (see Part IV). The complexity of the work is making program evaluation difficult to carry out. Based on her analysis of such programs, Schorr (1997) 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."

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 access to services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and family involvement. A few have encompassed concerns for economic development and have



demonstrated the ability to increase job opportunities for young people. At the same time, where the primary emphasis of school-community collaborations has been on restructuring community programs and co-locating some services on school sites, one negative side effect is the emergence of a new form of fragmentation as community and school professionals engage in a form of parallel play at school sites.

unsound ways. We will do so when we have time to track down original sources, and future drafts of this document will address the problem as well as including other facets of intervention related to this area. In this respect, we would appreciate any information readers can send us about well-designed evaluations of interventions that should be included and about any of the cited work that should be excluded.

*Given the pressure to compile outcome findings relevant to addressing barriers to student learning, as a first step we simply have gathered and tabulated information from secondary sources (e.g., reviews, reports). Thus, unlike published literature reviews and meta analyses, we have not yet eliminated evaluations that were conducted in methodologically

Table F. Community Outreach for Involvement and Support

1. Mentor / Volunteer Programs					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcomes	Nature of Academic Improvement
<i>a. Research review of volunteering effects on the young volunteer</i>	Various	Adolescents	Student	Volunteering relates to reduced rates of suspension from school, school dropout, teen pregnancy, improved self-concept, improved achievement, and better attitude toward society. The conditions of volunteering (e.g., number of hours, type of work), and age of volunteer can effect outcomes	Review indicated that volunteering relates to reduced rates of course failure and improvement in reading grades.
<i>b. Big Brothers / Big Sisters of America</i>	18-month experimental evaluation	Young children in need for guidance	Student	Mentored youth were 70% less likely to engage in drug or alcohol use, one-third less likely to hit someone, and skipped fewer classes and half as many days of school. Improved relations with parents and peers. Some achievement gains.	Mentored youth showed modest gains in their grade point averages with the strongest gains among the Little Sisters. They also felt more competent about doing their schoolwork.
<i>c. Juvenile Mentoring Program (JUMP)</i>	2-year evaluation	At-risk young people in need of positive role models	Student	Mentoring reduces anti-social behavior, including alcohol and other drug abuse. 30% of the participants showed improvement in their school attendance and performance, 35% showed improvement in their general behavior, and 48% increased the frequency of appropriate interactions with peers.	30% of the participants showed improvement in their school performance.

* For more information on each program, project, or article, see Appendix F.

Table F. Community Outreach for Involvement and Support

1. Mentor / Volunteer Programs, cont.					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcomes	Nature of Academic Improvement
<i>d. Volunteers in Maryland's schools</i>	ongoing	Schools in Maryland	School system, Student	School programs have been positively impacted by volunteer services, including an increase in resources for instructional programs, improvement in students' behaviors, and more use of school facilities after regular school hours. Volunteer services were seen as making a significant contribution to school programs.	None cited
<i>e. Volunteer projects in San Francisco</i> <i>(1) Project Book Your Time,</i> <i>(2) Project Interconnections II,</i> <i>(3) Project Math in Action,</i> <i>(4) Project Think/Write</i>	1.) 1985-1986, 1986-1987 annual evaluations, 2.) 1986-1987 annual evaluation 3.) 3-year project evaluation 4.) 1987-1988 annual evaluation	1.) Immigrant students K-5 in San Francisco 2.) High school students in San Francisco 3.) Math students 4.) Middle and high school students	Student	1.) Questionnaires showed positive reactions to the program by teachers and volunteers. 2.) Volunteer college students were more likely to enter a career of foreign language teaching. 3.) Improvements in attitudes towards mathematics 4.) Data found positive impacts on volunteers and teachers.	1.)The school that implemented the literacy project school wide achieved greater gains in reading and language arts than the school with limited participation. Both schools scored higher than control schools 2.)By the end of the program, participating students were more confident and fluent in the foreign language being learned. 3.) Improvements were seen in student problem-solving performance 4.) Improved critical thinking and writing skills as preparation for future employment.

* For more information on each program, project, or article, see Appendix F.

Table F. Community Outreach for Involvement and Support

1. Mentor / Volunteer Programs, cont.					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcomes	Nature of Academic Improvement
<i>f. Senior citizen volunteers in the schools</i>	None cited	Elementary school children	Student, Senior Citizen	Provided elementary school children with caring and supportive senior citizens while also allowing older adults to engage in meaningful activities in a school setting that proved to be valuable.	None cited
<i>g. Adopt-A-Grandparent Program</i>	1 year evaluation	Dade County Public School students (Miami, FL)	Student	Improved all participating students' self-concepts and at-risk students' attitudes toward the elderly. Some positive impact was noted in senior citizens, particularly with respect to depression, but these changes were not as consistently positive as were those for students	None cited
<i>h. Teen Line</i>	Various; follow-ups up to 10+ years	Troubled adolescents 13-17 years old	Student	Between 1981 and 1992, the hot line serviced over 127,000 calls. In 1991 and 1992 alone, over 33,000 calls were answered. When compared to a matched, non-volunteer peer group, Teen Line volunteers' level of social concern and empathy was significantly higher.	None Cited
<i>i. Teen Outreach Program (TOP)</i>	10 year evaluation	Young people ages 12-17	Student	When compared with non-participants, 8% lower rate of course failure; 18% lower rate of suspension; 33% lower rate of pregnancy; and 60% lower school failure and dropout rate.	8% lower course failure.
<i>j. DAYS La Familia Community Drug and Alcohol Prevention Programs (ATOD)</i>	2 year evaluation, including 6, 12, & 18 month follow-ups	Hispanic families with high-risk youth 6-11 years old	Student, Family	92% retention rate and over 80% attendance per session. Families more willing to discuss alcohol, tobacco, and other drug issues openly and made positive steps toward empowerment.	None cited

* For more information on each program, project, or article, see Appendix F.

Table F. Community Outreach for Involvement and Support

2. School-Community Partnerships					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcomes	Nature of Academic Improvement
<i>a. Alliance School Initiative</i>	multiple years	Community, schools, and students (K-12)	Community, Student	School-community teams have developed neighborhood efforts to counter gang violence and ease racial tensions, introduced tutorial and scholarship opportunities, developed after-school and extended-day programs, and made substantive changes in the curriculum, scheduling and assessment methods.	None cited
<i>b. Avance</i>	Long-term follow-up	Young children from low-income families	Student, Families	Passes literacy from parent to child as well as reduces child abuse, mental health problems, and juvenile crime. Improves school performance.	Long-term follow-up studies show that 90% are graduating from high school and half go on to college.
<i>c. Be A Star</i>	1-year evaluation	Children (5-12 years old), families, schools	Student, Families, School	Compared to controls, those children who participated showed higher levels in the following areas: family bonding, prosocial behavior, self-concept, self-control, decision-making, emotional awareness, assertiveness, confidence, cooperation, negative attitudes about drugs and alcohol, self-efficacy, African-American culture, and school bonding.	None cited

* For more information on each program, project, or article, see Appendix F.

Table F. Community Outreach for Involvement and Support

2. School-Community Partnerships					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcomes	Nature of Academic Improvement
<i>d. The Jackson School</i>	Qualitative, case-study evaluation based on a two-day site visit	6 th - 8 th grade students	Student,	As contrasted with other alternative schools, student and teacher perspectives of effectiveness are generally satisfactory. The school ensures small classes; maintains student's individual attention and supports families in times of crisis.	None cited
<i>e. Merritt Elementary Extended School</i>	multiple years	Elementary School students (K-5)	Student	Evolved into a community of caring and involved people, maximizing the potential of both its students and staff. Suggests outcome for student educational progress and success.	Suggested
<i>f. Beacon Schools (NY)</i>	multiple years	Students and adults	Students, Families, and Community	Fewer felony arrests among neighborhood youth; improved attendance and academics.	Improved academic performance. (One school rose from 580th out of 620 elementary schools in reading achievement to 319th three years after the intervention.)
<i>g. Young & Healthy</i>	Annual evaluation (5-year period)	Uninsured children needing health care services	Student	During the program's first year, 600 appointments were made. By the 2nd year, 1200 appointments were made. Expanded to the entire school district. By its 5th year, the program made 4800 appointments and has over 400 doctors on their referral list.	None cited

* For more information on each program, project, or article, see Appendix F.

Table F. Community Outreach for Involvement and Support

3. Economic Development/ Community Rebuilding					
Title of Program/Project	Length of Evaluation	Target Population	Focus of Change	Outcomes	Nature of Academic Improvement
<i>a. Job Opportunities and Basic Skills (JOBS)</i>	10+ years	Families on welfare	Families, Parents	Employment rates of 66-91% and slightly higher rates for those attending four-year colleges.	None cited
<i>b. Pacoima Urban Village</i>	Ongoing since 1995	Residence of the Pacoima Urban Village and cooperating employers	Community	Has registered over 800 villagers, and has become a focal point for villagers to find employment and develop ways to work together and help each other.	None cited
<i>c. Job Corps</i>	Ongoing	Disadvantaged students ages 16 and older	Students, Community	More than 75% become employed, obtain further training, or join the military. Completion of training is associated with better jobs and higher wages.	None cited
<i>d. Annie E. Casey Foundation's Rebuilding Communities Initiative</i>	Ongoing	All in the community	Community	In it's formative stages: 5 communities have developed neighborhood governance collaborative's, a community-driven comprehensive community building plan, and are developing implementation capacity.	None cited

* For more information on each program, project, or article, see Appendix F.

Appendix F: Community Outreach for Involvement and Support

The following are brief summaries and related information on the community outreach programs listed in Table F.



1. Mentor / Volunteer Programs

- a. *Research Review of volunteering effects on the young volunteer:* Reviews some of the best researched volunteer service programs for adolescents and addresses three major questions: (1) What do existing data tell us about the effectiveness of community volunteer service programs in positively influencing the lives of the participants? (2) What do we know about why such programs work? (3) What are the most promising directions for future research and programming efforts to pursue? The review suggests that diverse, successful volunteer programs for adolescents, along with school-based support, are related to improvements in both the academic and social arenas. Specifically, volunteering relates to reduced rates of course failure, suspension from school, school dropout, improvement in reading grades, a reduction in teen pregnancy, and improved self-concept and attitudes toward society. The conditions under which the volunteering occurs, such as number of hours and the type of volunteer work, seem in some cases to be important to these outcomes, as does the age of the student volunteer.

For more information, see:

Moore, C. & Allen, J. (1996). The effects of volunteering on the young volunteer. *Journal of Primary Prevention*, 17 (2), 231-258.

- b. *Big Brothers / Big Sisters of America:* The Nation's oldest mentoring program provides screening and training to volunteer mentors matching them with "little brothers" and "little sisters" in need of guidance. Public/Private Ventures (P/PV) performed an 18 month experimental evaluation of eight of the programs focusing on social activities, academic performance, attitudes and behaviors, relationships with family and friends, self-concept, and social and cultural enrichment. The study reports that mentored youth were less likely to engage in drug or alcohol use, resort to violence, or skip school. In addition, mentored youth were more likely to improve their grades and their relationships with family and friends. The 1995 P/PV evaluation suggests that, compared to controls, participants were 70% less likely to initiate drug use, one-third less likely to hit someone, skipped fewer classes and half as many days of school, felt more competent about doing schoolwork, showed modest gains in their grade point averages (with strongest gains among the Little Sisters), and improved their relationships with both parents and peers.

For more information, see:

Grossman, J.B. & Garry, E.M. (1997). *Mentoring -- A Proven Delinquency Prevention Strategy*; U.S. Department of Justice - Office of Justice Program - Office of Juvenile Justice and Delinquency Prevention; <http://www.ncjrs.org/txtfiles/164834.txt>

Davis, N. (1999). *Resilience: Status of the research and research-based programs*. Substance Abuse and Mental Health Administration Center for Mental Health Services Division of Program Development, Special Populations & Projects Special Programs Development Branch. Phone: 301/443-2844.

Public/Private Ventures (1994). *Big Brothers / Big Sisters: A study of volunteer recruitment and screening*. Philadelphia: Public/Private Ventures.

- c. *Juvenile Mentoring Program (JUMP):* This program administered by the federal Office of Juvenile Justice and Delinquency Prevention is designed to reduce juvenile delinquency and gang participation, improve academic performance, and reduce school dropout rates. It brings together caring, responsible adults and at-risk young people in need of positive role models. A 2 year evaluation suggests that strengthening the role of mentoring as a component of a youth program can pay dividends in improved school performance and reduced anti-social behavior, including alcohol and other drug abuse. According to parents and teachers familiar with the program, 30% of the youth who participated showed improvement in their school attendance, 30% showed academic improvement, 35% showed improvement in their general behavior, and 48% increased the frequency of appropriate interactions with peers.

For more information, see:

Grossman, J.B. & Garry, E.M. (1997). *Mentoring -- A Proven Delinquency Prevention Strategy*; U.S. Dept. of Justice, Office of Justice Program, <http://www.ncjrs.org/txtfiles/164834.txt>.

For program information, contact:

S. Bilchik, Administrator - Office of Juvenile Justice and Delinquency Prevention - 1998 Report to Congress.

Appendix F: Community Outreach for Involvement & Support

- d. *Volunteers in Maryland's Schools*: Community education programs sponsored by the Maryland State Department of Education were evaluated based on questionnaires completed by school principals and program coordinators on volunteer services to schools in Maryland. Results indicate that volunteer services were widely used throughout the school system in various ways, such as assisting teachers, providing support for administrative and clerical services, and tutoring students. School programs have been impacted positively by volunteer services, including an increase in resources for instructional programs, improvement in students' behavior, and more use of school facilities after regular school hours. Volunteer services were perceived as making a significant contribution to school programs.

For more information, see:

Michael, B. (1990). *Volunteers in Public Schools*. National Academy Press: Washington, DC.

Vassil, T.V., Harris, O.C. & Fandetti, D.V. (1988). The perception of public school administrators regarding community education programs sponsored by the Maryland State Department of Education. Baltimore, MD: Maryland State Department of Education.

e. *Volunteer Projects in San Francisco*

- e-1 *Project Book Your Time*: This is a volunteer immigrant literacy project in which volunteers supplemented classroom activities by reading and listening to students. Some reading tutors were 5th grade students, others were adults. Test score data, as measure by the California Test of Basic Skills, showed that students in a school where the literacy project was implemented school wide (grades K-5) achieved greater gains in reading and language arts than students in a school in which only a few teachers participated. Both schools scored higher than control schools that did not have the program. Questionnaires showed positive reactions to the program by teachers and volunteers.
- e-2 *Project Interconnections II*: This volunteer program is designed to increase high school students' oral proficiency in a foreign language by using volunteer college students in conversation. An independent evaluation indicated that the high school students were more confident and fluent in the foreign language at the end of the program and the college students were more likely to enter a career of foreign-language teaching.
- e-3 *Project Math in Action*: Math in Action is a 3 year volunteer demonstration project where college students helped teachers implement cooperative learning and the use of manipulatives in mathematics. Improvements were seen in student problem-solving performance and attitudes toward mathematics.
- e-4 *Project Think/Write*: Teachers and volunteers from businesses attend workshops taught by the Bay Area Writing Project. Business volunteers go into classrooms to help improve critical thinking and writing skills of middle and high school students as preparation for future employment. Data indicate positive impacts on students, volunteers, and teachers.

For more information, see:

Michael, B. (1990). *Volunteers in Public Schools*. National Academy Press: Washington, DC.

Armstrong, P.M., Davis, P. & Northcutt, C. *Year end and final evaluation reports, Project years 1985-1986 and 1986-1987*. San Francisco School Volunteers, San Francisco Unified School District, San Francisco, California.

- f. *Senior citizen volunteers in the schools*: A grandparents' program of senior citizen volunteers designed to provide elementary school children access to caring, supportive senior citizens and provide opportunities for older adults to engage in meaningful activities in a school setting. Results reported support the value of for both children and adults.

For more information, see:

Michael, B. (1990). *Volunteers in Public Schools*. National Academy Press: Washington, DC.

Carney, J.M., Dobson, J.E. & Dobson, R.L. (1987). Using senior citizen volunteers in the schools. *Journal of Humanistic Education and Development*, 25 (3), 136-143.

- g. *Adopt-A-Grandparent Program*: This volunteer program in Miami, Florida involves local senior citizens and Dade County Public School students. Evaluation of the 1985-1986 program year reports that a favorable impact on all participating students' self-concepts and at-risk students' attitudes toward the elderly. Some positive impact was noted in senior citizen participants, particularly with respects to levels of depression, but these changes were not as consistently positive as were those noted for students.

For more information, see:

Michael, B. (1990). *Volunteers in Public Schools*. National Academy Press: Washington, DC.

Dade County Public Schools. (1987). *Evaluation of Adopt-A-Grandparent Program*. Miami, FL: Dade County Public Schools.

- h. *Teen Line*: This teen-to-teen telephone counseling service focuses on troubled youth through peer counseling. Problems addressed include gang participation, use of weapons, youth arrests, AIDS, teen pregnancy, teen suicide, among others. Teen Line provides outreach, volunteer services, training programs, and statistics on service utilization. Between 1981 and 1992, the hot line serviced over 127,000 calls (in 1991 and 1992, over 33,000 calls were answered). When compared to a matched, non-volunteer peer group, Teen Line volunteers' level of social concern and empathy was significantly higher.

For more information, see:

Leader, E. (1996). Teen Line: A listening post for troubled youth. IN: *Group therapy with children and adolescents*. 311-328. Paul Kymissis & David Halperin (Eds.) American Psychiatric Press, Inc.: Washington DC.

- i. *Teen Outreach Program (TOP)*: This school-based program is designed for young people between the ages of 12-17 and is aimed at fostering positive youth development. Strives to create a non-threatening environment with the guidance of a caring adult to help young people thrive and develop positive self-images, learn valuable life skills, and establish future goals. In a ten-year evaluation of the program conducted by Philliber Research Associates, participants (compared with a comparison sample) demonstrated 8% lower rate of course failure, 18% lower rate of suspension, 33% lower rate of pregnancy, and 60% lower school dropout rate.

For more information, see:

Philliber, S. & Allen, J. (1992). Life options and community service: Teen Outreach program. IN: *Preventing adolescent pregnancy: Model programs and evaluations*. Brent C. Miller & Josefina J. Card (Eds.) 139-155. Sage Publications, Inc.: Newbury Park, CA.

For program information, contact:

Cornerstone Consulting Group, P.O. Box 710082, Houston, Texas 77271-0082, (215) 572-9463.

- j. *DAYS La Familia Community Drug and Alcohol Prevention Programs*: This is a community-based alcohol, tobacco, and other drug (ATOD) prevention program that targets Hispanic families with high-risk youth from 6 to 11 years old. It attempts to reduce identified risk factors while building on culturally relevant protective factors. During its first year, the program enrolled 219 youths and their families using existing community network and aggressive outreach. Reported results indicate a 92% retention rate and over 80% attendance per session; in addition, families became more willing to discuss ATOD issues openly and made positive steps toward empowerment.

For more information, see:

Hernandez, L. & Lucero, E. (1996). DAYS La Familia community Drug and Alcohol Prevention Program: Family centered model for working with inner-city Hispanic families. *Journal of Primary Prevention*, 16 (3), 255-272.

2. School-Community Partnerships

- a. *Alliance School Initiative*: This is a community-based constituency in Texas aimed at working to strengthen schools by restructuring relationships among school and community stake holders. Partners include the Industrial Areas Foundation (IAF), the Texas Interfaith Education Fund, the Texas Education Agency, school districts, school staff, parents, and community leaders. School-community teams have developed neighborhood efforts to counter gang violence and ease racial tensions; introduced tutorial and scholarship opportunities; developed after-school and extended-day programs; and made changes in the curriculum, scheduling, and assessment methods.

For more information, see:

Melaville, A. & Blank, M. (1998). *Learning together: The Developing Field of School-Community Initiatives*. Washington, DC: Institute for Educational Leadership & National Center for Community Education.

- b. *Avance*: This community-based early childhood program simultaneously focuses on two generations in an effort to motivate young children from low-income families to attend school. It began in San Antonio in 1973 and spread to over 50 sites. "Through weekly home visits, parenting workshops, and family support centers with on-site nurseries and top-notch early childhood programs, parents who have felt overwhelmed, depressed, and powerless gain control of their lives and radically change their own and their children's prospects." The program strives to help parents complete their informal education, improve their English, and sometimes control their anger. It also helps train and place parents in jobs. Reports indicate that it not only is useful for passing literacy from parent to child, but also helps reduce child abuse, mental health problems, and juvenile crime. In a population that had dropout rates of 70, 80, and 90%, long-term follow-up studies indicate that 90% of participating children graduate from high school and half go on to college.

For more information, see:

Shames, S. (1997). *Pursuing the dream: What helps children and their families succeed*. Chicago: Coalition.

- c. *Be A Star*: This community-based after school program began in 1992 in an area of St. Louis where gang activity, child abuse and neglect were high, large numbers of families received AFDC, and the high school dropout was 52%. Evaluations of the 1994-95 program year indicate that compared to controls, those children (5 to 12-years old) who participated showed higher levels of family bonding, prosocial behavior, self-concept, self-control, decision-making, emotional awareness, assertiveness, confidence, cooperation, negative attitudes about drugs and alcohol, self-efficacy, African-American culture, and school bonding. (All effects were measured by the Revised Individual Protective Factors Index - RPIFI).

For more information, see:

Davis, N. (1999). *Resilience: Status of the research and research-based programs*. Substance Abuse and Mental Health Administration Center for Mental Health Services Division of Program Development, Special Populations & Projects Special Programs Development Branch. Phone: 301/443-2844.

- d. *The Jackson School*: This is a community-based, temporary placement behavior-modification alternative school serving 6th through 8th grades (ages 10-15 years). The school is designed to serve students whose disruptive behavior problems prevent them from functioning successfully in a regular classroom. As part of a larger state-wide evaluation of alternative schools, a case study was done including site visits, school tours, classroom observations, and interviews. Information was gathered from teachers, students, administrators, counselors, parents, and community members. Student and teacher perspectives of effectiveness were generally satisfactory. The site was seen as ensuring small classes, maintaining students' individual attention, supporting families in times of crisis, and helping students learn to negotiate their world by viewing them as part of a larger socio-economic system.

For more information, see:

Bauman, A. (1998). Finding experts in unexpected places: Learning from those who have failed *High School Journal*, 81 (4), 258-267.

- e. *Merritt Elementary Extended School*: This school-based project was established to create a foundation for educational progress and student success. It is based on adult collaboration and on a nurturing and developmentally-oriented approach to student learning. The evolution of Merritt into a community of caring and involved people is believed to have enabled it to maximize the potential of both its students and staff. The school adopts the approach of developing the whole child as well as the stakeholders.

For more information, see:

Woodruff, D., Shannon, N. & Efimba, M. (1998). Collaborating for success: Merritt elementary extended school. *Journal of Education for Students Placed at Risk*, (1), 11-22.

- f. *Beacon Schools (N.Y.)*: These schools exemplify the move toward full-service schools and community-building. They target neighborhoods in which the first step in community building is to transform schools into community centers available to adults 365 days of the year. The program has expanded to 37 sites in New York, and initiatives are underway pursuing similar models in Chicago, Little Rock, Oakland, and San Francisco. Evaluative data are just beginning to emerge. Schorr (1997) notes that at one site, P.S. 194, "Academic performance at the school has improved dramatically, rising from 580th out of 620 city elementary schools in reading achievement in 1991 to 319th three years later. Attendance also improved, and police report fewer felony arrests among neighborhood youth." These results are attributed to the combination of school reforms, the Beacon's project efforts, and other city-wide efforts to address problems.

For more information, see:

Cahill, M., Perry, J., Wright, M. & Rice, A. (1993). *A documentation report of the New York Beacons initiative*. New York: Youth Development Institute.

- g. *Young & Healthy*: This is a school-based health service program that is tightly linked to the community. It was developed by the Pasadena Unified School District (CA) and is comprised of volunteer doctors who are willing to provide services free of charge to uninsured children. During the first year, only 600 appointments were made. By the second year, 1200 appointments were made, and it was expanded to the entire school district. By its fifth year, there were 4800 appointments and over 400 doctors were on the referral list.

For program information, contact:

Pasadena Unified School District; Pasadena, CA.

3. Economic Development

- a. *Job Opportunities and Basic Skills (JOBS)*: This is a program that encourages recipients to seek employment through improved education and training. A study of 158 students who had attended college in New York before the introduction of the program showed that almost 80% had been employed since graduation, and of these, almost 50% were earning over \$20,000 per annum. In addition, while 62% were receiving welfare the year before entering college, only 17% were receiving it after graduation. Related studies conducted in five other states after introduction of the JOBS program revealed similar findings, with employment rates of 66-91% and slightly higher rates for those attending four-year colleges.

For more information, see:

Kates, E. (1996). Educational pathways out of poverty: Responding to the realities of women's lives. *American Journal of Orthopsychiatry*, 66 (4), 548-556.

Vosler, N.R. & Ozawa, M.N. (1992). A multilevel social systems practice model for working with AFDC JOBS program clients. *The Journal of Contemporary Human Services*, 18, 3-13.

- b. *Pacoima Urban Village*: This program operates in a densely populated section of Pacoima, CA that includes over half of its population of over 60,000. The "village" is the focus of a socio-economic development strategy to help the community become financially independent and self-sufficient. It uses a number of strategies to fulfill its vision. These are designed to help villagers prepare to be competitive in the workforce, find jobs, and develop strong social and community interconnections. There also is a focus on improving the safety and appearance of each block within the village, helping businesses within the village to expand and become more financially lucrative, and helping new businesses develop. The village's Job Connection program, designed to match those looking for jobs with the job needs of employers, has been instrumental in helping over 130 villagers either find jobs or help them find the jobs themselves. The Job Connection program has registered over 800 villagers and has become a focal point for villagers looking for ways to work together and help each other.

For more information, contact:

Pacoima Urban Village, 13330 Vaughn St., Pacoima, CA 91340, (818) 834-1498, Fax: (818) 834-1492.

- c. *Job Corps*: This is the nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24. Since 1964, it has provided more than 1.7 million young people with the integrated academic, vocational, and social skills training they need to gain independence and get quality, long-term jobs or further their education. It is a public-private partnership administered by the U.S. Department of Labor that has benefits for disadvantaged youth who attend the program, the communities where centers are located, and the employers and educators. Reports indicate that more than 75% of those who enroll in Job Corps become employed, obtain further training, or join the military. For young people who come from economically disadvantaged backgrounds, are high school dropouts, or read at an elementary school level, Job Corps offers an opportunities to become productive members of society. Those who complete training have the greatest chance of getting a better job and a higher wage.

For more information, contact:

Job Corps: 1-800-733-JOBS (1-800-733-5627), or visit their website at www.jobcorps.org.

- d. *Annie E. Casey Foundation's Rebuilding Communities Initiative (RCI)*: As described by the Foundation, "This, a seven-year initiative of the Annie E. Casey Foundation, is designed to provide the supports needed to help transform troubled economically disenfranchised neighborhoods into safe, supportive, and productive environments for children, youth, and their families. The Foundation works in partnership with community-based organizations on comprehensive strategies to reverse social isolation and disinvestment in low-income neighborhoods. The RCI objectives are: (1) Maximizing the capacity and impact of neighborhood resources and institutions; (2) Establishing effective neighborhood-based human service delivery systems for children, youth and families; (3) Developing capable and effective neighborhood collaboratives to which governance authority could gradually be devolved; (4) Improving availability of affordable housing and improving the social and physical infrastructure of the neighborhoods; and (5) Increasing public and private capital investments in the neighborhoods.

Five communities were funded in 1994 as RCI sites. The lead organization for the rebuilding effort in each of the communities is the Foundation's grantee. They are:

- >The Dudley Street Neighborhood Initiative (Boston, MA) for the Dudley Street Neighborhood in Roxbury, Boston.
- >Germantown Settlement (Philadelphia, PA) for the Wister, Southwest Germantown, and Chew-Cheltenham neighborhoods in Germantown, Philadelphia.
- >Marshall Heights Community Development Organization (Washington, D.C.) for neighborhoods in Ward 7 in Washington, D.C.
- >NEWSED Community Development Corporation (Denver, CO) for the La Alma/Lincoln Park neighborhood in West Denver.
- >Warren/Conner Development Coalition (Detroit, MI) for neighborhoods in the Eastside of Detroit.

Participating RCI communities are eligible for grants for three phases of the initiative. The first phase of RCI was a planning phase. The result of the twenty-one month planning process was a neighborhood consensus on a community building plan, and a framework for implementing agreed upon reforms, programs, and development projects over the course of the initiative. The second, and current, phase of the initiative is the three-year capacity building phase. The capacity building phase is intended to enable neighborhood leaders, institutions, and residents to: develop the skills and experience; build the partnerships; develop and refine the program interventions; and attract the investments needed to actualize the community transformation that they envision. The final three-year phase of the initiative will be the demonstration phase. Those organizations that are funded for this phase will refine and demonstrate exemplary neighborhood capacity in one or more of the RCI critical elements contained in their community building plans.

In all five of the local communities, our grantee has succeeded in establishing an environment where collaboration and integrated approaches to family-centered community revitalization are understood and highly valued by residents, other community organizations, local government, and others involved in the initiative. Each of the sites has completed a community-driven comprehensive community building plan and is making varying degrees of progress to develop the capacity to implement the plans. We have completed the first year of the three-year capacity building phase. A number of observations may be useful to illustrate the current progress and impact of the initiative, as well as provide insights about the nature of the community change process. At each site, a local neighborhood governance collaborative has been fully established and has given greater cohesion and an increased sense of comprehensiveness to the work of local initiatives. Each grantee has been able to establish forward moving momentum around the initiative and, as a result, is totally committed to successfully implementing the community building plan. The five communities have used this phase of the initiative to begin building and demonstrating capacity to advance their community building plans through organizational development, community research, leadership development, partnership building, and planning for improved services and development projects. They have engaged a broad cross-section of community stakeholders in these activities, thereby establishing shared ownership and a reservoir of good will. All of the lead organizations are planning for neighborhood-based human services delivery systems with full involvement of neighborhood residents, and particularly those residents who depend on the services as vital supports to reconnect with jobs and other forms of productive community life. The efforts of grantees at each site are leading to increased physical and social infrastructure improvements. In some instances, construction of new housing units are expanding the overall inventory of affordable housing. In other instances, joint efforts are underway with local government to restore and retain affordable units for lower income families through

extensive rehabilitation of the existing stock. Additional resources are also being brought into the neighborhood to help young families purchase their first home. In all of the communities, social networks are being strengthened through the intensive focus on new roles in community planning for neighborhood associations, religious, youth and civic groups. The communities have been able to attract capital investments to enhance the neighborhood revitalization. In some instances, new capital investments were made in the form of increased private lending for home buying and small business development, which will, in turn, create new job opportunities for residents. At one site, a new intermediary is being created to seek out new forms of investment and additional opportunities for strengthening the economics of the neighborhoods. Linkages with state and local governments to position the community for a role in system reforms must continue to be strengthened in all five communities. Building and strengthening relationships and capacities to take full advantage of opportunities to receive devolved functions continues to be a top priority." (February 17, 1999) <http://www.aecf.org/initiatives/rci/rci3.htm>

For more information, contact:

The Annie E. Casey Foundation, 701 St. Paul St. Baltimore, MD 21202 ph: 410-547-6600
fax: 410-547-6624 e-mail: webmail@aecf.org

Write and Discuss

Community Outreach - What Does Your School Do?

Using the two self-study surveys - (1) *School-Community Partnerships* and (2) *Community Outreach for Involvement & Support* as guides, list what your school is currently doing.

(1) What does your school currently do in the way of outreach to enhance community involvement and support?

(2) How adequate are the current measures? (And, if they are not satisfactory, why is this the case?)

(3) From what you have learned so far, what's missing?

After making your notes, share your thinking and elicit reactions and other ideas with friends, colleagues, or a study group.



Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634;
smhp@ucla.edu

What Would You Add?

Again referring to the two self-study surveys - (1) *School-Community Partnerships* and (2) *Community Outreach for Involvement & Support*, list below any additional activities you think you would want in place at your school to enhance community involvement and support.

Note: The survey itself can be used at a school in a number of ways (see the introductory page entitled: "About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning").

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smhp@ucla.edu



Excerpt From

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

A Resource Aid Packet on

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



This document is a harcopy version of a resource that can be downloaded at no cost from the Center's webiste (<http://smhp.psych.ucla.edu>).

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA.
Address: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563
Phone: (310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu

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.



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

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

Done right it can

- C counter fragmentation and redundancy
- C mobilize support and direction
- C enhance linkages with other resources
- C facilitate effective systemic change
- C 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

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

This provides a basis for a discussion that

- C 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).
- C decides about what resources can be redeployed to enhance current efforts that need embellishment
- C identifies gaps with respect to important areas of need.
- C establishes priorities, strategies, and timelines for filling gaps.

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

School-Community Collaboration: A Self-study Survey

Formal efforts to create school-community collaboration 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 collaboration, 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

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

The following survey is designed as self-study instrument related to school-community collaboration. 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 collaboration, 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 time lines can be established.

I. List Current School-Community Collaboration

Make two lists:

- 1) activity and collaborators that are focused on improving the *school* and
- 2) those focused on improving the *neighborhood* (through enhancing links with the school, including use of school facilities and resources)

II. Overview: Areas for School-Community Collaboration

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

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

Indicate all items that apply

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. stakeholder development | ___ | ___ | ___ | ___ |
| 5. 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. college prep programs | ___ | ___ | ___ | ___ |
| 8. work/career programs | ___ | ___ | ___ | ___ |
| 9. social services | ___ | ___ | ___ | ___ |
| 10. crime and juvenile justice programs | ___ | ___ | ___ | ___ |
| 11. legal assistance | ___ | ___ | ___ | ___ |
| 12. support for development of neighborhood organizations | ___ | ___ | ___ | ___ |
| 13. economic development programs | ___ | ___ | ___ | ___ |

III. Overview: *System Status for Enhancing School-Community Collaboration*

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)

- | | | | | | | |
|---|----|---|---|---|---|---|
| A. Is there a stated policy for enhancing school-community collaboration (e.g., from the school, community agencies, government bodies)? | DK | 1 | 2 | 3 | 4 | 5 |
| B. Is there a designated leader or leaders for enhancing school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| C. With respect to each entity involved in the school-community collaboration have specific persons been designated as representatives to meet with each other? | DK | 1 | 2 | 3 | 4 | 5 |
| D. Do personnel involved in enhancing school-community collaboration meet regularly as a team to evaluate current status and plan next steps? | DK | 1 | 2 | 3 | 4 | 5 |
| E. Is there a written plan for capacity building related to enhancing the school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| F. Are there written descriptions available to give all stakeholders regarding current school-community collaboration efforts? | DK | 1 | 2 | 3 | 4 | 5 |
| G. Are there effective processes by which stakeholders learn | | | | | | |
| 1. what is available in the way of programs/services? | DK | 1 | 2 | 3 | 4 | 5 |
| 2. how to access programs/services they need? | DK | 1 | 2 | 3 | 4 | 5 |
| H. In general, how effective are your local efforts to enhance school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| I. With respect to enhancing school-community collaboration, how effective are each of the following: | | | | | | |
| 1. current policy | DK | 1 | 2 | 3 | 4 | 5 |
| 2. designated leadership | DK | 1 | 2 | 3 | 4 | 5 |
| 3. designated representatives | DK | 1 | 2 | 3 | 4 | 5 |
| 4. team monitoring and planning of next steps | DK | 1 | 2 | 3 | 4 | 5 |
| 5. capacity building efforts | DK | 1 | 2 | 3 | 4 | 5 |

IV. School-Community Collaboration to Improve the School

Indicate the status of collaboration between a given school or family of schools and community (name of school(s): _____)

Indicate all items that apply

A. Collaboration to improve school

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. the instructional component of schooling				
>kindergarten readiness programs	___	___	___	___
>tutoring	___	___	___	___
>mentoring	___	___	___	___
>school reform initiatives	___	___	___	___
>homework hotlines	___	___	___	___
>media/technology	___	___	___	___
>service learning	___	___	___	___
>career mentoring	___	___	___	___
>career academy programs	___	___	___	___
>adult education, ESL, literacy, citizenship classes	___	___	___	___
>others _____	___	___	___	___
2. the governance and management of schooling				
>PTA/PTSA	___	___	___	___
>shared leadership	___	___	___	___
>advisory bodies	___	___	___	___
>others _____	___	___	___	___
3. school-based programs and services to address barriers to learning				
>student and family assistance programs/services*	___	___	___	___
>transition programs*	___	___	___	___
>crisis response and prevention programs*	___	___	___	___
>home involvement programs*	___	___	___	___
>community involvement programs*	___	___	___	___
>classroom-based approaches*	___	___	___	___
>pre and inservice staff development programs	___	___	___	___
>others _____	___	___	___	___
4. stakeholder development				
>school staff	___	___	___	___
>staff from community programs and services	___	___	___	___
>family members	___	___	___	___
>others _____	___	___	___	___
3. financial support for schooling				
a. adopt-a-school	___	___	___	___
b. grant programs and funded projects	___	___	___	___
c. donations/fund raising	___	___	___	___
d. other _____	___	___	___	___

*See surveys for each of these arenas of school intervention.

B. Collaboration to improve *neighborhood*

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. youth development programs				
>home visitation programs	___	___	___	___
>parent education	___	___	___	___
>infant and toddler programs	___	___	___	___
>child care/children's centers/preschool programs	___	___	___	___
>community service programs	___	___	___	___
>public health and safety programs	___	___	___	___
>leadership development programs	___	___	___	___
>others _____	___	___	___	___
2. youth and family recreation and enrichment opportunities				
>art/music/cultural programs	___	___	___	___
>parks' programs	___	___	___	___
>youth clubs	___	___	___	___
>scouts	___	___	___	___
>youth sports leagues	___	___	___	___
>community centers	___	___	___	___
>library programs	___	___	___	___
>faith community's activities	___	___	___	___
>camping programs	___	___	___	___
>others _____	___	___	___	___
3. physical health services				
>school-based/linked clinics for primary care	___	___	___	___
>immunization clinics	___	___	___	___
>communicable disease control programs	___	___	___	___
>EPSDT programs	___	___	___	___
>pro bono/volunteer programs	___	___	___	___
>AIDS/HIV programs	___	___	___	___
>asthma programs	___	___	___	___
>pregnant and parenting minors programs	___	___	___	___
>dental services	___	___	___	___
>vision and hearing services	___	___	___	___
>referral facilitation	___	___	___	___
>emergency care	___	___	___	___
>others _____	___	___	___	___
4. mental health services				
>school-based/linked clinics w/ mental health component	___	___	___	___
>EPSDT mental health focus	___	___	___	___
>pro bono/volunteer programs	___	___	___	___
>referral facilitation	___	___	___	___
>counseling	___	___	___	___
>crisis hotlines	___	___	___	___
>others _____	___	___	___	___
5. programs to address psychosocial problems				
>conflict mediation/resolution	___	___	___	___
>substance abuse	___	___	___	___
>community/school safe havens	___	___	___	___
>safe passages	___	___	___	___
>youth violence prevention	___	___	___	___
>gang alternatives	___	___	___	___
>pregnancy prevention and counseling	___	___	___	___
>case management of programs for high risk youth	___	___	___	___
>child abuse and domestic violence programs	___	___	___	___
>others _____	___	___	___	___

B. Collaboration to improve *neighborhood* (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
6. basic living needs services				
>food	___	___	___	___
>clothing	___	___	___	___
>housing	___	___	___	___
>child care	___	___	___	___
>transportation assistance	___	___	___	___
>others _____	___	___	___	___
7. work/career/higher education programs				
>college prep programs	___	___	___	___
>job mentoring	___	___	___	___
>job shadowing	___	___	___	___
>job programs and employment opportunities	___	___	___	___
>others _____	___	___	___	___
8. social services				
>school-based/linked family resource centers	___	___	___	___
>integrated services initiatives	___	___	___	___
>budgeting/financial management counseling	___	___	___	___
>family preservation and support	___	___	___	___
>foster care school transition programs	___	___	___	___
>case management	___	___	___	___
>immigration and cultural transition assistance	___	___	___	___
>language translation	___	___	___	___
>others _____	___	___	___	___
9. crime and juvenile justice programs				
>camp returnee programs	___	___	___	___
>children's court liaison	___	___	___	___
>truancy mediation	___	___	___	___
>juvenile diversion programs with school	___	___	___	___
>probation services at school	___	___	___	___
>police protection programs	___	___	___	___
>others _____	___	___	___	___
10. legal assistance				
>legal aide programs	___	___	___	___
>others _____	___	___	___	___
11. support for development of neighborhood organizations				
>neighborhood protective associations	___	___	___	___
>emergency response planning and implementation	___	___	___	___
>neighborhood coalitions and advocacy groups	___	___	___	___
>volunteer services	___	___	___	___
>welcoming clubs	___	___	___	___
>social support networks	___	___	___	___
>others _____	___	___	___	___
12. economic development and housing programs				
>empowerment zones	___	___	___	___
>urban village programs	___	___	___	___
>accessing affordable housing	___	___	___	___
>others _____	___	___	___	___

A tool to facilitate priority setting and follow-up actions.

Analyzing Gaps; Reviewing Resources; Planning Action

Based on the mapping you have done, make an analysis of

- (1) Which programs address barriers that your district/school has identified as the most significant factors interfering with students learning and teachers teaching effectively?

- (2) Which of the significant factors are not being addressed?
(These are gaps to be filled.)

- (3) Identify your priorities with respect to filling gaps.

- (4) Are there any programs that you think are not be effective and probably should be discontinued so that the resources can be redeployed to fill your high priority gaps?

- (5) Identify who in the community can you establish a collaboration with to fill your high priority gaps?

- (6) Are there other source of funds available at this time to fill the gaps?

- (7) Decide what steps you will take to act upon the analysis.

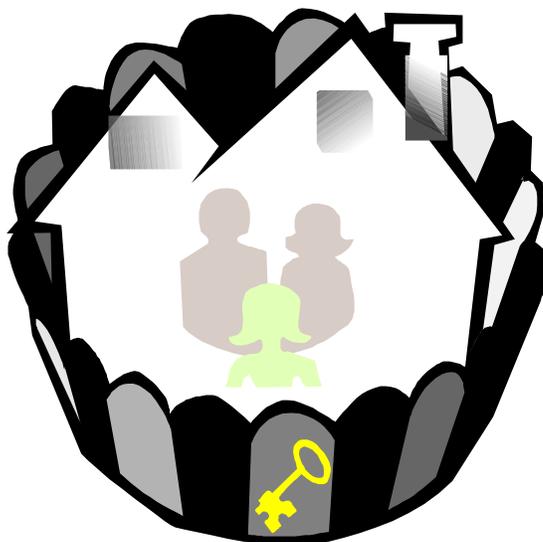
Topic 3: Community Involvement to Enhance Learning and Support for Schools

Reading & Activity

	Page
Reading. From: <i>School-Community Partnerships: A Guide</i> , see Building and Maintaing School-Community Partnerships (pp. 24 - 33a)	76
Activity. Use the various attached materials as stimuli and tools to focus application of what has been read	
(1) <i>School Observation - Mechanisms for Community Outreach</i> (see attached guide)	89
(2) <i>Making the case for the Community Outreach</i> (see attached worksheet)	90

Excerpt From

School-Community Partnerships: A Guide



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://smhp.psych.ucla.edu>)

This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA.

Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563
(310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu Website: <http://smhp.psych.ucla.edu>

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Both are agencies of the U.S. Department of Health and Human Services.

Building and Maintaining School-Community Partnerships

Efforts to establish effective school-community partnerships require much more than implementing demonstrations at a few sites. Policies and processes are needed to ensure such partnerships are developed and institutionalized to meet the needs of all youngsters, families, schools, and neighborhoods. This involves what often is called diffusion, replication, roll out, or scale-up.

Much more is involved than implementing demonstration projects

For the most part, researchers and reformers interested in school-community initiatives have paid little attention to the complexities of large-scale diffusion. Furthermore, leadership training has given short shrift to the topic of scale-up. Thus, it is not surprising that proposed systemic changes are not accompanied with the resources necessary to accomplish the prescribed changes throughout a county or even a school-district in an effective manner. Common deficiencies include inadequate strategies for creating motivational readiness among a critical mass of stakeholders, assignment of change agents with relatively little specific training in facilitating large-scale systemic change, and scheduling unrealistically short time frames for building capacity to accomplish desired institutional changes.

In reading the following, think about major school-community partnerships designed to evolve a comprehensive, multifaceted, and integrated approach. The intent is to create a cohesive set of well-coordinated, and where feasible integrated, programs and services. Such an approach evolves by building a *continuum of programs/services* -- from primary prevention to treatment of chronic problems -- using a *continuum of interveners, advocates, and sources of support* (e.g., peers, parents, volunteers, nonprofessional staff, professionals-in-training, professional staff, specialists). Building such a component requires blending resources. Thus, the emphasis throughout is on *collaboration* -- cooperation, coordination, and, where viable, integration -- among all school and community resources.



Successful systemic change begins with a model that addresses the complexities of scale-up

In pursuing major systemic restructuring, a complex set of interventions is required. These must be guided by a sophisticated scale-up model that addresses substantive organizational changes at multiple levels. A scale-up model is a tool for systemic change. It addresses the question "How do we get from here to there?" Such a model is used to implement a vision of organizational aims and is oriented toward results.

The vision for *getting from here to there* requires its own framework of steps, the essence of which involves establishing mechanisms to address key phases, tasks, and processes for systemic change. As described in Appendix E, these include creating an infrastructure and operational mechanisms for

- *creating readiness*: enhancing the climate/culture for change;
- *initial implementation*: adapting and phasing-in a prototype with well-designed guidance and support;
- *institutionalization*: ensuring the infrastructure maintains and enhances productive changes;
- *ongoing evolution*: creative renewal.

In the following discussion, we take as given that key mechanisms for implementing systemic changes, as outlined in Appendix E, have been established. These mechanisms are essential when school-community partnerships are to be established on a large-scale.

The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones.

John Maynard Keynes

Major system change is not easy, but the alternative is to maintain a very unsatisfactory status quo.

Conceiving school-community partnerships from localities outward

The focus is first on what is needed at the school-neighborhood level . . .

. . . then on ways several school-neighborhood partners can work together and, finally, on what system-wide resources can do to support local collaborations

From a decentralized perspective and to maintain the focus on evolving a comprehensive continuum of programs/services that plays out in an effective manner in *every locality*, it is a good idea to conceive the process from localities outward. That is, first the focus is on mechanisms at the school-neighborhood level. Then, based on analyses of what is needed to facilitate and enhance efforts at a locality, mechanisms are conceived that enable several school-neighborhood collaborations to work together to increase efficiency and effectiveness and achieve economies of scale. Then, system-wide mechanisms can be (re)designed to provide support for what each locality is trying to develop.

An infrastructure of organizational and operational mechanisms at all levels are required for oversight, leadership, resource development, and ongoing support. Such mechanisms provide ways to (a) arrive at decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involvement. They also call for redeployment of existing resources, as well as finding new ones.

Awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with limited financial resources, leads to the caution that the type of large-scale restructuring described below is not a straight-forward sequential process. Rather, the changes emerge in overlapping and spiraling phases. Nevertheless, it helps to have an overview of steps involved (see Table 4).

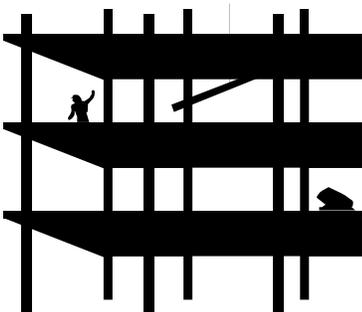


Table 4

**An Overview of Steps in Moving School-Community Partnerships
from Projects to Wide-Spread Practice**

Currently, there is no large-scale, systemic initiative in L.A. County focused on enhancing school-community partnerships aimed at developing a comprehensive continuum of programs and services for children and their families. The following outline applies the phases for systemic change (discussed in Appendix E) to the problem of establishing a large-scale initiative for school-community partnerships. Clearly, such an initiative requires major systemic restructuring at all levels. At each level, a critical mass of key stakeholders and their leadership must understand and commit to restructuring plans. The commitment must be reflected in policy statements and creation of an infrastructure that ensures necessary leadership and resources and on-going capacity building. Such an infrastructure must include a variety of mechanisms for reviewing, analyzing, and redeploying the various funding sources that underwrite current programs and services.

As a guide for planning, implementation, and evaluation, the process is conceived in terms of four phases covering fourteen major steps:

Phase 1: Creating Readiness

Build interest and consensus for enhancing school-community partnerships as a key strategy in developing a comprehensive, multifaceted continuum of programs and services

Introduce basic ideas to relevant groups of stakeholders (e.g., those involved with schools, agencies, community based organizations)

Establish a policy framework -- the leadership groups at each level should establish a policy commitment to enhancing school-community partnerships as a key strategy in developing a comprehensive, multifaceted continuum of programs and services

Identify leaders for this initiative at all systemic levels to carry responsibility and accountability for ensuring that policy commitments are carried out in a substantive manner

Phase 2: Initial Implementation

Establish a system-wide steering group, local steering groups, and an infrastructure to guide the process of change; provide all individuals involved in guiding the change process with leadership and change agent training

Formulate specific plans for starting-up and phasing in the large-scale initiative

Table 4 (cont.)

- Establish and train resource-oriented groups at each level -- beginning with resource-oriented teams at each locality, then Resource Coordinating Councils for working across a group of localities and for interfacing with Service Area Planning Councils, and finally system-wide bodies
- Reorganize and cluster programmatic activity into a relatively delimited number of areas that are staffed in a cross disciplinary manner (e.g., delineate a delimited set of programs and services for facilitating healthy development and productive learning and for addressing barriers to development and learning -- spanning concerns for problem prevention, early intervention, and treatment)
- Create mechanisms for effective communication, sharing, and problem solving to ensure the initiative is implemented effectively and is highly visible to all stakeholders
- Use Resource Coordinating Councils, Service Planning Area Councils, and system-wide resource coordinating groups to identify additional school district and community resources that might be redeployed to fill program/service gaps;
- Establish a system for quality improvement

Phase 3: Institutionalization

- Develop plans for maintaining the large-scale initiative for school-community partnerships (e.g., strategies for demonstrating results and institutionalizing the necessary leadership and infrastructure)
- Develop strategies for maintaining momentum and progress (e.g., ongoing advocacy and capacity building -- paying special attention to the problem of turnover and newcomers; systems for quality assurance and regular data reporting; ongoing formative evaluations to refine infrastructure and programs)

Phase 4: Ongoing Evolution

- Develop a plan to generate creative renewal (e.g., continue to expand support for school-community partnerships, enhance leadership training, celebrate accomplishments, add innovations)

School-neighborhood level mechanisms

Policymakers and administrators must ensure the necessary infrastructure is put in place for

- *weaving existing activity together*
- *evolving programs*
- *reaching out to enhance resources*

Mechansims include:

- *a resource-oriented team*

- *local program teams*

An effective school-community partnership must coalesce at the local level. Thus, a school and its surrounding community are a reasonable focal point around which to build a multi-level organizational plan. Moreover, primary emphasis on this level meshes nicely with contemporary restructuring views that stress increased school-based and neighborhood control.

If the essential programs are to play out effectively at a locality, policy makers and administrators must ensure that the necessary infrastructure is put in place. From a local perspective, there are three overlapping challenges in moving from piecemeal approaches to an integrated approach. One involves weaving existing activity together. A second entails evolving programs so they are more effective. The third challenge is to reach out to other resources in ways that expand the partnership. Such outreach encompasses forming collaborations with other schools, establishing formal linkages with community resources, and reaching out to more volunteers, professionals-in-training, and community resources.

Meeting the above challenges requires development of well-conceived mechanisms that are appropriately sanctioned and endowed by governance bodies. Based on lessons learned, one good starting place is to establish a resource-oriented team (e.g., a Resource Coordinating Team) at a specific school. Properly constituted, a resource team leads and steers efforts to maintain and improve a multifaceted and integrated approach (see Appendix F). This includes developing local partnerships. Such a team helps reduce fragmentation and enhances cost-efficacy by analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening ongoing efforts.

To ensure programmatic activity is well-planned, implemented, evaluated, maintained, and evolved, the resource/steering team, in turn, helps establish and coordinate local program teams. In forming such teams, identifying and deploying enough committed and able personnel may be difficult. Initially, a couple of motivated and competent individuals can lead the way in a particular program area -- with others recruited over time as necessary and/or interested. Some "teams" might even consist of one individual. In some instances, one team can address more than one programmatic area. Many localities, of course, are unable to simultaneously develop many new program areas. Such localities must establish priorities and plans for how to develop and phase in new programs. The initial emphasis should be on meeting the locality's most pressing needs, such as enhancing services assistance, responding to crises, and pursuing ways to prevent garden variety learning, behavior, and emotional problems.

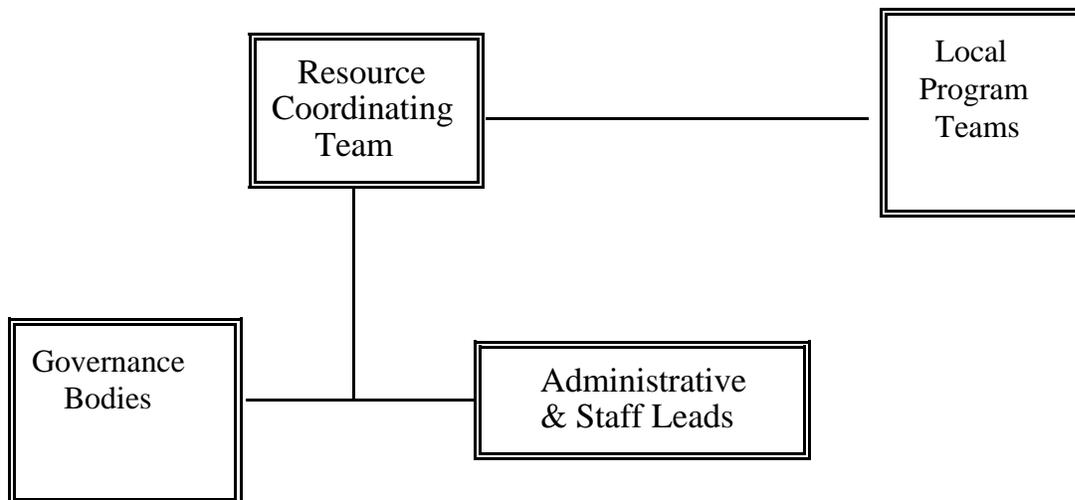
• *administrative leads*

Most schools and agencies do not have an administrator whose job definition includes the leadership role and functions necessary to accomplish the above objectives. This is not a role for which most principals or agency heads have time. Thus, it is imperative to establish a policy and restructure jobs to ensure there are *site administrative leads* whose job encompasses this responsibility. Such persons must sit on the resource team (described above) and then represent and advocate the team's recommendations whenever governance and administrative bodies meet -- especially at meetings when decisions are made regarding programs and operations (e.g., use of space, time, budget, and personnel).

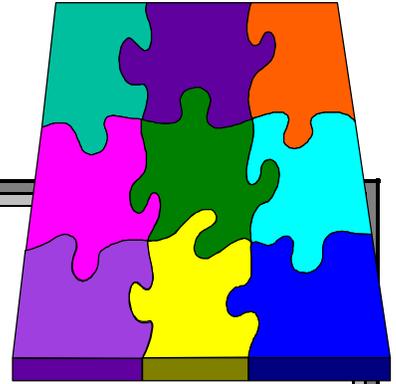
• *staff leads*

Finally, *staff leads* can be identified from the cadre of line staff who have interest and expertise with respect to school-community partnerships. If a locality has a center facility (e.g., Family or Parent Resource Center or a Health Center), the center's coordinator would be one logical choice for this role. Staff leads also must sit on the above described resource team and be ready to advocate at key times for the team's recommendations at meetings with administrative and governance bodies.

Besides facilitating the development of a potent approach for developing school-community partnerships, administrative and staff leads play key roles in daily implementation, monitoring, and problem solving related to such efforts.



As will be evident on the following pages, conceptualization of the necessary local level infrastructure helps clarify what supportive mechanisms should be developed to enable several school-neighborhood collaborations to work together and what is needed to at system-wide levels to support localities



Lessons Learned

from the New Jersey School Based Youth Services Program

The New Jersey School Based Youth Services Program, approaching community-school connections from the community side of the equation, reports the following eight factors as most affecting the strength of their school-community partnerships.

- (1) The welcome by the school administration, especially the provision of adequate space and liaison personnel.
- (2) The ability of the Managing Agency to provide support and supervision.
- (3) The strength of the Community Board, Advisory Board and connections to community agencies.
- (4) The strength, flexibility and competence of staff who interact with youth and school personnel.
- (5) The strength of parent support for the program.
- (6) The ability and willingness of staff and the managing agency to write grant proposals for special efforts.
- (7) Maximizing the use of state technical assistance.
- (8) Self evaluation and use of all evaluation.

Mechanisms for several localities to work together

Neighboring localities have common concerns and may have programmatic activity that can use the same resources. By sharing, they can eliminate redundancy and reduce costs. Some school districts already pull together clusters of schools to combine and integrate personnel and programs. These are sometimes called complexes or families.

Resource Coordinating Councils

A multi-locality *Resource Coordinating Council* provides a mechanism to help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources to reduce costs. Such councils can be particularly useful for integrating neighborhood efforts and those of high schools and their feeder middle and elementary schools. (This clearly is important in connecting with those families who have youngsters attending more than one level of schooling in the same cluster.) With respect to linking with community resources, multi-locality teams are especially attractive to community agencies who often don't have the time or personnel to link with individual schools. To these ends, 1 to 2 representatives from each local resource team can be chosen to form a council and meet at least once a month and more frequently as necessary. Such a mechanism helps (a) coordinate and integrate programs serving multiple schools and neighborhoods, (b) identify and meet common needs with respect to guidelines and staff development, and (c) create linkages and collaborations among schools and agencies. More generally, the council provides a useful mechanism for leadership, communication, maintenance, quality improvement, and ongoing development of a comprehensive continuum of programs and services. Natural starting points for councils are the sharing of needs assessment, resource mapping, analyses, and recommendations for reform and restructuring. Specific areas of initial focus may be on such matters as addressing community-school violence and developing prevention programs and safe school and neighborhood plans.

Service Planning Area Councils

Representatives from Resource Coordinating Councils would be invaluable members of Service Planning Area Councils. They would bring information about specific schools and clusters of schools and local neighborhoods and would do so in ways that reflect the importance of school-community partnerships.

Board of Education Standing Committee

Matters related to comprehensive approaches best achieved through school-community partnerships appear regularly on the agenda of local school boards. The problem is that each item tends to be handled in an ad hoc manner, without sufficient attention to the "Big Picture." One result is that the administrative structure in the school district is not organized in ways that coalesce its various functions (programs, services) for addressing barriers and promoting healthy development. The piecemeal structure reflects the marginalized status of such functions and both creates and maintains the fragmented policies and practices that characterize efforts to address barriers. Boards of Education need a standing committee that deals in depth and consistently with these functions so they are addressed in more cohesive and effective ways (see Appendix G). Such a committee can help ensure policy and practice are formulated in a cohesive way based on a big picture perspective of how all the various resources and functions relate to each other.

System-wide mechanisms

Local and multi-site mechanisms are not sufficient. System-wide policy guidance, leadership, and assistance are required. With respect to establishing a comprehensive continuum of programs and services, a system-wide *policy* commitment represents a necessary foundation.

Mechanisms that seem essential are:

- *a system-wide leader*

Then, system-wide mechanisms must be established. Development of such mechanisms should reflect a clear conception of how each supports local activity. Several system-wide mechanisms seem essential for coherent oversight and leadership in developing, maintaining, and enhancing comprehensive approaches involving school-community partnerships. One is a *system-wide leader* with responsibility and accountability for the system-wide vision and strategic planning related to (a) developing school-community collaborations to evolve comprehensive approaches and (b) ensuring coordination and integration of activity among localities and system-wide. The leader's functions also encompass evaluation, including determination of the equity in program delivery, quality improvement reviews of all mechanisms and procedures, and ascertaining results.

- *a system-wide leadership group*
- *a system-wide resource coordinating body*

Two other recommended mechanisms at this level are a *system-wide leadership group* and a *resource coordinating body*. The former can provide expertise and leadership for the ongoing evolution of the initiative; the latter can provide guidance for operational coordination and integration across the system. The composition for these will have some overlap. The system-wide resource coordinating body should include representatives of multi-locality councils and Service Planning Area Councils. The leadership group should include (a) key administrative and line staff with relevant expertise and vision, (b) staff who can represent the perspectives of the various stakeholders, and (c) others whose expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand.

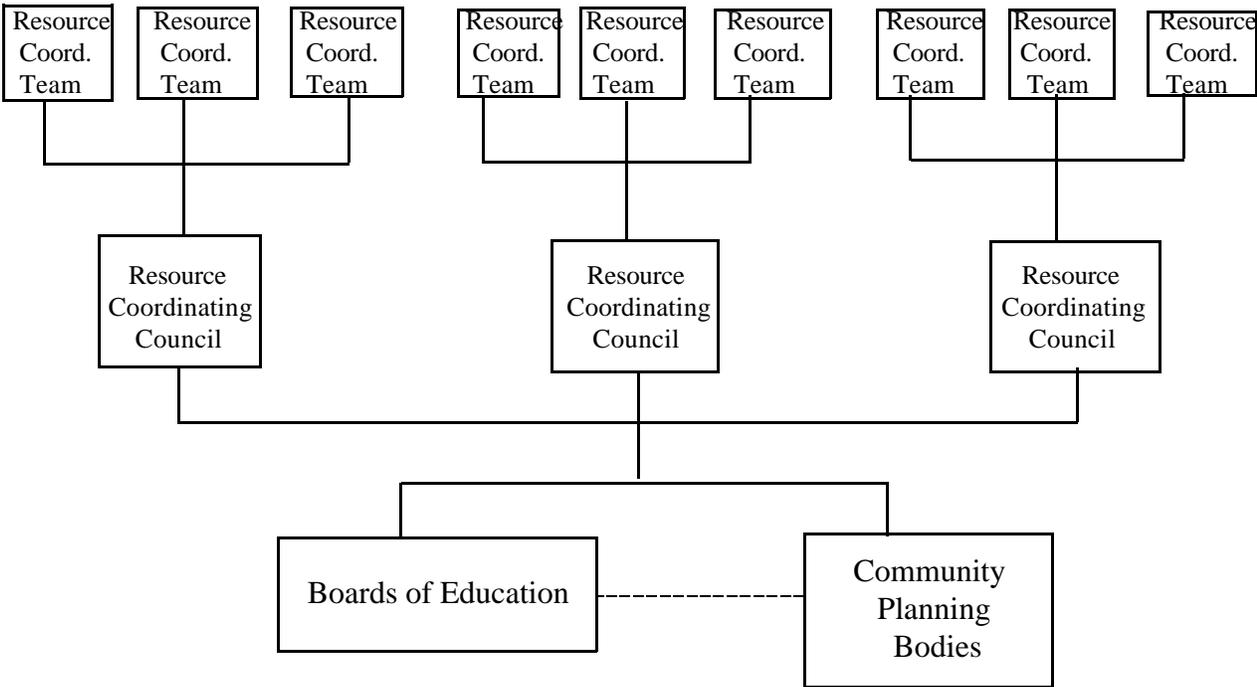
- *Organization Facilitators*

A cadre of *Organization Facilitators* provide a change agent mechanism that can assist in the development and maintenance of resource-oriented teams and councils. Such personnel also can help organize basic "interdisciplinary and cross training" to create the trust, knowledge, skills, and the attitudes essential for the kind of working relationships required if the mechanisms described above are to operate successfully. Through such training, each profession has the opportunity to clarify roles, activities, strengths, and accomplishments, and learn how to link with each other.

- *Boards of education & community planning bodies*

Ultimately, it is Boards of Education and community governance and planning bodies that must ensure an enduring policy commitment, resources, and planning for comprehensive and cohesive approaches encompassing school-community partnerships. This calls for formal connections between community planning bodies and boards of education with respect to analyzing the current state of the art, developing policy, and ensuring effective implementation.

Figure 2. Connecting key mechanisms.



Lessons Learned



The following ideas were circulated by the Human Interaction Research Institute* at a conference on the care and feeding of community partnerships. They were derived from a review of the research literature on the effectiveness of partnerships.

(1) Factors Influencing the Success of Partnerships

■ **Environmental Characteristics**

- >there is a history of collaboration or cooperation in the community
- >the partnership is seen as a leader in the community
- >the overall political/social climate is favorable to the goals of the partnership

■ **Membership Characteristics**

- >there is mutual respect, understanding and trust among, the partners
- >there is an appropriate cross-section of members from the community at large
- >partners all see collaboration as in their self-interest
- >there is a reasonable ability to compromise in operating the partnership

■ **Process/Structure Characteristics**

- >partners share a stake in both process and outcome
- >there are multiple layers of decision-making in the partnership
- >there is a reasonable amount of flexibility in how the partnership operates
- >there are clear roles and policy guidelines are developed
- >there is a willingness to adapt the structure and goals of the partnership as needed

■ **Communication Characteristics**

- >there is open and frequent communication among the partners
- >the partners have established informal and formal communication links

■ **Purpose Characteristics**

- >there are concrete, attainable goals and objectives for the partnership
- >there is an overall shared vision of what the partnership aims to do
- >there is a well-defined, unique purpose against other goals of community groups

■ **Resource Characteristics**

- >there are sufficient funds to operate the partnership
- >there is a skilled convener to bring the partners together

(2) Challenges of Partnerships

- Distrust of the partnership process itself among certain elements of the partnering organizations or within the host community
- "Bad history" from previous partnerships in the same community
- Becoming more concerned with perpetuation of the partnership rather than with the issues it was formed to address
- Being the product of a top-down rather than bottom-up creation
- Difficulties in recruiting staff able to work in the complex environment of a coalition
- Difficulties in maintaining viability when a leader or founding partner leaves (regardless of the reason for the departure)

(3) Learnings About Multicultural Aspects of Partnerships

- Strategies for handling cultural stereotypes within the partnership's own leadership are planned and implemented
- Partners develop and share a basic vision rather than merely looking for an exchange of opportunities among different racial/ethnic groups
- There are efforts to build social capital in the community - going beyond specific issue-oriented work

(4) Sustaining Partnerships

The likelihood of partnerships continuing over time is increased by:

- Implementing strategic methods for *conflict resolution* within the partnership, including an open acknowledgment that conflict is both inevitable and healthy in a body of this sort, so it will always have to be dealt with
- Implementing "advance strategies" for dealing with *leadership burnout* and *transition* - again, acknowledging that such shifts are a normal, healthy part of a partnership's life cycle
- Developing and implementing approaches to *long-term resource acquisition* - maintaining the flow of needed fiscal and human resources into the partnership. Funders can help partnerships by earmarking funds for capacity development, or for a planning grant to start up the partnership with attention to these longer-term issues.

*Human Interaction Research Institute
Northridge, CA. Ph. 818/677-2550.



School Observation

Observe around the school to determine what mechanisms are in place for developing and implementing community outreach activity to enhance community involvement and support.

In making observations, it is important to understand the difference between the behavior that can be observed and the impressions or judgments at which observers arrive. Therefore, use the following two column format in writing down what you “see”.

(A) Describe the behavior in as straightforward a manner as you can. (Avoid statements that conclude things were good or bad, more or less, etc.)

(B) What are your judgments/conclusions? (Indicate good-bad impressions, etc.)

Making the Case for Community Outreach

(1) Make a priority list of the types of community involvement and outreach activities you would like to see your school enhance/develop this year and those you would like to see in place over the next few years.

(2) Outline some major points that could be used to make the case for putting more effort and resources into community outreach mechanisms/programs.

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634;
smhp@ucla.edu

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, bulim.)
- ! Physical/Sexual Abuse
- ! Neglect
- ! Gender and sexuality
- ! Self-esteem
- ! Relationship problems
- ! Anxiety
- ! Disabilities
- ! Reactions to chronic illness
- ! Learning, attention & behavior problems