

Los Angeles Learning Centers

GUIDEBOOK



Enabling

Curriculum & Instruction

- Academies
- Assessment
- Curriculum
- Standards

Enabling

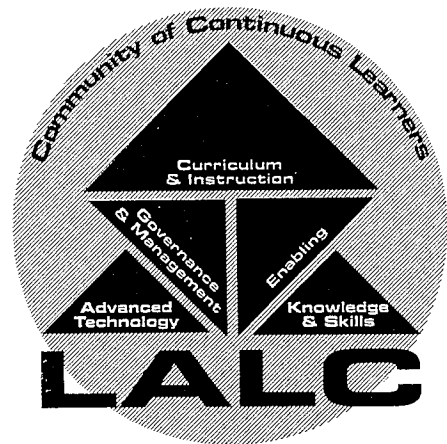
- Enabling
- Moving Diamond

Governance & Management

- Communications
- Governance
- Management

Advanced Technology

Professional Development



The Los Angeles Learning Centers is one of nine design initiatives selected by the New American Schools Development Corporation (NASDC) as part of a national effort to design, establish and disseminate a new generation of high performance American schools. The Learning Center design seeks to create a K-12 learning community to meet the educational needs of the children of the urban neighborhoods of Los Angeles and a new vision of education for urban communities across the nation.

The design is organized around three essential components:

- **Curriculum & Instruction** - designed to ensure that all students are taught in a community of learners using advanced and effective educational practices.
- **Enabling** - restructures and integrates school community resources to improve the health and well-being of students and families.
- **Governance & Management** - restructured to engage all learning community participants in decision-making and ensure the capacity of the Learning Center to improve and evolve.

To support these components, the Learning Center design views modern **technology** as an integral and critical element. The use of technology in the three components is described, as appropriate, in each Guidebook and is discussed in detail in the Technology Guidebook.

The design establishes the school as a safe, active hub of community life. Learning Center students are expected to meet high standards of scholarship, be productive citizens and lifelong learners. Every student is expected to obtain a solid understanding of the basic subjects of history, geography, science mathematics, and English, as well as a second language and the arts. Learning Center students are also expected to develop critical thinking and problem-solving abilities, understand and be able to use technology, and be prepared for success in college or the work force.

The Learning Center design is a collaborative project of the Los Angeles Unified School District (LAUSD), United Teachers Los Angeles, and the Los Angeles Educational Partnership. Currently, there are two pilot school sites implementing the design: the Elizabeth Street Learning Center in Southeast Los Angeles and the Foshay Learning Center in South Central Los Angeles. These two sites currently serve more than 5,000 students.



Los Angeles Learning Centers

Enabling Guidebook

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SECTION 1: INTRODUCTION

Everyone understands the need to reduce behavior and emotional problems, absenteeism, drug abuse, dropouts, teen pregnancy, violence on campuses, and so many other problems that interfere with learning and performing well at school. If schools are to improve and if students are to learn and succeed, such problems must be addressed. However, most educational reforms focus primarily on the instructional and management components of schooling without giving sufficient emphasis to students' attitudinal and motivational problems that are unrelated to curriculum and instruction.

Policy makers, professionals, and concerned citizens across the country want schools and communities to restructure their activities to do a better job of reducing barriers that interfere with student learning and performance. Such restructuring is seen as necessary to assure the development of caring, capable, and contributing children and youth. However, analysis of recent reform initiatives suggests much more must be done to produce the ambitious outcomes our society expects and needs.

All school districts already have an array of activities to prevent and correct students' problems. In addition, as part of initiatives to integrate community services, many schools are seeking collaborations with local social, medical, and mental health services. Increasingly, educators, students, and their families are coming to understand that such programs and services are an essential component of a school's endeavors. From a policy perspective, however, such activity still is treated as supplementary "add-ons."

Major restructuring of activities in schools designed to address barriers to learning, often referred to as support services, pupil services, or health and social services, are generally ignored. Even when efforts are made to connect community services to school sites (known as school-linked services,) the initiatives do not integrate community and school-owned programs. As a result, in daily practice the limited resources available for addressing barriers to learning are uncoordinated and fragmented; this squanders valuable assets and undermines efficacy. By incorporating the concept of an enabling component, the design for the Los Angeles Learning Centers (LALC) offers a comprehensive model for reform in this critical area.

What is an Enabling Component?

Given the various factors that can interfere with learning and performance, a school program committed to the success of all children and youth must be designed with a wide array of activities to address barriers to learning and teaching. Ideally, such efforts should be implemented as a comprehensive and integrated whole. Because the intent is to enable learning, this facet of educational reform has been dubbed the enabling component. (A dictionary defines enabling as providing with the means or opportunity; making possible, practical, or easy; giving power, capacity, or sanction to.)

In the LALC design, this component is one of the three cornerstones of the model (the other two are curriculum & instruction and governance & management) and is recognized as essential.

The concept of an enabling component is meant to unify and fill gaps found in efforts to restructure school-owned enabling activity and initiatives to establish collaborative linkages between school and community resources.

Stated simply, the component's mission is to *enable schools to teach and students to learn by addressing factors that interfere with learning and performance*. In pursuing this mission, the focus is on preventing and correcting learning, behavior, emotional, and health problems. This includes the promotion of healthy development and positive academic, social, emotional, and physical functioning as the best way to prevent many problems and as a necessary adjunct to corrective interventions.

Accomplishing such a mission means restructuring existing support resources and establishing collaborations with community and home resources in ways that move:

From narrowly focused activity, to a comprehensive approach

From fragmented, to coordinated and increasingly integrated intervention

From problem specific and specialist-oriented services, to less categorical, cross-disciplinary programs

From activity that is viewed as supplementary, to a full-fledged integrated component that is understood as primary and essential to enabling learning.

By interweaving enabling activity in the school, community, and home, limited resources are used more effectively and efficiently.

In sum, the enabling component is meant to be a cohesive, cross-disciplinary approach for promoting healthy development and addressing barriers to learning. It encompasses a comprehensive, integrated set of activities and represents a fundamental reconception of programs and services for enabling schools to teach, students to learn, families to function constructively, and communities to serve and protect.

The activity is designed to prevent and correct learning, behavior, emotional, and health problems. Through integration with the instructional component, there is a strong emphasis on promoting healthy development and facilitating positive functioning as the best way to prevent many problems and as an essential adjunct to corrective interventions.

Optimally, this can enhance a school's efforts to foster academic, social, emotional, and physical functioning. The component emerges from what is available at a site, expands what is available by working to integrate school and community programs/services, and enhances access to community programs by linking as many as feasible to programs at the site.

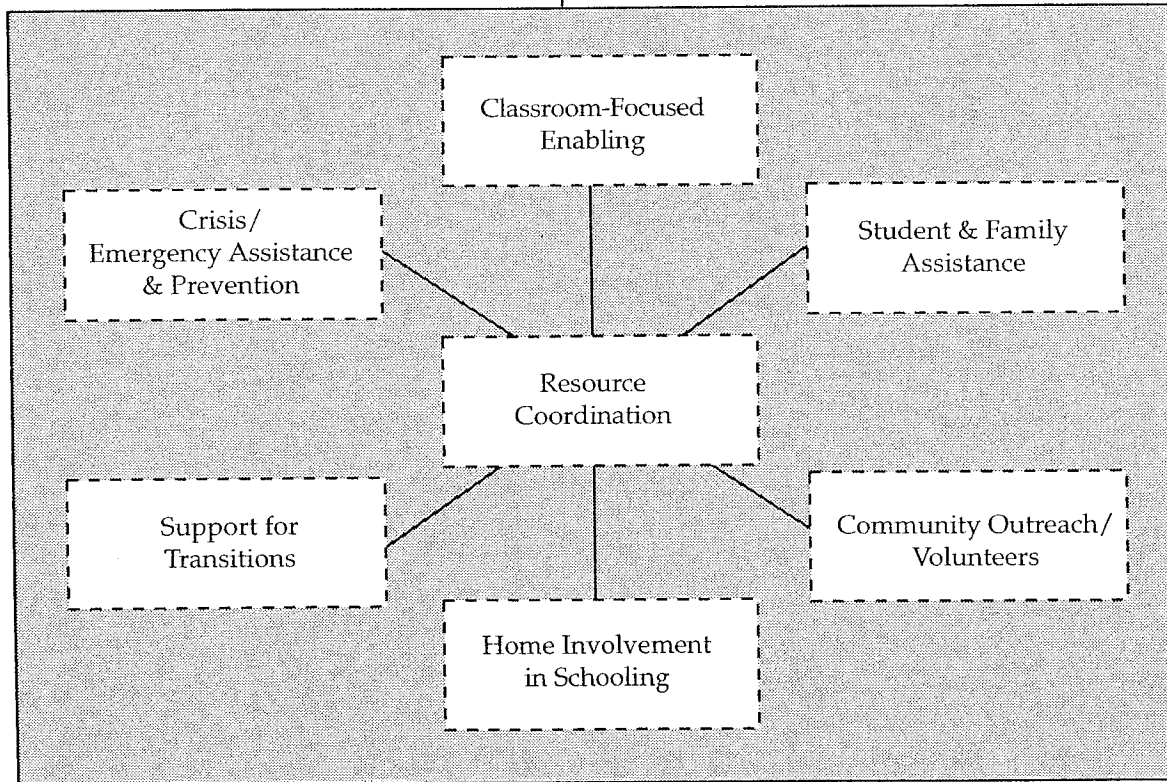
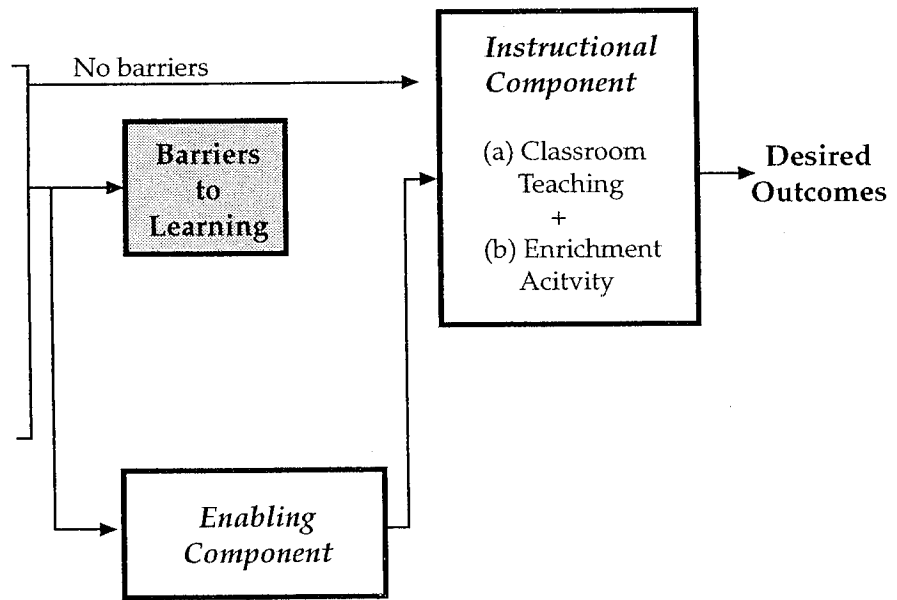
Enabling Activity Clustered Into Six Areas

The enabling component of the LALC model includes six areas of integrated activity. This grouping of enabling activity emerged from reviews of existing and desired services and programs. The analyses found that such activity clustered naturally into the six areas. The positive response of educators and policy makers across the country to six areas lends a form of expert validation. (See the Appendix for further discussion of the enabling component in terms of its major themes, elements, and processes and for an expanded outline of the six areas.)

The following graphic representation shows how the enabling component can support the instructional component. It also includes the six areas of integrated activity. These are further described in the section that follows.

Types of Learners

- I = motivationally ready & able
- II = not very motivated/lacking prerequisite knowledge & skills/different learning rates & styles
- III = avoidant/very deficient in current capabilities/has a disability



An Enabling Component to Promote Healthy Development and Address Barriers to Learning

1 - Classroom-Focused Enabling

When a classroom teacher encounters difficulty working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. Thus, the emphasis here is on enhancing classroom-based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom.¹

This is accomplished by providing personalized help to increase a teacher's array of strategies for working with a wider range of individual differences, (e.g., through use of accommodative and compensatory strategies, peer tutoring and volunteers to enhance social and academic support, resource and itinerant teachers and counselors in the classroom). Two aims are to increase mainstreaming efficacy and reduce the need for special services.

Work in this area requires:

- Programs for personalized professional development for teachers and aides
- Systems to expand resources
- Programs for temporary out-of-class help
- Programs to develop aides, volunteers, and others who help in classrooms or who work with teachers to enable learning. Through classroom-focused enabling programs, teachers are better prepared to address similar problems when they arise in the future.

2 - Student and Family Assistance Through Direct Services and Referral

Of course, some problems cannot be handled without special interventions — thus the need for student and family assistance. The emphasis here is on providing special services in a personalized way to assist with a broad-range of needs. To begin, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are linked to existing activity in an integrated manner.

Special attention is paid to enhancing systems for triage, case and resource management, direct services to meet immediate needs, and

¹Besides classroom-focused enabling, the regular classroom curriculum should focus on fostering socio-emotional and physical development. Such a focus is an essential element of efforts to prevent learning, behavior, emotional, and health problems.

referrals for special services and special education resources and placements, as appropriate. Continuous efforts are made to expand and enhance resources.

An invaluable context for this activity is a school-based Family and Community Center Service facility (described in Section 2 of this Guidebook). The work should be supported by multimedia advanced technology. As major outcomes, the intent is to ensure special assistance is provided when necessary and appropriate and that such assistance is effective.

Work in this area requires:

- Programs designed to support classroom focused enabling — with emphasis on reducing the need for teachers to seek special programs and services
- A stakeholder information program to clarify available assistance and how to access help
- Systems to facilitate requests for assistance and strategies to evaluate the requests (including use of strategies designed to reduce the need for special intervention)
- A programmatic approach for handling referrals
- Programs providing direct service
- Programmatic approaches for effective case and resource management
- Interface with community outreach to assimilate additional resources into current service delivery
- Relevant education for stakeholders

3 - Crisis Assistance and Prevention

The emphasis here is on responding to, minimizing the impact of, and preventing crises. If there is a school-based Family and Community Center Service facility, it provides a staging area and context for some of the programmatic activity. Intended outcomes of crisis assistance include ensuring that immediate assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays.

Prevention activity outcomes are reflected in the creation of a safe and productive environment and the development of student and family attitudes about, and capacities for, dealing with violence and other threats to safety.

Work in this area requires:

- Systems and programs for emergency/crisis response at a site, at several schools in the same locale, and community-wide (including a program to ensure follow-up care)
- Prevention programs for school and community to address school safety/violence reduction, suicide prevention, and child abuse prevention
- Relevant education for stakeholders.

4 - Support for Transitions

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

Work in this area requires:

- Programs to establish a welcoming and socially supportive community, especially for new arrivals
- Programs for articulation — for each new step in formal education, vocational and college counseling, support in moving from programs for students with limited English proficiency, support in moving to and from special education, and support in moving to post school living and work
- Before and after-school programs, including intersession, to enrich learning and provide recreation in a safe environment
- Relevant education for stakeholders.

5 - Home Involvement in Schooling

The emphasis here is on enhancing home involvement through programs to address parent learning and support needs (e.g., ESL classes, mutual support groups,) mobilize parents as problem solvers when their child has problems (e.g., parent education, instruction in helping with schoolwork,) elicit help from families in addressing the needs of the community, and so forth.

The context for some of this activity may be a parent center, which can be part of the Family and Community Service Center facility, if one has been established. Outcomes include measures of parent learning and indices of student progress and community enhancement related to home involvement.

Work in this area requires:

- Programs to address specific learning and support needs of adults in the home
- Programs to help those in the home meet their basic obligations to the student
- Systems to improve communication about matters essential to the student and family
- Programs to enhance the home-school connection and sense of community
- Interventions to enhance participation in making decisions that are essential to the student
- Programs to enhance home support related to the student's basic learning and development
- Interventions to mobilize those at home to solve problems related to student needs
- Intervention to elicit help (support, collaborations, and partnerships,) from those at home with respect to meeting classroom, school, and community needs
- Relevant education for stakeholders.

6 - Community Outreach for Involvement and Support (including Volunteers)

The emphasis here is on reaching out to the community to build links and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to public and private community agencies, universities, colleges, organizations, and facilities, businesses and professional organizations and groups, and volunteer service programs, organizations, and clubs.

If one has been established at the site, the Family and Community Service Center facility would be a context for some of this activity. Outcomes include 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:

- 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, awards, incentives, and jobs; formal partnership arrangements
- 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
- Outreach programs to hard-to-involve students and families, e.g., those who don't come to school regularly, including truants and dropouts
- 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
- Relevant education for stakeholders.

Note: The general tasks of governance and coordination related to all these activities are not addressed here.

SECTION 2: GETTING FROM HERE TO THERE

Establishing an enabling component involves:

- Restructuring and expanding resources by coordinating and clustering enabling activity at a school site
- Moving toward a community emphasis — integrating school, community, and home resources to the degree feasible, and enhancing access to other community programs by developing cooperative linkages
- Integrating the enabling, instructional, and management components.

This section includes 13 steps related to creating readiness, starting-up, phasing-in, maintaining, and supporting the evolution of such a component. Success in implementing the component is directly related to how well it is staffed, the creation of a strong Resource Coordinating Team, and the creation of a Family and Community Center. Each of these topics is also addressed.

Implementation of this component is discussed more fully in the expanded Guidebook — *Getting from Here to There: A Guidebook to the Enabling Component*. The role of an organization facilitator, an agent for change whose role is to help phase-in the component, is also described in the full Guidebook. As an additional aid, the Appendix contains a checklist for reviewing progress in implementing the component.

OVERVIEW OF KEY STEPS IN ESTABLISHING THE ENABLING COMPONENT

Orientation: Creating Readiness

Disseminate and build interest and consensus for developing the component. In education a new idea or practice almost always finds a receptive audience among a small group. However, many more are politely unresponsive and reluctant to change things, and some are actively resistant. To achieve successful change, restructuring requires the committed involvement of a critical mass of stakeholders.

Examples of key objectives at this stage of creating readiness and interest include:

- Clarifying potential gains and doing so without creating unrealistic expectations
- Delineating costs — without seriously dampening expectations about benefits
- Offering incentives that mesh with intrinsic motives
- Conveying the degree to which the model can be modified while emphasizing that certain facets are essential and nonnegotiable

These objectives require a series of dissemination strategies, e.g., distributing written and audiovisual materials through use of the mails, media and communications' networks. As potential participants express interest, there should be overview presentations that are followed-up over a period of weeks with more in-depth focus groups and interactive question and answer forums.

Decide on sites where the component will be developed and introduce basic ideas to relevant groups of stakeholders. Given that sufficient interest is created, the next step involves decisions about who to engage in preliminary discussions. It's appealing to start with the most highly motivated candidates, but selection criteria must consider a variety of factors that can effect the immediate and long-term efficacy of the enabling component.

In making initial judgments about the appropriateness of potential participants, you might ask: How likely is it that a critical mass of decision-makers will commit to allocating sufficient resources (e.g., finances, personnel, time, space)? How likely is it that a critical mass of stakeholders will develop sufficient motivational readiness and appropriate levels of competence? With respect to the most influential stakeholders, will most be supportive, or at least sufficiently committed not to undermine the process?

Negotiate a policy framework and conditions for engagement—ask the leadership group at a site to make a policy commitment that establishes a comprehensive approach to enabling learning as a primary and essential component of their work.

Such a commitment means establishing a clear policy direction that treats the enabling component on a par with the instructional and management components when it comes to allocating appropriate resources — finances, staff development, space, and so forth. It also means establishing incentives and safeguards for change.

Because the enabling component is a new concept and represents a major shift in thinking about activity designed to enable learning, it is essential that policy makers make an explicit commitment to establish such a component. During the orientation phase, specific policy agreements must be negotiated and ratified by governance bodies to spell out the commitment. Questions to be answered include:

- How will the component be represented on governance, planning, budget, and staff development bodies?
- Who will be the administrative lead for the component? (specify job functions and ensure adequate time for carrying them out)
- How much budget will be provided?
- How much space will be provided?
- Will there be a family/parent center? If so, how much space is allotted for adult education and parent classes? child care?
- How will daily enabling activity be staffed?
- How much time and resources will be allotted for initial strategic and ongoing planning, staff development, and technical support?

Identify a site leader (equivalent to the leader for the instructional component) to ensure policy commitments are carried out. If an enabling component is to be established, there must be leadership at the site that understands the vision and is committed to bringing it into existence.

As quickly as feasible, a site administrator and 1-2 other leaders need to be identified to take the lead in orienting all stakeholders at the site. A change agent (e.g., organization facilitator) and members of a steering group can provide coaching as needed.

Orientation involves a process of spiral learning and gradual valuing. Thus, over several months this leadership must create and take advantage of opportunities to highlight, explain, explore, and generally inundate the site with the importance of establishing the component and the benefits that will be forthcoming. Because of the complexity of all this, the work must be carried out gradually using a variety of strategies, including written and audiovisual presentations followed up with more in-depth focus groups and interactive question and answer forums.

These leaders must:

- Ensure stakeholder readiness and commitment
- Overcome barriers to change
- Anticipate and address negative reactions and dynamics related to change
- Establish and maintain the necessary infrastructure, i.e., organizational and operational mechanisms
- Develop effective working relationships
- Enhance intrinsic motivation for maintaining and evolving newly acquired ideas and processes

Start-Up and Phase-In: Building an Infrastructure

Establish a Steering Group and other temporary infrastructure mechanisms and provide members with leadership training

Once there is consensus to proceed, an initial core of personnel should be identified at the site to form an enabling component steering group. This daily working group plans, guides, and supports component development and ongoing daily functioning.

It includes the site's lead administrator for the component and other leaders such as a lead staff member for the site's Family and Community Center, professionals who provide health and social services, resource and special education staff, and interested parents.

Formulate site-specific start-up and phase-in plans.

The steering group working with other planning groups at the site can formulate start-up and phase-in plans for the enabling component. Planning for start-up and phase-in includes:

- Developing a sequence for introducing the various elements of the enabling component for integration with plans for phasing-in reforms related to instruction and management
- Outlining strategies to facilitate implementation
- Clarifying changes to be made in the site's infrastructure to facilitate initiation and systematic development of the component

Establish and train a site-based Resource Coordinating Team (described later in this section) and map and analyze existing resources.

Enhance component visibility, communication, sharing, and problem-solving.

As with all new concepts, the enabling component requires extensive explanation and frequent clarification. There should be high-visibility sharing through use of a variety of internal and external communication and public relations mechanisms such as:

- Regular involvement in stakeholder development activity
- Public display of posters and charts
- Publications of newsletters and bulletins sharing procedures and accomplishment of personnel involved in enabling activities

A bulletin board devoted to announcements and displays for enabling activities

In reacting to problems there should be a process by which problems are identified and attended to. Some problem solving aids include:

- A "concerns box" where stakeholders can anonymously put a description of a problem they want addressed
- One or more ombudspersons with mediation and problem solving skills, the respect of stakeholders, and the authority to take appropriate action

- One or more designated leadership personnel who hold weekly office hours to hear and work on solving problems

Attempt to fill program/service gaps through outreach to establish formal collaborative linkages with district and community resources.

At the site and in the local community there may be others with skills and resources that can serve enabling concerns. To expand resources, it is important to reach out regularly to others at the site, in the school district, and in the community. For example, the school district, community agencies, professionals and nonprofessional volunteers, businesses and families may provide needed resources.

Establish a system for quality improvement.

Quality improvement is an ongoing process. In the early stages of program development, *formative* evaluation should be the primary focus. Such evaluation can provide information about how to improve the planning processes, participants, governance structures, resources, program organization, and operational policies and practices related to the enabling component.

It is important to give staff the opportunity to develop and institutionalize a sound enabling component without early attention to outcomes. Over time the emphasis can move to measuring intended outcomes.

The following examples illustrate quality improvement review assessment activity:

- Checking on the functioning of program teams
- Holding meetings with school site leadership and team leaders to identify adequacy of resources and staff development
- Checking on efficacy of referral, triage, and case management systems
- Checking on the effectiveness of mechanisms for daily coordination, communication, and problem solving
- Evaluating progress in refining and enhancing program activity

Maintenance and Evolution: Toward a Refined Infrastructure, Increased Outcome Efficacy, and Creative Renewal

Plan for maintenance.

To maintain the enabling component, it must continue to have a reasonable share of the site's budget, staff, space, time and resources. It is important that there be advocates for this component on the site's planning and decision-making bodies, e.g., governance, program planning and budgeting, facilities, staff development.

Develop strategies for maintaining momentum and progress.

There are always forces at work to erode a program's success and progress. For instance, turnover in the membership of planning and coordination teams; problems related to communication and sharing resources; competing interests and the attraction of moving on to something new.

Ultimately, efforts to maintain momentum and progress must succeed in stimulating adequate levels of continuing motivation on the part of a critical mass of stakeholder.

Generate renewal.

While it is listed last, the need to focus on and generate renewal begins as soon as the first flush of newness wears off and the constant demands of the job take their toll. While generating renewal is everyone's concern, it is imperative that the lead personnel for the enabling component develop motivational strategies to maximize the likelihood that stakeholders feel valued, experience a sense of community, have sufficient time and resources, stay in touch with the original mission and vision, and expect that their efforts will lead to positive outcomes for themselves and the students.

In addition, renewal should be a major focus of stakeholder development (continuing education). Properly designed, such activity can maintain and enhance productivity in ways that generates renewal.

Enabling Component Site Leader

The identification and development of a school-site leader for the enabling component is essential to successful implementation. Ideally this should be one of the site's administrators, who sits at the

decision-making table when plans regarding space, time, budget, and personnel are made. This individual should also be responsible for ensuring the proper operation of mechanisms for coordination, resource development, and accountability.

Resource Coordinating Team

Creation of a Resource Coordinating Team is a good starting point for interweaving existing resources and developing program teams. Such a team exemplifies the type of on-site organizational mechanism needed to initiate and work toward cohesion among the many facets of enabling.

Even before the enabling component takes form, such a team can reduce fragmentation and enhance cost-efficiency of the enabling activity by encouraging existing services and programs to function in a coordinated and increasingly integrated way.

For example, the team can analyze and then enhance activity and resources (see the Appendix for a survey to aid analysis of current status,) and it can ensure that systems are in place, such as systems for referral, triage, and case management.

The Resource Coordinating Team should also oversee the component's six areas. And, as community agencies become involved at the school, they should send representatives to join the team. Initially, the entire group needs to meet once a week. However, as it expands, a core working group can be identified to meet weekly. The rest of the team can be kept informed through circulation of the team's working notes, and the full team can meet monthly.

Properly constituted, a Resource Coordinating Team provides on-site leadership for the enabling component and ensures that enabling activities are maintained and improved. To further ensure that this is the case, at least one member of the team should be on the school's governing body.

Volunteers and professionals-in-training can also be recruited, trained, and supervised by school staff supplemented by qualified personnel recruited from the community. They would serve in various support roles, such as peer, family, health, and educational counselors, mediators, advocates, and mentors.

Family and Community Center (FCC)

The LALC model establishes a Family and Community Center as the focus of coordinated services as well as serving as the hub of activities for students and their families. It is open to parents and children the community from early morning until early evening, offering health, social, educational, and basic survival services; supplementary in-class education regarding health and psychosocial issues; child development, child care, and school readiness services; and services that outreach to the home. It is also the "access" point for community services, agencies or individual who wish to become active participants in the school.

As a focal point for home involvement programs, the Center can be used for training mentor parents, parent education, parent-led mutual support groups, organization of cooperative child-care, and reaching hard-to-involve families.

Initially, the enabling component's community outreach activity will focus on forging links with potential referral sources, including arrangements for some community services to be housed in the FCC. Representatives of those services are then asked to become part of the Resource Coordinating Team. The next stage includes discussion about formal collaboration, leading to specific plans and shared governance.

These are the essential features of a Family and Community Center:

- Site-based assessment, to determine the highest priority health and social service needs. Services are tailored to each site, based on prioritized needs, resources available from public and private agencies, and analysis of parent and community strengths.
- A staffing mix from the school and public and private service agencies. The school, agency staff, and parents collaborate to develop an intervention system that includes reducing dependency on resources outside the community.
- Targeting students and families, based on school, parent, and agency recommendations as to which students need the most assistance.
- Well-defined systems for requesting assistance, case management, record keeping, and referral to off-campus locations, and for information management and quality improvement.

- Prevention and education programs related to health and psychosocial concerns designed to help address potential problems and empower families (e.g.. well-child services, health and safety education, support groups for parents, parenting and teaching, how to work with learning and behavior problems).
- Shared governance structures, with appropriately selected representatives of local organizations and agency officials making decisions on an equal footing with learning community adults.
- FCC users pay something, in money or time; everyone who uses the resources is expected to contribute to the Center. If they can't pay a minimum fee, they should donate volunteer time or exchange services such as child care, tutoring, or language services.

SECTION 3: MAKING IT HAPPEN

The most fundamental barrier to developing and implementing the enabling component is finding time and generating the effort it takes to establish an effective infrastructure for the enabling component.

An integrated approach to addressing barriers to learning must coalesce at the local level. A school and its surrounding community are a sound focal point around which to begin building a multilevel organizational plan. Adopters must first develop a policy commitment that ensures movement toward a comprehensive, integrated approach to enabling learning. Such a commitment means placing enabling on a par with instruction and management as primary and essential components. It also means new roles and functions for some staff and greater involvement of parents, students, and others from the community. (At the same time, awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with limited financial resources, underscores the fact that large-scale restructuring must be done in phases and must redeploy existing resources.)

For schools, the first operational challenge in moving from piecemeal approaches to an integrated component involves interweaving existing activity, including curricula fostering social, emotional, and physical development. The second challenge is to make existing programs more effective and reach out to other resources to expand the enabling component, for example, by attracting more volunteers, professionals-in-training, and community resources to work at school sites; by groups of schools entering into collaborations; and by establishing formal linkages with community resources. Meeting such challenges requires well-conceived and appropriately supported mechanisms.

Infrastructure mechanisms at a site (and for multiple sites and system-wide,) ensure oversight, leadership, development, and ongoing support. For instance, well-designed mechanisms:

- Provide the means to arrive at resource allocation decisions.
- Integrate planning, implementation, maintenance, and evaluation of enabling activity.
- Outreach to community resources in ways that create formal working relationships to bring added resources to campuses and establish special linkages with others.

- Upgrade and modernize in ways that reflect the best intervention thinking and use of technology.

With respect to infrastructure mechanisms, of course, matters of governance and finance are key concerns. For example, establishment and maintenance of any school-based mechanism requires sanctioning and resource support from school governance bodies and staff.

The focus in developing infrastructure is first on school level mechanisms related to the six areas of activity. Conceptualization of the infrastructure at the school level helps clarify the mechanisms needed for groups of schools (e.g., feeder schools, “families” of collaborating schools), and system-wide levels. Groups of schools in the same locale often have common concerns and may have programmatic activity that can use the same resources. A leader and a coordinating mechanism for groups of schools and system-wide are essential to ensuring a cohesive vision, appropriate advocacy, integrated practices, and collaboration with public and private agencies at these levels.

To help overcome barriers related to developing an effective infrastructure and phasing-in of the component, a school site should consider temporarily employing an organization facilitator (see the Appendix).

What if...your school has no infrastructure to support the enabling component?

- Develop a policy commitment that places enabling on par with instruction and governance.
- Redefine roles and functions for staff who contribute to enabling.
- Increase involvement of parents, students, and other community stakeholders.
- Get support of governance body and the commitment of financial resources
- Develop a coordinated mechanism to allow groups of schools to pool resources in support of enabling.
- Use a change agent or facilitator to help define new roles and responsibilities and to create a new infrastructure.

What if...the roles and functions of the staff are traditionally defined and don't readily support an integrated enabling component?

Create readiness by early staff development. Make sure the Resource Coordinating Team is enthusiastic so that it can provide leadership and kindle enthusiasm in others. Use ongoing staff development to break down old structures. It's also important to foster team-building for those involved in enabling.

What if...the staff (e.g., psychologist, nurse, counselor) currently involved in enabling-related activities are not working as a team and seem protective of their "turf"?

To help staff and work as a team, implement team-building activities for staff and volunteers involved in enabling. It may be helpful to have an outside change agent work with the group to foster cooperation and understand that while their roles may change their jobs are not being eroded.

It can also be helpful to sponsor an off-site retreat where the Resource Coordination Team and other relevant staff can build enthusiasm and forge new relationships.

What if...the enabling component isn't currently represented on the school's governance body?

The enabling component must be on a par with *curriculum and instruction* and *governance and management* and must be represented on the governance body and on the change team. It's also helpful to communicate the importance of enabling to the school community (e.g., use posters, announcements, and other communication tools to stress its importance).

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