Resource Aids

I. Tools for Mapping Resources

II. Examples of Funding Sources

III. Working with Others to Enhance Programs and Services*

IV. Tools for Gap Analysis and Action Planning

V. Using Data for Planning, Implementation, and Evaluation

VI. Legal Issues

VII. Agencies and Online Resources Relevant to School-Community Partnerships

*This aid is from an introductory packet entitled Working Together: From School-Based Collaborative Teams to School-Community-Higher Education Connections prepared by the School Mental Health Project/Center for Mental Health in Schools, UCLA.
I. Tools for Mapping Resources

About Mapping Resources

Who and What Are at the School?

Survey of System Status at a School

A Mapping Matrix

School-Community Partnerships: Self-Study Survey

Overview of a Set of Surveys to Map What a School Has and What It Needs to Address Barriers to Learning

Community Resource Mapping

Examples from Kretzmann & McKnight’s (1993) work entitled *Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community’s Assets*

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

Geographic Information Systems

Analysis of Mechanisms for Connecting Resources
About Mapping Resources

A. Why mapping resources is so important.

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

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

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

C. What are resources?

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

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

C. A representative group of informed stakeholders is asked to undertake the process of identifying what currently is available to achieve goals and address problems. What else is needed to achieve goals and address problems.

E. What does this process lead to?

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

F. How to do resource mapping

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

G. Use benchmarks to guide progress related to resource mapping
Mapping System Status

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

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

This survey provides a starting point.

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

Following this is a survey designed to help you review how well systems for Learning Supports have been developed and are functioning.
Who and What Are at the School?
(names & schedules provided so staff, students, and families can access)

Some of the Special Resources Available at ___________ School

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

**School Psychologist**
- **times at the school**
  - C Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

**School Nurse**
- **times at the school**
  - C Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

**Pupil Services & Attendance Counselor**
- **times at the school**
  - C Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

**Social Worker**
- **times at the school**
  - C Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

**Counselors**
- **times at the school**
  - C General and special counseling/guidance services. Consultation with parents and school staff.

**Dropout Prevention Program Coordination**
- **times at the school**
  - C Coordinates activity designed to promote dropout prevention.

**Title I and Bilingual Coordinators**
- **times at the school**
  - C Coordinates categorical programs, provides services to identified Title I students, implements BilingualMaster Plan (supervising the curriculum, testing, and so forth)

**Resource and Special Education Teachers**
- **times at the school**
  - C Provides information on program modifications for students in regular classrooms as well as providing services for special education.

**Other important resources:**

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

**School Improvement Program Planners**
- / 
- / 
- / 

**Community Resources**
- C Providing school-linked or school-based interventions and resources
  - Who / What they do / When
  - / / 
  - / / 
  - / / 
  - / / 
  - / / 
  - / / 


Survey of System Status

In discussing the following survey items, note:

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

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

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

DK = don’t know
1 = hardly ever effective
2 = effective about 25% of the time
3 = effective about half the time
4 = effective about 75% of the time
5 = almost always effective
1. Is someone at the school designated as coordinator/leader for activity designed to address barriers to learning (e.g., education support programs, health and social services, the Enabling Component)?

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

3. Do you have a Resource Coordinating Team?

4. Do you have written descriptions available to give staff (and parents when applicable) regarding activities available at the site designed to address barriers to learning (programs, teams, resources services -- including parent and family service centers if you have them)?

5. resources available in the community?

6. Are there effective processes by which staff and families learn (a) what is available in the way of programs/services?

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

6. With respect to your complex/cluster's activity designed to address barriers to learning has someone at the school been designated as a representative to meet with the other schools?
How effective is the
(a) referral system? DK 1 2 3 4 5
(b) triage system? DK 1 2 3 4 5
(c) case management system? DK 1 2 3 4 5
(d) student study team? DK 1 2 3 4 5
(e) crisis team? DK 1 2 3 4 5

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

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

DK 1 2 3 4 5

How effective are the processes for ensuring that
(a) resources are properly allocated and coordinated? DK 1 2 3 4 5

linked community services are effectively coordinated/integrated with related activities at the site?

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

Please list community resources with which you have formal relationships.

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

(b) Those not at the school site but which have made a special commitment to respond to the school's referrals and needs.
A Mapping Matrix for Analyzing School-Community Partnerships Relevant to Addressing Barriers to Learning and Promoting Healthy Development

Q. Why do an analysis focused specifically on school-community partnerships?

A. To help policy makers improve the use of limited resources, enhance effective and equitable use of resources, expand availability and access, and increase the policy status of efforts to address barriers to learning and promote healthy development.

In many neighborhoods:
- neither schools nor communities can afford to offer some very important programs/services by themselves, and they shouldn’t try to carry out similar programs/services in ways that produce wasteful redundancy or competition;
- schools and communities need to work together in well orchestrated ways to achieve equitable availability and access to programs/services and to improve effectiveness;
- the absence of strong school-community partnerships contributes to the ongoing marginalization of efforts to address barriers to learning and promote healthy development;
- the development of strong school-community partnerships is essential to strengthening the community and its schools.

Using the Matrix

(1) Quickly identify any school-community partnerships you have information about with respect to each cell of the matrix.

(Do the various catalogues clarify school-community partnerships? Just because a community program has some connection with a school, doesn’t make it a partnership.)

(2) Improve matrix based on feedback from doing Step 1.

(3) By way of analysis:

(a) Which cells have little in them?
   (This may be because we don’t know about certain programs. It may be because there are relevant programs but they are not part of school-community partnerships.)

(b) How should we differentiate among the types of school-community connections? (e.g., nature and scope of connections -- at least three major dimensions:
   - strength of connection, such as contracted partnership
   - breadth of intervention, such as program is for all students
   - provision for sustainability, such as institutionalized with line-item budget)

(4) What steps can we take to find the information we need to complete the analyses?
## Mapping Matrix

<table>
<thead>
<tr>
<th>Prevention</th>
<th>Health (physical, mental)</th>
<th>Education (regular/special trad./alternative)</th>
<th>Social Services</th>
<th>Work/Career</th>
<th>Enrichment/Recreation</th>
<th>Juvenile Justice</th>
<th>Neighborhood/Comm. Improvement</th>
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<tbody>
<tr>
<td>Early-Onset Intervention</td>
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<td>Treatment of Chronic &amp; Severe Problems</td>
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### Level of Initiatives
- National (federal/private)
- State-wide
- Local
- School/neighborhood

### Questions:

What are the initiatives at the various levels?

How do they relate to each other?

How do they play out a school site and in a neighborhood?
Who in the Community Might “Partner” with Schools?

Formal efforts to create school-community partnerships to improve school and neighborhood, involve building formal relationships to connect resources involved in preK-12 schooling and resources in the community (including formal and informal organizations such as those listed below).

Partnerships may be established to connect and 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 funding and grant applications; shared underwriting of some activity; donations; volunteer assistance; pro bono services, mentoring, and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; mutual support; shared responsibility for planning, implementation, and evaluation of programs and services; building and maintaining infrastructure; expanding opportunities for assistance, community service, internships, jobs, recreation, enrichment; enhancing safety; shared celebrations; building a sense of community.

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

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

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

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

Child care/preschool centers

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

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

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

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

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

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

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

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

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

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

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

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

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

Family members, local residents, senior citizens groups
School-Community Partnerships:
Self-Study Surveys

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

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

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

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

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

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

Overview of Areas for School-Community Partnership

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

Please indicate all items that apply

<table>
<thead>
<tr>
<th>You want?</th>
<th>Yes</th>
<th>Yes but more of this is needed</th>
<th>If no, is this something you want?</th>
</tr>
</thead>
</table>

A. Improving the School
(name of school(s): ____________________________)

1. the instructional component of schooling
2. the governance and management of schooling
3. financial support for schooling
4. school-based programs and services to address barriers to learning

B. Improving the Neighborhood
(through enhancing linkages with the school, including use of school facilities and resources)

1. youth development programs
2. youth and family recreation and enrichment opportunities
3. physical health services
4. mental health services
5. programs to address psychosocial problems
6. basic living needs services
7. work/career programs
8. social services
9. crime and juvenile justice programs
10. legal assistance
11. support for development of neighborhood organizations
12. economic development programs
Survey (self-study) -- Overview of System Status for Enhancing School-Community Partnership

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

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

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

   DK 1 2 3 4 5

2. Is there a designated leader or leaders for enhancing school-community partnerships?

   DK 1 2 3 4 5

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

   DK 1 2 3 4 5

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

   DK 1 2 3 4 5

5. Is there a written plan for capacity building related to enhancing the school-community partnerships?

   DK 1 2 3 4 5

6. Are there written descriptions available to give all stakeholders regarding current school-community partnerships

   DK 1 2 3 4 5

7. Are there effective processes by which stakeholders learn
   (a) what is available in the way of programs/services?
       DK 1 2 3 4 5
   (b) how to access programs/services they need?
       DK 1 2 3 4 5
Survey (self-study) -- Overview of System Status for Enhancing School-Community Partnership (cont.)

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

<table>
<thead>
<tr>
<th>DK</th>
<th>= don’t know</th>
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<tbody>
<tr>
<td>1</td>
<td>= hardly ever effective</td>
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<tr>
<td>2</td>
<td>= effective about 25% of the time</td>
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<tr>
<td>3</td>
<td>= effective about half the time</td>
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<tr>
<td>4</td>
<td>= effective about 75% of the time</td>
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<tr>
<td>5</td>
<td>= almost always effective</td>
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</table>

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

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

(a) current policy DK 1 2 3 4 5
(b) designated leadership DK 1 2 3 4 5
(c) designated representatives DK 1 2 3 4 5
(d) team monitoring and planning of next steps DK 1 2 3 4 5
(e) capacity building efforts DK 1 2 3 4 5

List Current School-Community Partnerships

<table>
<thead>
<tr>
<th>For improving the school</th>
<th>For improving the neighborhood</th>
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<tbody>
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<td>_________________________</td>
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I-14
**Survey (self-study) --**

**School-Community Partnerships to Improve the School**

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

Please indicate all items that apply

<table>
<thead>
<tr>
<th>Yes</th>
<th>Yes but more of this is needed</th>
<th>If no, is this something you want?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>[name of school(s): ______________________________]</td>
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</table>

**Partnerships to improve**

1. the instructional component of schooling
   
   a. kindergarten readiness programs
   b. tutoring
   c. mentoring
   d. school reform initiatives
   e. homework hotlines
   f. media/technology
   g. career academy programs
   h. adult education, ESL, literacy, citizenship classes
   i. other _____________________________

2. the governance and management of schooling
   
   a. PTA/PTSA
   b. shared leadership
   c. advisory bodies
   d. other ______________________________

3. financial support for schooling
   
   a. adopt-a-school
   b. grant programs and funded projects
   c. donations/fund raising
   d. other ______________________________

4. school-based programs and services to address barriers to learning*
   
   a. student and family assistance programs/services
   b. transition programs
   c. crisis response and prevention programs
   d. home involvement programs
   e. pre and inservice staff development programs
   f. other ______________________________

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

**School-Community Partnerships to Improve the Neighborhood**

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

<table>
<thead>
<tr>
<th>Partnerships to improve</th>
<th>Yes</th>
<th>Yes but more of this is needed</th>
<th>If no, is this something you want?</th>
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</thead>
<tbody>
<tr>
<td><strong>1. youth development programs</strong></td>
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<tr>
<td>a. home visitation programs</td>
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<td>b. parent education</td>
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<td>c. infant and toddler programs</td>
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<td>d. child care/children’s centers/preschool programs</td>
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<td>e. community service programs</td>
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<td>f. public health and safety programs</td>
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<td>g. leadership development programs</td>
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<td>h. other</td>
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<tr>
<td><strong>2. youth and family recreation and enrichment opportunities</strong></td>
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<tr>
<td>a. art/music/cultural programs</td>
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<td>b. parks’ programs</td>
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<td>c. youth clubs</td>
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<td>d. scouts</td>
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<td>e. youth sports leagues</td>
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<td>f. community centers</td>
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<td>g. library programs</td>
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<td>h. faith community’s activities</td>
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<td>i. camping programs</td>
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<td>j. other</td>
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<td><strong>3. physical health services</strong></td>
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<td>a. school-based/linked clinics for primary care</td>
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<td>b. immunization clinics</td>
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<td>c. communicable disease control programs</td>
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<td>d. CHDP/EPSDT programs</td>
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<td>e. pro bono/volunteer programs</td>
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<td>f. AIDS/HIV programs</td>
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<td>g. asthma programs</td>
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<td>h. pregnant and parenting minors programs</td>
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<td>i. dental services</td>
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<td>j. vision and hearing services</td>
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<td>k. referral facilitation</td>
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<td>l. emergency care</td>
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<td>m. other</td>
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</tbody>
</table>
4. mental health services
   a. school-based/linked clinics w/ mental health component
   b. EPSDT mental health focus
   c. pro bono/volunteer programs
   d. referral facilitation
   e. counseling
   f. crisis hotlines
   g. other

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

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

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

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

9. crime and juvenile justice programs
   a. camp returnee programs
   b. children’s court liaison
   c. truancy mediation
   d. juvenile diversion programs with school
   e. probation services at school
   f. police protection programs
   g. other
10. legal assistance
   a. legal aide programs
   b. other ______________________________

11. support for development of neighborhood organizations
   a. neighborhood protective associations
   b. emergency response planning and implementation
   c. neighborhood coalitions and advocacy groups
   d. volunteer services
   e. welcoming clubs
   f. social support networks
   g. other_______________________________

12. economic development programs
   a. empowerment zones.
   b. urban village programs
   c. other_______________________________
A Set of Surveys to Map What a School Has and What it Needs to Address Barriers to Learning

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

The School Mental Health Project at UCLA has developed a set of self-study surveys covering six program areas and the leadership and coordination systems every school must evolve to enable learning effectively. 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

This type of self-study is best done by teams. For example, a group of teachers could use the items to discuss how the school currently supports their efforts, how effective the processes are, 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 the school’s efforts, the group may decide that some existing activity is not a high priority and that the resources should be redeployed to help establish more important programs. Other activity may be seen as needing to be embellished so that it is effective. Finally, decisions may be made regarding new desired activities, and since not everything can be added at once, priorities and timelines can be established.

__________________________________________________________

The surveys are available from: Center for Mental Health in Schools, UCLA, Box 951563, Los Angeles, CA 90095-1563 Phone: (310) 825-3634 Fax: (310) 206-8716 E-mail: smhp@ucla.edu

They may also be downloaded from the Center’s Website: http://smhp.psych.ucla.edu
Community Resource Mapping Inventory

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

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

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

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

2 Identify all currently participating organizations.
   Is everyone ‘at the table?’ It is important not to wait until every single entity is present to move forward, as long as there is consensus regarding critical mass—proceed. Work to ensure that collaborative is diverse in representation and includes non-traditional stakeholders such as business, schools, media, faith community,
family members and community-based service providers. Discuss why other partners are not currently participating and whether/what strategies will be employed to get them there. Bring others to the table as possible in the future.

3 Discuss the description of the required target population.

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

4 Identify services/programs provided.

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

5 Inventory each agency/organization’s expenditures.

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

6 Identify funds expended but not fully matched.

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

7 Discuss spending resources collaboratively.

Discuss resources that could be better spent if provided collaboratively (once areas of duplication have been identified), as well as the identification of federal fund maximization opportunities. For example, if a crisis-outreach service is needed, and more
than one agency provides some level of crisis-intervention, can a portion of funds dedicated to crisis services be combined (blended or pooled) across funding streams to develop a more responsive/collaborative outreach service?

8 Assess redundancy.

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

9 Use Resource Mapping Inventory.

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

10 Develop and implement plan.

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

◆ How the new approach will be piloted (i.e., the number of youngsters/families who will be approached to participate, the geographic areas of initial participation)?

◆ How (and how often) will the Collaborative measure outcomes, address challenges? Brainstorm potential challenges/solutions in advance.

◆ What are the implications for training (e.g., practice, record keeping)?

◆ Monitor and assess results, gradually expanding the effort.

11 Share information and results to ensure support.

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

<table>
<thead>
<tr>
<th>Agency/Organization</th>
<th>Geographic Area &amp; Population Served</th>
<th>Primary Services Provided</th>
<th>Expenditures for Target Populations</th>
<th>Funding Streams</th>
<th>Funds Available to Blend, Pool, Match</th>
<th>Potential Collaborations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Juvenile Justice</td>
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<td>Child Welfare</td>
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<td>Mental Health</td>
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<tr>
<td>Public Schools</td>
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<tr>
<td>Family Advocacy &amp; Support</td>
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<tr>
<td>Public Health</td>
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<tr>
<td>Other</td>
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<tr>
<td>Other</td>
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</tbody>
</table>
Neighborhood Assets Map

Legend

<table>
<thead>
<tr>
<th>Primary Building Blocks:</th>
<th>Assets and capacities located inside the neighborhood, largely under neighborhood control.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Building Blocks:</td>
<td>ASSETS LOCATED WITHIN THE COMMUNITY, BUT</td>
</tr>
<tr>
<td>Potential Building Blocks:</td>
<td>Resources originating outside the neighborhood, controlled by outsiders.</td>
</tr>
</tbody>
</table>
## CAPTURING LOCAL INSTITUTIONS FOR COMMUNITY BUILDING

### Chart Three: One on One Relationships*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Relationship/Support Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Police</td>
<td>Assistance with parents’ crime initiative, help cleaning up local park</td>
</tr>
<tr>
<td>Bread</td>
<td>Investment of funds, publicity</td>
</tr>
<tr>
<td>Senior Citizens</td>
<td>Tutoring, mentoring, transportation, child-care</td>
</tr>
<tr>
<td>Library</td>
<td>Tutoring and mentoring, tutoring and mentoring, health care, relationships with students</td>
</tr>
<tr>
<td>Artists and Cultural Institution</td>
<td>Large spaces, kids who bring parents to the library, support for programs, computers, films</td>
</tr>
<tr>
<td>Media</td>
<td>Good publicity for events, mobilize the community for parades, information for parents</td>
</tr>
<tr>
<td>Community Based Organization, Civic Association</td>
<td>Youth to do housing rehabilitation, staff to sit on boards of CBOs, recruit LSC candidates, monitor school reform, advocate for resources</td>
</tr>
<tr>
<td>Daycare Center</td>
<td>Looks after children of students</td>
</tr>
<tr>
<td>Church or Other Religious Institution</td>
<td>Space for literacy program, after-school youth center</td>
</tr>
<tr>
<td>Higher Education Institution</td>
<td>Tutoring and mentoring summer program, future teaching</td>
</tr>
<tr>
<td>Local Residents</td>
<td>Security guards, LSC members, organizes for crime-free</td>
</tr>
<tr>
<td>Business</td>
<td>Donations of uniforms, videotaping of events, school-based catering</td>
</tr>
<tr>
<td>Bakery or Restaurant</td>
<td>Food for events, help establishing school-based catering</td>
</tr>
<tr>
<td>Social Service Agency</td>
<td>Health care, child care, play therapy, WIC program</td>
</tr>
</tbody>
</table>

*Format of chart has been modified from original.
Geographic Information Systems: Using Technology to Map Needs & Resources

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

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

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

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

Culturally Competent Mental Health (Jim Banta, 1998)
The State of California Department of Mental Health is requiring that counties address cultural and ethnic issues as they implement outpatient managed care for medicaid clients. ArcView is a natural tool to present geographic, socioeconomic, demographic and utilization data which is required for this undertaking. Data from a variety of sources must be combined during the planning process in order for counties to develop services which are “culturally competent” for a diverse medicaid population...

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

Some References:

For additional information on GIS see:
Geographic Information Systems - from about.com - (http://www.gis.about.com/cs/gis/index.htm)
The GIS Portal - (http://www.gisportal.com/)
Guide to GIS Resources on the Internet - (http://sunsite.berkeley.edu/GIS/gisnet.html)
Analysis of Mechanisms for Connecting Resources

1. What are the existing mechanisms in your school and community for integrating intervention efforts?
   Key leaders?

   Interagency administrative groups?

   Collaboratives to enhance working together?

   Interdisciplinary bodies?

   Workgroups to map, analyze, and redeploy resources?

   Resource coordinating groups to enhance integration of effort?

2a. Which of these mechanisms would address your concerns about strengthening collaborative efforts about safety and well-being?

2b. What changes might need to be made in the existing mechanisms to better address your concerns? (e.g., more involvement of leadership from the school? broadening the focus of existing teams to encompass an emphasis on how resources are deployed?)

2c. What new mechanisms are required to ensure that family-community and school connections are enhanced? (e.g., establishment of a resource council for the feeder pattern of schools and their surrounding community?)
II. Examples of Funding Sources

As schools and communities work to develop partnerships, they must map existing and potential resources in order to analyze what should be redeployed and what new support is needed. The material in this appendix is meant to highlight various sources of funding. On the following pages, you will find:

- About Financing
- Enhancing Financing
- A Beginning Guide to Resources that Might Be Mapped and Analyzed
- An Example of Funding and Resources in One State
- Federal Resources for Meeting Specific Needs of Those with Disabilities
### About Financing

The central principle of all good financial planning:

> A program's rationale should drive the search for financing. Financing may be the engine, but it should not be the driver.

Thus:

- Financial strategies should be designed to support the best strategies for achieving improved outcomes.
- Financial strategies which cannot be adapted to program ends should not be used.

It is unlikely that a single financing approach will serve to support an agenda for major systemic changes.

Thus:

- Draw from the widest array of resources
- Braid and blend funds

Remember:  
Financing is an art, not a science

---

### What are major financing strategies to address barriers to learning?

- **Integrating**  
  Making functions a part of existing activity - no new funds needed
- **Redeploying**  
  Taking existing funds away from less valued activity
- **Leveraging**  
  Clarifying how current investments can be used to attract additional funds
- **Budgeting**  
  Rethinking or enhancing current budget allocations

**Where to look for financing sources/initiatives?**

Look at:

- all levels -- *Local/ State/Federal*
- *Public and Private Grants/Initiatives*
- *Education Categorical Programs* (Safe and Drug Free Schools, Title 1, Sp. Ed.)
- *Health/Medicaid funding* (Ind. Early Periodic Screening, Diagnosis,& Treatment)

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*Excerpted from NRCSS (2002). Fostering Family and Community Involvement through Collaboration with Schools: Technical Assistance Packet #9*
A basic funding principle is that no single source of or approach to financing is sufficient to underwrite major systemic changes.

## Enhancing Financing

### Opportunities to Enhance Funding
- Reforms that enable redeployment of existing funds away from redundant and/or ineffective programs
- Reforms that allow flexible use of categorical funds (e.g., waivers, pooling of funds)
- Health and human service reforms (e.g., related to Medicaid, TANF, S-CHIP) that open the door to leveraging new sources of MH funding
- Accessing tobacco settlement revenue initiatives
- Collaborating to combine resources in ways that enhance efficiency without a loss (and possibly with an increase) in effectiveness (e.g., interagency collaboration, publicprivate partnerships, blended funding)
- Policies that allow for capturing and reinvesting funds saved through programs that appropriately reduce costs (e.g., as the result of fewer referrals for costly services)
- Targeting gaps and leveraging collaboration (perhaps using a broker) to increase extramural support while avoiding pernicious funding
- Developing mechanisms to enhance resources through use of trainees, work-study programs, and volunteers (including professionals offering pro bono assistance).

### For More Information
The Internet provides ready access to info on funding and financing.

Regarding funding, see:
- **School Health Program Finance Project Database**
  [http://www2.cdc.gov/nccdphp/shpfp/index.asp](http://www2.cdc.gov/nccdphp/shpfp/index.asp)
- **School Health Finance Project of the National Conference of State Legislators**
- **Snapshot from SAMHSA**
  [http://www.samhsa.gov](http://www.samhsa.gov)
- **The Catalog of Federal Domestic Assistance**
- **The Federal Register**
  [http://www.access.gpo.gov/GPOAccess](http://www.access.gpo.gov/GPOAccess)
- **GrantsWeb**
  [http://www.research.sunysb.edu/research/kirby.html](http://www.research.sunysb.edu/research/kirby.html)
- **The Foundation Center**
  [http://fdncenter.org](http://fdncenter.org)
- **Surfin’ for Funds** - guide to web financing info
  [http://smhp.psych.ucla.edu/](http://smhp.psych.ucla.edu/) (search Quick Find)

Regarding financing issues and strategies, see:
- **The Finance Project**
  [http://www.financeproject.org](http://www.financeproject.org)
- **Center for Study of Social Policy**
  [http://www.cssp.org](http://www.cssp.org)
- **Center on Budget and Policy Priorities**
  [http://www.cbpp.org](http://www.cbpp.org)
- **Fiscal Policy Studies Institute**
  [http://www.resultsaccountability.com](http://www.resultsaccountability.com)

To foster service coordination, there are several ways to use existing dollars provided to a district by the federal government. One example has been Title XI of the Improving America's Schools Act of 1994 administered by the U.S. Department of Education, which was intended to foster service coordination for students and families. Some districts use Title I funds for this purpose. A similar provision exists in the 1997 reauthorization of the Individuals with Disabilities Education Act. Other possible sources are Community MH Services block grant, funds related to after school programs, state-funded initiatives for school-linked services, etc.

Excerpted from NRCSS (2002). Fostering Family and Community Involvement through Collaboration with Schools: Technical Assistance Packet #9
Underwriting Health in Schools: Examples of Relevant Resources that Might be Mapped & Analyzed

<table>
<thead>
<tr>
<th>Education</th>
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<tbody>
<tr>
<td>Elementary and Secondary Education Act/No Child Left Behind Act of 2001</td>
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<tr>
<td><strong>Title I</strong>—Improving the Academic Achievement of the Disadvantaged</td>
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<tr>
<td>Part A: Improving Basic Programs Operated by LEAs</td>
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<tr>
<td>Part B: Student Reading Skills Improvement Grants</td>
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<tr>
<td>Part C: Education of Migratory Children</td>
</tr>
<tr>
<td>Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk</td>
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<tr>
<td>Part E: National Assessment of Title I</td>
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<tr>
<td>Part F: Comprehensive School Reform</td>
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<td>Part G: Advanced Placement Programs</td>
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<tr>
<td>Part H: School Dropout Prevention</td>
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<tr>
<td>Part I: General Provisions</td>
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<tr>
<td><strong>Title II</strong>—Preparing, Training, and Recruiting High Quality Teachers and Principals</td>
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<tr>
<td><strong>Title III</strong>—Language Instruction for Limited English Proficient and Immigrant Students</td>
</tr>
<tr>
<td><strong>Title IV</strong>—21st Century Schools</td>
</tr>
<tr>
<td>Part A: Safe and Drug-Free Schools and Communities</td>
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<tr>
<td>Part B: 21st Century Community Learning Centers</td>
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<tr>
<td>Part C: Environmental Tobacco Smoke</td>
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<tr>
<td><strong>Title V</strong>—Promoting Informed Parental Choice and Innovative Programs</td>
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<tr>
<td><strong>Title VI</strong>—Flexibility and Accountability</td>
</tr>
<tr>
<td><strong>Title VII</strong>—Indian, Native Hawaiian, and Alaska Native Education</td>
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<tr>
<td><strong>Title VIII</strong>—Impact Aid Program</td>
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<tr>
<td><strong>Title IX</strong>—General Provisions</td>
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<tr>
<td><strong>Title X</strong>—Repeals, Redesignations, and Amendments to Other Statutes</td>
</tr>
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</table>

Other after school programs (involving agencies concerned with criminal justice, recreation, schooling, child care, adult education)
McKinney Act (Title E)—Homeless Education
Goals 2000—“Educational Excellence”
School-Based Service Learning (National Community Service Trust Act)
School-to-Career (with the Labor Dept.)
Vocational Education
Individuals with Disabilities Education Act (IDEA)
Social Security Rehabilitation Act of 1973, Title V—commonly referred to as Section 504—this civil rights law requires schools to make reasonable accommodations for students with disabilities so they can participate in educational programs provided others. Under 504 students may also receive related services such as counseling even if they are not receiving special education.
Head Start and related pre-school interventions
Adult Education (including parent education initiatives and the move toward creating Parent Centers at schools)
Related State/Local Educational Initiatives e.g., State/Local dropout prevention and related initiatives (including pregnant minor programs); nutrition programs; state and school district reform initiatives; student support programs and services funded with school district general funds or special project grants; school improvement program; Community School Initiatives, etc.

<table>
<thead>
<tr>
<th>Labor &amp; HUD</th>
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<tr>
<td>Community Development Block Grants</td>
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<tr>
<td>Job Training/Employment</td>
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<td>Job Corps</td>
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<tr>
<td>Summer Youth (JTPA Title II-B)</td>
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<tr>
<td>Youth Job Training (JTPA Title II-C)</td>
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<tr>
<td>Career Center System Initiative</td>
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<tr>
<td>Job Service</td>
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<td>Youth Build</td>
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Health

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

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

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

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

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

- Ryan White Title IV (pediatric AIDS/HIV)
- Emergency Medical Services for Children programs
- Healthy Start Initiative
  - Healthy Schools, Healthy Communities—a collaborative effort of MCHB and the Bureau of Primary Health Care—focused on providing comprehensive primary health care services and health education promotion programs for underserved children and youth (includes School-Based Health Center demonstrations)

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

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

Centers for Disease Prevention and Control (CDC)
- Comprehensive School Health—infrastructure grants and related projects
- HIV & STD initiatives aimed at youth

Child Health Insurance Program
- Adolescence Family Life Act
- Family Planning (Title X)/Abstinence Education
- Robert Wood Johnson Foundation States—Making the Grade initiatives (SBHCs)
- Related State/Local health services and health education initiatives (e.g., anti-tobacco initiatives and other substance abuse initiatives; STD initiatives; student support programs and services funded with school district general funds or special project grants; primary mental health initiatives; child abuse projects; dental disease prevention; etc.)
### Social Service

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

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

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

### Agency Collaboration and Integrated Services Initiatives

- Federal/State efforts to create Interagency Collaborations  
- State/Foundation funded Integrated Services Initiatives (school-linked services/full services school/Family Resource Centers)  
- Local efforts to create intra and interagency collaborations and partnerships (including involvement with private sector)

### On the way are major new and changing initiatives at all levels focused on

- child care (Child Care and Development Block Grant)

### Related to the above are a host of funded research, training, and TA resources

- Comprehensive Assistance Centers (USDOE)  
- National Institute on the Education of At-Risk Students (USDOE)  
- National Training and Technical Assistance centers for MH in Schools (USDHHS/MCHB)  
- Higher education initiatives for Interprofessional Collaborative Education
An Example of Funding and Program Resources: The California Experience

This aid is from: Funding and Program Resources: California’s Healthy Start by Rachel Lodge (Healthy Start Field Office: U.C. Davis, 1998). Also, see the Center’s Introductory Packet entitled: Financial Strategies to Aid in Addressing Barriers to Learning, pp. 71-82. Center for Mental Health in Schools (2000).

This document contains:

- A list of programs being implemented throughout California
- The programs’ funding source
- Where to get information about the program and it’s funding
- A list of the activities and services that are being funded.
### An Example of Funding and Program Resources: The California Experience

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Funding Source</th>
<th>Local Information Source</th>
<th>Activities and Services Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CITY/COUNTY SYSTEM COORDINATION</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Development Block Grant</td>
<td>Federal</td>
<td>City</td>
<td>Coordination of support and services to families. Facilities and direct service to families to strengthen and improve community life.</td>
</tr>
<tr>
<td>Interagency Children’s Services Act</td>
<td>State- SB 997 and 786 (no funding sources)</td>
<td>Check county agencies</td>
<td>Establishes Interagency Youth Service Councils. Encourages local development of comprehensive and collaborative delivery systems for all services provided to children and youth, enhancing local governance requirement of Healthy Start.</td>
</tr>
<tr>
<td>Youth Pilot Program</td>
<td>State- AB 1741 Health and Welfare Agency</td>
<td></td>
<td>Interagency team provides assistance to AB 1741 counties to establish a mechanism to transfer funds into a blended Child and Family Services Fund to be used for services for high risk, low income children and families.</td>
</tr>
<tr>
<td>Community Based Family Resource Program</td>
<td>State Department of Social Services, Office of Child Abuse Prevention</td>
<td></td>
<td>Expands innovative, comprehensive family resource centers.</td>
</tr>
<tr>
<td>Juvenile Crime Enforcement and Accountability Challenge Grant Program</td>
<td>State SB 1760 Board of Corrections</td>
<td>Will establish multi-agency juvenile justice coordinating councils</td>
<td>Develop and implement a comprehensive, multi-agency strategy for preventing and effectively responding to juvenile crime.</td>
</tr>
<tr>
<td>Partnership for Responsible Parenting</td>
<td>State Department of Health Services, Office of Criminal Justice Planning and other</td>
<td>Public Health Department and other county agencies</td>
<td>Initiative designed to address problems associated with teen and unwed pregnancy and fatherlessness by establishing community challenge grants, public awareness media campaign, statutory rape prosecution, and mentoring programs.</td>
</tr>
<tr>
<td>FAMILY SUPPORT/SOCIAL SERVICE</td>
<td><strong>Federal</strong></td>
<td><strong>Social Services, Economic Assistance</strong></td>
<td><strong>Direct financial income support for families with minor children; administration of program including eligibility determination. Services and eligibility changing due to welfare reform.</strong></td>
</tr>
<tr>
<td>-------------------------------</td>
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<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>Temporary Assistance For Needy Families (TANF) / CalWORKS</td>
<td>Title IV- A Social Security Act</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Services Block Grant</td>
<td>Title XX Social Security Act</td>
<td>Social Services</td>
<td>Activities that promote family self-sufficiency, prevent child abuse and neglect, and out-of-home placement.</td>
</tr>
<tr>
<td>Foster Care Maintenance and Adoption Assistance</td>
<td>Title IV-E Social Security Act</td>
<td>Social Services</td>
<td>Out of home placement and reunification, pre-and post-placement and placement prevention activities. Pays for costs for minors and cost for staff, including staff training.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH SERVICES</th>
<th><strong>Federal</strong></th>
<th><strong>Schools, districts, county offices of education, collaborative partners</strong></th>
<th><strong>Bill for medically necessary services for Medi-Cal eligible students; reinvest in broad range of support, prevention, intervention, and treatment activities for children and their families to sustain local Healthy Start initiatives.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Local Educational Agency (LEA) Medi-Cal Billing Option</td>
<td>Title XIX Medicaid Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targeted Case Management–Local Educational Agency (TCM-LEA)</td>
<td>Title XIX Medicaid Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Targeted Case Management–Local Government Agency (TCM-LGA)</td>
<td>Title XIX Medicaid Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medi-Cal Administrative Activities (MAA)</td>
<td>Title XIX Medicaid Funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSDT Supplemental</td>
<td>Title XIX Medicaid Funding</td>
<td>Public Health Department, managed care agency</td>
<td>Kinds and frequency of treatment and type of provider not otherwise available to eligibles over 21 years (eff. April 27, 1995)</td>
</tr>
<tr>
<td>Federally Qualified Health Clinic (FQHC)</td>
<td><strong>Federal</strong> Title XIX Medicaid Funding</td>
<td>Public Health Department</td>
<td>Medi-Cal activities and services for Medi-Cal eligibles in medically underserved areas. Rate is higher, cost-based.</td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td>Children’s Dental Disease Prevention Program</td>
<td><strong>State</strong>–<strong>SB 111</strong></td>
<td>County health departments and county offices of education</td>
<td>Provides school-based dental health education and dental services that include fluoride, screenings, and treatment referral mechanisms.</td>
</tr>
</tbody>
</table>

**MENTAL HEALTH SERVICES**

<table>
<thead>
<tr>
<th>Substance Abuse Block Grant</th>
<th><strong>Federal</strong> Substance Abuse and Mental Health Services Administration Block Grants</th>
<th>County Health Department/ Alcohol and Other Drug Programs</th>
<th>Alcohol and drug abuse prevention, treatment, and after-care services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Mental Health Initiative</td>
<td><strong>State</strong>–<strong>AB 1650</strong> Department of Mental Health</td>
<td>Schools, districts, local education agencies</td>
<td>Serves children (K-3) identified as having minor school adjustment difficulties to ensure a good start in school and increase the likelihood of their future school success. Provides for use of alternative personnel, cooperation with parents and teachers, and ongoing monitoring and evaluation.</td>
</tr>
</tbody>
</table>

**EMPLOYMENT AND ECONOMIC DEVELOPMENT**

<table>
<thead>
<tr>
<th>Vocational Education</th>
<th><strong>Federal, State, Local</strong></th>
<th>School districts, county offices of education, community colleges, community-based organizations</th>
<th>Provide assessment, counseling, vocational education, on-the-job training, job placement, and basic/remedial education to youth and adults (check for eligibility).</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-Stop Career Center System Initiative</td>
<td><strong>Federal</strong> Department of Labor</td>
<td>Employment Development Department, Service Delivery Area/Private Industry Council</td>
<td>Plans to design and implement an integrated, comprehensive, customer-focused, and performance-based service delivery system for employment, training, and related education programs and services.</td>
</tr>
<tr>
<td>Job Training Partnership Act</td>
<td><strong>Federal</strong> Department of Labor</td>
<td>Private Industry Council, school district, county office of education, community colleges</td>
<td>Provides employability services including job placement, basic/remedial education, on-the-job training and vocational education to economically disadvantaged adults, youth, and older workers.</td>
</tr>
</tbody>
</table>
Job Service (also Job Agent and Intensive Services programs)  

Federal Department of Labor and  
State Employment Development Department  

Employment Development Department  

Helps employers find job-ready applicants for their job openings and reduces unemployment for adults and youth by providing job placement, counseling, testing, job fairs, job search training workshops, employer services, and labor market information.

<table>
<thead>
<tr>
<th>INITIATIVE/PROGRAM</th>
<th>FUNDING</th>
<th>PURPOSE</th>
<th>WHO'S ELIGIBLE</th>
<th>WHEN APPLICATION IS AVAILABLE/DUE</th>
<th>CONTACT AT CALIF. DEPT. OF EDUCATION</th>
</tr>
</thead>
</table>
| Grade Level Reform Initiatives | California Department of Education General Education funds | Establishes the vision and strategies to enable academic success for all students, including collaborative partnerships with parents, other agencies, and community members. Grade level reform documents (4) are available from CDE. | School districts and county offices of education | Ongoing | Child Development Division (916) 322-6233  
Elementary Education Division (916) 657-2435  
Middle Grades Division (916) 654-6966  
Secondary Education Division (916) 657-2532 |
| School Improvement Program (SIP) | State School Improvement Funding Education Code (62002) | For activities that improve all students’ ability to learn and schools’ instructional program for all students. | Schools, districts | Ongoing | Elementary Grades (916) 657-5440  
Middle Grades (916) 657-5081  
Secondary Level Susan Tidyman Alameda COE (510) 887-0152 |
<table>
<thead>
<tr>
<th>School-Based Coordinated Programs</th>
<th>State Education Code 52800-52870 Flexible use of existing categorical funds</th>
<th>To encourage effective combination of categorical funds. Participants receive 8 staff development days.</th>
<th>School districts and county offices of education receiving state categorical funds</th>
<th>November and April consolidated application</th>
<th>Elementary Academic Support (916) 657-2435</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I (IASA)</strong> &lt;br&gt; Part A-LEA Program &lt;br&gt; Part B-Even Start (see following item) &lt;br&gt; Part C-Migrant Education &lt;br&gt; Part D-Neglected, Delinquent or at Risk</td>
<td><strong>Federal Improving America’s Schools Act (IASA)</strong></td>
<td>To improve student achievement via interlocking elements of standards and assessment, teaching and learning, professional development, creating linkages among parents, families, and school-communities, and local governance and funding structures.</td>
<td>Schools, districts, and county offices of education</td>
<td>Ongoing</td>
<td>District and School Support Division (916) 657-2577 &lt;www.cde.ca.gov/iasa&gt;</td>
</tr>
<tr>
<td><strong>Even Start Family Literacy</strong></td>
<td><strong>Federal Improving America’s Schools Act (IASA)</strong></td>
<td>Innovative approach to service families (parents with children 0-7 living in a low income area) by integrating early childhood education; adult basic education, parenting education, and coordination of service delivery agencies by developing partnerships.</td>
<td>Schools, districts, county offices of education</td>
<td>Ongoing</td>
<td>Elementary Academic Support Unit (916) 657-2435</td>
</tr>
<tr>
<td><strong>Individuals with Disabilities Act (IDEA)</strong></td>
<td><strong>Federal PL 94-142 part H</strong></td>
<td>Assessment and preventive services for very young children at risk of developmental disabilities. Also transition into appropriate school setting. Requires individualized plan.</td>
<td>Schools, districts, county offices of education</td>
<td>Ongoing</td>
<td>Special Education Division (916) 445-4613</td>
</tr>
<tr>
<td>Program</td>
<td>Agency/Organization</td>
<td>Description</td>
<td>Eligibility</td>
<td>Availability</td>
<td>Contact Information</td>
</tr>
<tr>
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<tr>
<td>School-Based Service Learning (National Community Service Trust Act)</td>
<td>California Department of Education/Corporation for National Service</td>
<td>Approximately $2 million statewide, individual grants from $20,000-$100,000</td>
<td>For district-wide implementation of the teaching method known as service learning.</td>
<td>School districts, county offices of education</td>
<td>Available January 2001</td>
</tr>
<tr>
<td>School-to-Career Initiative</td>
<td>Federal Direct School-to-Work Opportunities Act grants</td>
<td>Create systems that offer all youth access to performance based education &amp; training that results in portable credentials; preparation for first jobs in high-skill, high-wage careers; and increased opportunities for higher education.</td>
<td>Local Employment Development Departments; school districts, county offices of education, schools, community colleges</td>
<td>School to Career Office (916) 657-2541</td>
<td></td>
</tr>
<tr>
<td>Job Training Partnership Act 8% Statewide Education Coordination and Grants</td>
<td>JTPA 8%-30% Projects $75,000 JTPA 8%-50% GAIN Education Services</td>
<td>Provides youth &amp; adults with barriers to employment with a range of occupational skills through school-to-career and CalWORKS projects, including employment preparation, adult basic education, ESL and GED.</td>
<td>Private Industry Council in collaboration with local education agencies (school districts, county offices of education, adult schools, regional occupational programs/centers and community colleges)</td>
<td>Employment Preparation and Interagency Relations Office (916) 324-9605</td>
<td></td>
</tr>
<tr>
<td><strong>Adult Education</strong></td>
<td><strong>Federal and State</strong></td>
<td>Provides adults and out-of-school youth with basic/remedial education, English-as-a-second-language, and vocational education services</td>
<td>School districts, community colleges</td>
<td>Ongoing</td>
<td>Adult Education Field Assistance Unit (916) 322-5012</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

### School Safety and Violence Prevention

<table>
<thead>
<tr>
<th>Program</th>
<th>Funding</th>
<th>Purpose</th>
<th>Recipients</th>
<th>Application Period</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Community Violence Prevention Grant Program</td>
<td>$50,000</td>
<td>To address local communities’ unique needs related to non-violence strategies</td>
<td>School districts and county offices of education</td>
<td></td>
<td>School Safety and Violence Prevention Unit (916) 323-2183</td>
</tr>
<tr>
<td>School Violence Reduction Grant Program</td>
<td>Approximately $7.2 million statewide; county entitlement per enrollment</td>
<td>To implement a variety of safe schools strategies based on local needs</td>
<td>County offices of education (will offer grants to schools and school districts)</td>
<td>November</td>
<td>School Safety and Violence Prevention Unit (916) 323-2183</td>
</tr>
<tr>
<td>Safe School Plan Implementation Grants</td>
<td>$5,000 each (plus district matching fund) 100 issued each year</td>
<td>To assist schools in implementing a portion of their Safe School plan</td>
<td>Schools</td>
<td>Available in August, due in October</td>
<td>School Safety and Violence Prevention Unit (916) 323-2183</td>
</tr>
<tr>
<td>GRIP (Gang Risk Intervention Program)</td>
<td>$3 million statewide each year</td>
<td>To intervene and prevent gang violence</td>
<td>County offices of education (grant award preference to existing programs)</td>
<td>March-April</td>
<td>School Safety and Violence Prevention Unit (916) 323-2183</td>
</tr>
<tr>
<td>Title IV Improving America’s Schools Act (IASA) Safe &amp; Drug Free Schools and Communities</td>
<td>Per pupil allocation (Federal Fund Entitlement)</td>
<td>To initiate and maintain alcohol/drug/tobacco and violence prevention programs in schools</td>
<td>County offices of education and school districts receive entitlements</td>
<td>June and September Consolidated application</td>
<td>School Safety and Violence Prevention Unit (916) 323-2183 / Healthy Kids Program Office, (916) 657-3040</td>
</tr>
<tr>
<td>SB 65 School-Based Pupil Motivation and Maintenance (M&amp;M) Grant</td>
<td>$43,104 per grant (Outreach Consultant)</td>
<td>To establish services and strategies designed to retain students in school</td>
<td>Schools in districts operating SB 65 M&amp;M programs</td>
<td>Check for existing program–new school funding unlikely</td>
<td>Education Options Unit (916) 322-5012</td>
</tr>
<tr>
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</tr>
<tr>
<td>Targeted Truancy and Public Safety Grant Program</td>
<td>$10 million for 8 or more sites (3 year demonstration grant)</td>
<td>To implement integrated interventions to prevent repeated truant and related behaviors</td>
<td>School district and county offices of education</td>
<td>December</td>
<td>School Safety and Violence Prevention Unit (916) 323-2183</td>
</tr>
</tbody>
</table>

### Tobacco Use Prevention

<table>
<thead>
<tr>
<th>Community Tobacco Use Prevention Program</th>
<th>Department of Health Services, Tobacco Control Section</th>
<th>Conduct interventions that support three priority areas: 1) Environmental tobacco smoke, 2) youth access to tobacco products and 3) counter pro-tobacco tactics</th>
<th>Community based organizations, schools</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tobacco Use Prevention Education (TUPE) Grades 4 through 8</td>
<td>$14,400,000 (Entitlements, not a grant process)</td>
<td>To provide tobacco education and prevention programs for grades 4-8 based on A.D.A.</td>
<td>County offices of education and school districts</td>
<td>Available Sept. 5</td>
</tr>
<tr>
<td>TUPE Innovative Projects</td>
<td>$2,666,667</td>
<td>To promote and expand innovative and promising tobacco projects</td>
<td>Districts and county offices of education with innovative and promising projects</td>
<td>Pending</td>
</tr>
</tbody>
</table>
### School Integrated Services

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Eligibility</th>
<th>Available</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Healthy Start Support Services for Children Act (SB 620)</td>
<td>Planning (planning grants) or implementing/expanding (operational grants) school integrated supports and services to assist children, youth, and families with achieving success.</td>
<td>School districts and county offices of education. Targeted to schools with high population of low income and LEP students</td>
<td>Available in November. Due in March</td>
<td>Healthy Start Office (916) 657-3558</td>
</tr>
<tr>
<td>Coordinated Services (IASA)</td>
<td>Develop, implement or expand coordinated social, health, and education support and service programs for children and their families</td>
<td>Schools, districts (waiver must be submitted to CDE for approval)</td>
<td>Ongoing</td>
<td>Healthy Start Office (916) 657-3558</td>
</tr>
</tbody>
</table>

### HIV/AIDS Grant Programs – Comprehensive School Health Program Office

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Eligibility</th>
<th>Available</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV/AIDS Prevention Education Grant Program</td>
<td>Use local HIV/AIDS prevention resources to develop age-appropriate and culturally sensitive HIV/AIDS prevention education activities for youth in school</td>
<td>School districts and county offices of education</td>
<td>Available October 20. Due end of November</td>
<td>Healthy Kids Program Office (916) 657-2810</td>
</tr>
</tbody>
</table>
### Homeless Children Services

<table>
<thead>
<tr>
<th>Program</th>
<th>Budget</th>
<th>Description</th>
<th>Recipients</th>
<th>Grantees Funded Year</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education for Homeless Children and Youth Program</td>
<td>$2.3 million statewide (approx)</td>
<td>To ensure homeless children are provided the same free, appropriate public education as provided to other children and youth</td>
<td>School districts and county offices of education</td>
<td>1997-2000</td>
<td>Elementary Academic Support (916) 657-2435</td>
</tr>
</tbody>
</table>

### Teenage Pregnancy Prevention

<table>
<thead>
<tr>
<th>Program</th>
<th>Budget</th>
<th>Description</th>
<th>Recipients</th>
<th>Grantees Funded Year</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teenage Pregnancy Prevention Grant Program</td>
<td>$10 million statewide each year</td>
<td>5-year competitive grant program to delay onset of sexual activity and reduce the incidence of teenage pregnancy</td>
<td>School districts and county offices of education</td>
<td>1996-97 for 5 year period</td>
<td>Family and Community Partnerships Unit (916) 653-3768</td>
</tr>
</tbody>
</table>

### Nutrition Education and Services

<table>
<thead>
<tr>
<th>Program</th>
<th>Budget</th>
<th>Description</th>
<th>Recipients</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHAPE California Comprehensive Nutrition Grants and/or Garden Enhanced Nutrition Education Grants</td>
<td>Approximately $190,000 statewide. Availability for 1998 not yet confirmed.</td>
<td>SHAPE: Support comprehensive nutrition services—healthy school meals, nutrition education and supportive partnerships. Garden: motivate children to make healthy food choices, and integrate aspects of growing, marketing, preparing, eating and composting food</td>
<td>School districts and private schools that participate in a federal lunch and/or breakfast program</td>
<td>Spring/Spring</td>
</tr>
<tr>
<td>Pregnant and Lactating Student Meal Supplement Program (PALS)</td>
<td>$.6545 per student per day</td>
<td>Reimbursement for meal supplements to pregnant or lactating students</td>
<td>School food authorities that participate in a federal lunch and/or breakfast program</td>
<td>Continuous filing</td>
</tr>
<tr>
<td>Program</td>
<td>Funding Details</td>
<td>Program Details</td>
<td>Eligibility</td>
<td>Application Details</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------------------------------------</td>
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<td>---------------------------------------</td>
</tr>
<tr>
<td>California State School Breakfast Program Start-up Grants</td>
<td>$1 million statewide Up to $10,000 per school</td>
<td>Defray expenses of initiating a School Breakfast Program</td>
<td>Schools that - Have no breakfast program - 30% needy students - Will maintain program for at least 3 years</td>
<td>Continuous filing and awards</td>
</tr>
<tr>
<td>National School Lunch Program</td>
<td>Varies, may be up to $1.91 per meal</td>
<td>Provides nutritious lunches to children through reimbursement for paid, reduced fee and free meals. Federally funded through USDA</td>
<td>Public and private non-profit schools</td>
<td>Continuous filing</td>
</tr>
<tr>
<td>School Breakfast Program</td>
<td>Varies, may be up to $1.245 per meal</td>
<td>Provides nutritious breakfasts to children through USDA reimbursements for paid, reduced fee and free meals</td>
<td>Public and private non-profit schools</td>
<td>Continuous filing</td>
</tr>
<tr>
<td>Professional Development for Child Nutrition Program Staff Mini-Grants</td>
<td>Approximately $75,000 statewide $5,000 district</td>
<td>Provides incentive for Child Nutrition personnel to enroll in approved professional development programs</td>
<td>School districts that participate in federal lunch and/or breakfast programs</td>
<td>Winter 1998</td>
</tr>
</tbody>
</table>
Examples of Federal Resources

To illustrate the range of federally funded resources, the following table was abstracted from 'Special Education for Students with Disabilities.' (1996). The Future of Children, 6(1), 162-173. The document's appendix provides a more comprehensive table.

What follows is a table composed of a broad range of federally supported programs which exist to meet specific needs of children and young adults with disabilities. Services include education, early intervention, health services, social services, income maintenance, housing, employment, and advocacy. The following presents information about programs that

- are federally supported (in whole or in part)
- exclusively serve individuals with disabilities or are broader programs (for example, Head Start) which include either a set-aside amount or mandated services for individuals with disabilities.
- provide services for children with disabilities or for young adults with disabilities through the process of becoming independent, including school-to-work transition and housing
- have an annual federal budget over $500,000,000 per year. (Selected smaller programs are also included).
<table>
<thead>
<tr>
<th>Category</th>
<th>Program</th>
<th>Purpose</th>
<th>Target Population</th>
<th>Services Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Special Education- State Grants Program for Children with Disabilities</td>
<td>To ensure that all children with disabilities receive a free, appropriate public education (FAPE). This is an entitlement program</td>
<td>Children who have one or more of the following disabilities and who need special education or related services: Mental retardation, Hearing impairment, Deafness, Speech or language impairment, Visual impairment, Serious emotional disturbance, Orthopedic impairments, Autism, Traumatic brain injury, Specific learning disabilities, Other health impairments</td>
<td>Replacement evaluation, Reevaluation at least once every 3 years, Individualized education program, Appropriate instruction in the least restrictive environment</td>
</tr>
<tr>
<td></td>
<td>US Dept. of Education, Office of Special Education Programs</td>
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<td>contact: Division of Assistance to States, (202) 205-5547</td>
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<td>Comprehensive</td>
<td>Head Start</td>
<td>To provide a comprehensive array of services and support which help low-income parents promote each child's development of social competence</td>
<td>Primarily 3- and 4-year-old low-income children and their families</td>
<td>Education, Nutrition, Dental, Health, Mental health, Counseling/psychological therapy, Occupational/physical/speech therapy, Special services for children with disabilities, Social services for the family</td>
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<td>Services to</td>
<td>US Dept. of Health and Human Services</td>
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<td>Statutory set-aside requires that at least 10% of Head Start enrollees must be disabled children</td>
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<td>Preschool</td>
<td>contact: Head Start Bureau, (202) 205-8572</td>
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<td>Health</td>
<td>Medicaid</td>
<td>To provide comprehensive health care services for low-income persons</td>
<td>Low-income persons: Over 65 years of age, Children and youths to age 21, Pregnant women, Blind or disabled, and in some states- Medically needy persons not meeting income eligibility criteria</td>
<td>Screening, diagnosis, and treatment for infants, children, and youths under 21; Education-related health services to disabled students; Physician and nurse practitioner services; Rural health clinics; Medical, surgical, and dental services; laboratory and x-ray services; nursing facilities and home health for age 21 and older; Home/community services to avoid institutionalization; family planning services and supplies.</td>
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<td>US Dept. of Health and Human Services</td>
<td>This is an entitlement program</td>
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<td>contact: Medicaid Bureau, (410) 786-3000</td>
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<td>Health</td>
<td>Disabilities Prevention</td>
<td>Funds educational efforts and epidemiological projects to prevent primary and secondary disabilities</td>
<td>Persons with: Mental retardation, Fetal alcohol syndrome, Head and spinal cord injuries, Secondary conditions in addition to identified disabilities, Selected adult chronic conditions</td>
<td>Funds pilot projects that are evaluated for effectiveness at disability prevention; Establishes state offices and advisory bodies; Supports state/local surveillance and prevention activities; Conducts and quantifies prevention programs; Conducts public education/awareness campaigns</td>
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<td>US Dept. of Health and Human Services, Centers for Disease Control and Prevention</td>
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<td>contact: Disabilities Prevention Program, (770) 488-7082</td>
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<td><strong>Health</strong></td>
<td><strong>Maternal and Child Health Services</strong>&lt;br&gt;US Dept. of Health and Human Services&lt;br&gt;contact: Maternal and Child Health Bureau, (301) 558-5388</td>
<td><strong>To provide core public health functions to improve the health of mothers and children</strong>&lt;br&gt;Low-income women and children; Children with special health needs, including but not limited to disabilities</td>
<td><strong>Comprehensive health and related services for children with special health care needs; Basic health services including preventative screenings, prenatal and postpartum care, delivery, nutrition, immunization, drugs, laboratory tests, and dental; Enabling services including transportation, case management, home visiting, translation services</strong></td>
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<td><strong>Mental Health</strong></td>
<td><strong>Comprehensive Mental Health Services for Children and Adolescents with Serious Emotional Disturbances and Their Families</strong>&lt;br&gt;US Dept. of Health and Human Services&lt;br&gt;contact: Child, Adolescent and Family Branch Program Office, (301) 558-5388</td>
<td><strong>The development of collaborative community-based mental health service delivery systems</strong>&lt;br&gt;Children and adolescents under 22 years of age with severe emotional, behavioral, or mental disorders and their families</td>
<td><strong>Diagnostic and evaluation services; Individualized service plan with designed case manager; Respite care; Intensive day treatment; Therapeutic foster care; Intensive home-, school-, or clinic-based services; Crisis services; Transition services from adolescence to adulthood</strong></td>
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<td><strong>Social Services</strong></td>
<td><strong>Foster Care</strong>&lt;br&gt;US Dept. of Health and Human Services&lt;br&gt;contact: Children's Bureau, (202) 205-8618</td>
<td><strong>To assist states with the costs of: foster care maintenance; administrative costs; training for staff, foster parents, and private agency staff. This is an entitlement program</strong>&lt;br&gt;Children and youths under 18 who need placement outside their homes</td>
<td><strong>Direct costs of foster care maintenance; placement; case planning and review; training for staff, parents, and private agency staff</strong></td>
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<tr>
<td><strong>Housing</strong></td>
<td><strong>Supportive Housing</strong>&lt;br&gt;US Dept. of Hosing and Urban Development (HUD)&lt;br&gt;contact: Local Housing and Urban Development field office,(913) 551-5644</td>
<td><strong>To expand the supply of housing that enables persons with disabilities to live independently</strong>&lt;br&gt;Very low-income persons who are: blind or disabled, including children and youths 18 years of age and younger who have a medically determinable physical or mental impairment and who meet financial eligibility requirements; over 65 years of age</td>
<td><strong>Cash assistance</strong>&lt;br&gt;Average monthly payment is $420 per child with disability. Range is from $1 to $446**</td>
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Another growing federal source of support for efforts to address barriers to learning is the 21st Century Community Learning Centers Initiative. Originally authorized under Title X, Part I of the Elementary and Secondary School Act, the program has been reauthorized as Title IV, Part B of the No Child Left Behind Act of 2001 as of January, 2001. The focus of the program is to provide expanded academic enrichment opportunities for children in low performing schools. These funds assist school-based community learning centers in providing a safe, drug-free supervised and cost-effective after-school, weekend, or summer havens for children, youth, and their families.

In 2001, the program provided nearly $846 million to rural and inner-city public schools to address the educational needs during after-school hours, weekends, and summers. Congress has appropriated $1 billion for after-school programs in fiscal year 2002, of which approximately $325 million will be available for new grants. Grants are awarded to rural and inner-city public schools, or consortia or such schools, to enable them to plan, implement, or expand projects that benefit the educational, health, social services, cultural, and recreational needs of the community.

The program enables schools to stay open longer, providing a safe place for a range of activity and resources that can help address barriers to learning and teaching. For example, the support can be used to provide

- homework centers
- intensive mentoring
- drug and violence prevention counseling
- technology education programs
- enrichment in core academic subjects
- recreation opportunities, such as participation in chorus, band, and the arts
- services for children and youth with disabilities

In offering activities, public schools can collaborate with other public and non-profit agencies and organizations, local businesses, educational entities (such as vocational and adult education programs, school-to-work programs, community colleges, and universities), and scientific/cultural, and other community institutions.

For more information contact: U.S. Department of Education, Email: 21stCCLC@ed.gov; Phone: 202-219-2109; Fax: 202-219-2190; Website: http://www.ed.gov/21stccle/
III. Working with Others to Enhance Programs and Resources

Connecting the dots . . .
The many stakeholders who can work together
to enhance programs and resources.

How many do you connect with?

Contents:
It’s not about collaboration,
it’s about being effective
Differences as a Problem
Differences as a Barrier
Overcoming Barriers Related to Differences
Building Rapport and Connection
One Other Observation
Treat people as if they were
what they ought to be
and you help them become
what they are capable of being.

Goethe

**It's Not About Collaboration. It's About Being Effective**

Most of us know how hard it is to work effectively with a group. Many staff members at a school site have jobs that allow them to carry out their duties each day in relative isolation of other staff. And despite various frustrations they encounter in doing so, they can see little to be gained through joining up with others. In fact, they often can point to many committees and teams that drained their time and energy to little avail.

Despite all this, the fact remains that no organization can be truly effective if everyone works in isolation. And it is a simple truth that there is no way for schools to play their role in addressing barriers to student learning and enhancing healthy development if a critical mass of stakeholders do not work together towards a shared vision. There are policies to advocate for, decisions to make, problems to solve, and interventions to plan, implement, and evaluate.

Obviously, true collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in effective programs. For this to happen, steps must be taken to ensure that committees, councils, and teams are formed in ways that ensure they can be effective. This includes providing them with the training, time, support, and authority to carry out their role and functions. It is when such matters are ignored that groups find themselves meeting and meeting, but going nowhere.

There are many committees and teams that those concerned with addressing barriers to learning and promoting healthy development can and should be part of. These include school-site shared decision making bodies, committees that plan programs, teams that review students referred because of problems and that manage care, quality review bodies, and program management teams.

Probably the most common, and ultimately the most damaging, mistake made by those eager to work together as a team or collaborative is moving to create a meeting structure before clearly specifying the ongoing functions that will guide the work.
For example, community collaboratives are a frequently formed structure that brings together leaders from school and community (e.g., public and private service and youth development programs). There is a hope that by having key people meet together significant program and systemic changes will be developed (e.g., changes that will enhance access and availability of services and improve coordination and integration).

Instead what often happens is the following . . .

Because they seldom have time to meet together, the leaders take the opportunity of the first couple of meetings to share what they are doing and to learn more about what others are doing. However, after the first meetings, it becomes evident that the group has no functions beyond communication and sharing. Having done their sharing, the leaders usually decide the meeting is not worth their time, and they begin sending their middle managers.

The middle managers usually are pleased for the chance to meet their counterparts and do some sharing. Again, this usually lasts for a couple of meetings before they decide to send line staff to represent them.

The line staff usually are pleased to come together to learn about each others work and often with a strong desire to see greater collaboration among schools and community institutions and agencies. However, as they discuss matters, it is painfully evident to them that nothing major can be changed because those with decision making power are no longer at the table.

After several more meetings, the participants usually tire of “appreciating the problem” and describing possible solutions that are never heard by those in decision making roles. The result is that attendance drops or becomes sporadic – with new faces appearing as one line staff member fills in for another. Sometimes this results in outreach to a new set of institutions/agencies, but the process tends to repeat itself.

The problem arises from setting up structures before there is clarity about functions that require attention. It is the functions that should determine the mechanism (structure) that will be established to address them. The point to remember is that structure follows function. (And, functions should be generated in keeping with the vision that is being pursued. A successful structure is one that is designed to focus relentlessly on carrying out specific functions.

Take for example the need to identify and analyze the resources in the community to decide where the gaps are and how to fill them. This requires several mechanisms. The identification process involves the collection of existing information. This can be done quickly by assigning a couple of individuals to “jump start” the process by preparing a working document. Drafts can be widely circulated so that many stakeholders can review and add to the product. Then, a collaborative body of key leaders is ready to meet and begin the process of analysis and formulation of possible courses of action. The group’s next functions would involve discussions with stakeholders to arrive at consensus about which courses of action will be taken.

The figure on the next page emphasizes the relationship between vision, functions, and structures with respect to efforts to develop comprehensive, multifaceted approaches for addressing barriers to learning and promoting healthy development.
Vision--Aims*

A comprehensive, multifaceted, & integrated approach for addressing barriers to learning & enhancing healthy development

Functions*

Resource use & enhancement and program development (e.g., mapping, analyzing, coordinating, integrating, redeploying resources; social “marketing”)

Evolving & enhancing programs/services

Structure

C Policy
C Administrative leadership
C Resource Team(s)**
C Capacity building

Evolving structure

*Answers the question: Collaboration for what?

**Focused mechanism(s) for operationalizing the collaborative vision and aims (e.g., mapping, analyzing, redeploying, and coordinating resources; ongoing advocacy; planning; guidance)
Planning and Facilitating Effective Meetings

Forming a Working Group

C There should be a clear statement about the group's mission.
C Be certain that members agree to pursue the stated mission and, for the most part, share a vision.
C Pick someone who the group will respect and who either already has good facilitation skills or will commit to learning those that are needed.
C Provide training for members so they understand their role in keeping a meeting on track and turning talk into effective action.
C Designate processes (a) for sending members information before a meeting regarding what is to be accomplished, specific agenda items, and individual assignments and (b) for maintaining and circulating record of decisions and planned actions (what, who, when).

Meeting Format

C Be certain there is a written agenda and that it clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.
C Begin the meeting by reviewing purpose, topics, desired outcomes, etc. Until the group is functioning well, it may be necessary to review meeting ground rules.
C Facilitate the involvement of all members, and do so in ways that encourage them to focus specifically on the task. The facilitator remains neutral in discussion of issues.
C Try to maintain a comfortable pace (neither too rushed, nor too slow; try to start on time and end on time but don't be a slave to the clock).
C Periodically review what has been accomplished and move on the next item.
C Leave time to sum up and celebrate accomplishment of outcomes and end by enumerating specific follow up activity (what, who, when). End with a plan for the next meeting (date, time, tentative agenda). For a series of meetings, set the dates well in advance so members can plan their calendars.

Some Group Dynamics to Anticipate

C Hidden Agendas – All members should agree to help keep hidden agendas in check and, when such items cannot be avoided, facilitate the rapid presentation of a point and indicate where the concern needs to be redirected.
C A Need for Validation – When members make the same point over and over, it usually indicates they feel an important point is not being validated. To counter such disruptive repetition, account for the item in a visible way so that members feel their contributions have been acknowledged. When the item warrants discussion at a later time, assign it to a future agenda.
C Members are at an Impasse – Two major reasons groups get stuck are: (a) some new ideas are needed to "get out of a box" and (b) differences in perspective need to be aired and resolved. The former problem usually can be dealt with through brainstorming or by bringing in someone with new ideas to offer; to deal with conflicts that arise over process, content, and power relationships employ problem solving and conflict management strategies (e.g., accommodation, negotiation, mediation).
C Interpersonal Conflict and Inappropriate Competition – These problems may be corrected by repeatedly bringing the focus back to the goal – improving outcomes for students/families; when this doesn't work; restructuring group membership may be necessary.
C Ain't It Awful! – Daily frustrations experienced by staff often lead them to turn meetings into gripe sessions. Outside team members (parents, agency staff, business and/or university partners) can influence school staff to exhibit their best behavior.
In pursuing school-community partnerships, staff must be sensitive to a variety of human, school, community, and institutional differences and learn strategies for dealing with them. With respect to working with youngsters and their parents, staff members encounter differences in

- sociocultural and economic background and current lifestyle
- primary language spoken
- skin color
- sex
- motivation for help

and much more.

Comparable differences are found in working with each other.

In addition, there are differences related to power, status, and orientation.

And, for many newcomers to a school, the culture of schools in general and that of a specific school and community may differ greatly from other settings where they have lived and worked.

For staff, existing differences may make it difficult to establish effective working relationships with youngsters and others who effect the youngster. For example, many schools do not have staff who can reach out to those whose primary language is Spanish, Korean, Tagalog, Vietnamese, Cambodian, Armenian, and so forth. And although workshops and presentations are offered in an effort to increase specific cultural awareness, what can be learned in this way is limited, especially when one is in a school of many cultures.

There also is a danger in prejudgments based on apparent cultural awareness. There are many reports of students who have been victimized by professionals who are so sensitized to cultural differences that they treat fourth generation Americans as if they had just migrated from their cultural homeland. Obviously, it is desirable to hire staff who have the needed language skills and cultural awareness and who do not rush to prejudge.

Given the realities of budgets and staff recruitment, however, schools and agencies cannot hire a separate specialist for all the major language, cultural, and skin color differences that exist in a school and community.

Nevertheless, the objectives of accounting for relevant differences while respecting individuality can be appreciated and addressed.
"You don't know what it's like to be poor."

"You're the wrong color to understand."

"You're being culturally insensitive."

"Male therapists shouldn't work with girls who have been sexually abused."

"How can a woman understand a male student's problems?"

"I never feel that young professionals can be trusted."

"Social workers (nurses/MDs/psychologists/teachers) don't have the right training to help these kids."

"How can you expect to work effectively with school personnel when you understand so little about the culture of schools and are so negative toward them and the people who staff them?"

"If you haven't had alcohol or other drug problems, you can't help students with such problems."

"If you don't have teenagers at home, you can't really understand them."

"You don't like sports! How can you expect to relate to teenagers?"

You know, it's a tragedy in a way that Americans are brought up to think that they cannot feel for other people and other beings just because they are different. Alice Walker
As part of a working relationship, differences can be complementary and helpful – as when staff from different disciplines work with and learn from each other.

Differences become a barrier to establishing effective working relationships when negative attitudes are allowed to prevail. Interpersonally, the result generally is conflict and poor communication.

For example, differences in status, skin color, power, orientation, and so forth can cause one or more persons to enter the situation with negative (including competitive) feelings. And such feelings often motivate conflict.

Many individuals (students, staff) who have been treated unfairly, been discriminated against, been deprived of opportunity and status at school, on the job, and in society use whatever means they can to seek redress and sometimes to strike back. Such an individual may promote conflict in hopes of correcting power imbalances or at least to call attention to a problem.

Often, however, power differentials are so institutionalized that individual action has little impact.

It is hard and frustrating to fight an institution.

It is much easier and immediately satisfying to fight with other individuals one sees as representing that institution.

However, when this occurs where individuals are supposed to work together, those with negative feelings may act and say things in ways that produce significant barriers to establishing a working relationship. Often, the underlying message is "you don't understand," or worse yet "you probably don't want to understand." Or, even worse, "you are my enemy."

It is unfortunate when such barriers arise between students and those trying to help them; it is a travesty when such barriers interfere with the helpers working together effectively. Staff conflicts detract from accomplishing goals and contribute in a major way to "burn out."
Exhibit

Understanding Barriers to Effective Working Relationships

**Barriers to Motivational Readiness**

Efforts to create readiness for change can build consensus but can't mobilize everyone. Some unmobilized individuals simply will not understand proposed changes. More often, those who do not support change are motivated by other considerations.

Individuals who value the current state of affairs and others who don't see the value of proposed changes can be expected to be apathetic and reluctant and perhaps actively resistant from the outset. The same is true for persons who expect that change will undermine their status or make unwanted demands on them. (And as the diffusion process proceeds, the positive motivation of others may subside or may even become negative if their hopes and positive expectations are frustrated or because they find they are unable to perform as others expect them to. This is especially apt to occur when unrealistic expectations have been engendered and not corrected.)

It is a given that individuals who are not highly motivated to work productively with others do not perform as well as they might. This is even more true of individuals with negative attitudes. The latter, of course, are prime candidates for creating and exacerbating problems. It is self-defeating when barriers arise that hinder stakeholders from working together effectively. And conflicts contribute to collaborative failure and burn out.

In encounters with others in an organization, a variety of human, community, and institutional differences usually can be expected. Moreover, organizational settings foster an extensive range of interpersonal dynamics. Certain dynamics and differences motivate patterns of poor communication, avoidance, and conflict.

**Differences & Dynamics**

Differences that may become sources of unproductive working relationships include variations in sociocultural and economic background, current lifestyle, primary language spoken, skin color, gender, power, status, intervention orientation, and on and on. Many individuals (students, parents, staff) who have been treated unfairly, discriminated against, or deprived of opportunity and status at school, on the job, and in society use whatever means they can to seek redress and sometimes to strike back. Such individuals may promote conflict in hopes of correcting long-standing power imbalances or to call attention to other problems. And even when this is not so and even when there are no other serious barriers initially, common dynamics arise as people work together. Examples of interfering dynamics include excessive dependency and approval seeking, competition, stereotypical thinking and judgmental bias, transference and counter-transference, rescue-persecution cycles, resistance, reluctance, and psychological withdrawal.

Differences and dynamics become barriers to effective working relationships with colleagues and clients when they generate negative attitudes that are allowed to prevail. Fortunately, many barriers are preventable and others can be dealt with quickly if appropriate problem solving mechanisms are in place. Thus, a central focus in designing strategies to counter problems involves identifying how to address the motivational barriers to establishing and maintaining productive working relationships.

**Reactions to Shifts in Power**

In discussing power, theoreticians distinguish "power over" from "power to" and "power from." Power over involves explicit or implicit dominance over others and events; power to is seen as increased opportunities to act; power from implies ability to resist the power of others.
Understanding Barriers to Effective Working Relationships

Efforts to restructure schools often are designed to extend the idea of "power to" by "empowering" all stakeholders.

Unfortunately, the complexities of 
empowerment
have not been well addressed (e.g., distinctions related to its personal and political facets). As practiced, empowerment of some seems to disempower others. That is, empowering one group of stakeholders usually reduces the political power of another. On a personal level, empowering some persons seems to result in others feeling disempowered (and thus feeling threatened and pushed or left out). For example, individuals whose position or personal status in an organization has endowed them with power are likely to feel disempowered if their control or influence over activities and information is reduced; others feel disempowered simply by no longer being an "insider" with direct connections to key decision makers. And often, individuals who express honest concerns or doubts about how power is being redistributed may be written off as resistant.

Another concern arises from the fact that the acquisition of power may precede the ability to use it effectively and wisely. To counter this, stakeholder development is an essential component of empowerment during the diffusion process.

Problems stemming from power shifts may be minimized. The time to begin is during the readiness phase of the diffusion process. Those who are to share power must be engaged in negotiations designed to ease the transition; at the same time, those who will be assuming power must be engaged in specific developmental activity. Ultimately, however, success in countering negative reactions to shifts in power may depend on whether the changes help or interfere with building a sense of community (a sense of relatedness and interdependence).

Faulty Infrastructure Mechanisms

Most models for restructuring education call for revamping existing organizational and programmatic infrastructures (e.g., mechanisms for governance, planning and implementation, coordination). Temporary mechanisms also are established to facilitate diffusion (e.g., steering and change teams). A well functioning infrastructure prevents many problems and responds effectively to those that do arise. An early focus of diffusion is on ensuring that the institutionalized and temporary infrastructure mechanisms are appropriately designed and functioning. The work of the change team and those who implement stakeholder development is essential in this regard. Each infrastructure mechanism has a role in building positive working relationships and in anticipating, identifying, and responding to problems quickly. Persons staffing the infrastructure must learn to perform specific functions related to these concerns. Members of the change team must monitor how well the infrastructure is functioning with regard to these concerns and take steps to address deficiencies.

"In What's wrong with empowerment (American Journal of Community Psychology, 21), S. Riger (1993) notes: "the concept of empowerment is sometimes used in a way that confounds a sense of efficacy or esteem (part of "power to") with that of actual decision-making control over resources ("power over"). Many intervention efforts aimed at empowerment increase people's power to act, for example, by enhancing their self-esteem, but do little to affect their power over resources and policies."

"Riger also cautions: "If empowerment of the disenfranchised is the primary value, then what is to hold together societies made up of different groups? Competition among groups for dominance and control without the simultaneous acknowledgement of common interests can lead to a conflict like we see today in the former Yugoslavia. . . . Does empowerment of disenfranchised people and groups simultaneously bring about a greater sense of community and strengthen the ties that hold our society together, or does it promote certain individuals or groups at the expense of others, increasing competitiveness and lack of cohesion?"
Overcoming Barriers Related to Differences

When the problem is only one of poor skills, it is relatively easy to overcome. Most motivated professionals can be directly taught ways to improve communication and avoid or resolve conflicts that interfere with working relationships.

There are, however, no easy solutions to overcoming deeply embedded negative attitudes. Certainly, a first step is to understand that the nature of the problem is not differences per se but negative perceptions stemming from the politics and psychology of the situation.

It is these perceptions that lead to

(1) prejudgments that a person is bad because of an observed difference

and

(2) the view that there is little to be gained from working with that person.

Thus, minimally, the task of overcoming negative attitudes interfering with a particular working relationship is twofold.

To find ways

(1) to counter negative prejudgments (e.g., to establish the credibility of those who have been prejudged)

and

(2) to demonstrate there is something of value to be gained from working together.
Building Rapport and Connection

To be effective in working with another person (student, parent, staff), you need to build a positive relationship around the tasks at hand.

Necessary ingredients in building a working relationship are

* minimizing negative prejudgments about those with whom you will be working
* taking time to make connections
* identifying what will be gained from the collaboration in terms of mutually desired outcomes -- to clarify the value of working together
* enhancing expectations that the working relationship will be productive -- important here is establishing credibility with each other
* establishing a structure that provides support and guidance to aid task focus
* periodic reminders of the positive outcomes that have resulted from working together

With specific respect to building relationships and effective communication, three things you can do are:

* convey empathy and warmth (e.g., the ability to understand and appreciate what the individual is thinking and feeling and to transmit a sense of liking)

* convey genuine regard and respect (e.g., the ability to transmit real interest and to interact in a way that enables the individual to maintain a feeling of integrity and personal control)

* talk with, not at, others -- active listening and dialogue (e.g., being a good listener, not being judgmental, not prying, sharing your experiences as appropriate and needed)

Finally, watch out for ego-oriented behavior (yours and theirs) -- it tends to get in the way of accomplishing the task at hand.
Accounting for Cultural, Racial, and Other Significant Individual and Group Differences

All interventions to address barriers to learning and promote healthy development must consider significant individual and group differences.

In this respect, discussions of diversity and cultural competence offer some useful concerns to consider and explore. For example, the Family and Youth Services Bureau of the U.S. Department of Health and Human Services, in a 1994 document entitled *A Guide to Enhancing the Cultural Competence of Runaway and Homeless Youth Programs*, outlines some baseline assumptions which can be broadened to read as follows:

Those who work with youngsters and their families can better meet the needs of their target population by enhancing their competence with respect to the group and its intragroup differences.

Developing such competence is a dynamic, on-going process -- not a goal or outcome. That is, there is no single activity or event that will enhance such competence. In fact, use of a single activity reinforces a false sense of that the "problem is solved."

Diversity training is widely viewed as important, but is not effective in isolation. Programs should avoid the "quick fix" theory of providing training without follow-up or more concrete management and programmatic changes.

Hiring staff from the same background as the target population does not necessarily ensure the provision of appropriate services, especially if those staff are not in decision-making positions, or are not themselves appreciative of, or respectful to, group and intragroup differences.

Establishing a process for enhancing a program's competence with respect to group and intragroup differences is an opportunity for positive organizational and individual growth. (cont.)
The Bureau document goes on to state that programs:

are moving from the individually-focused "medical model" to a clearer understanding of the many external causes of our social problems ... why young people growing up in intergenerational poverty amidst decaying buildings and failing inner-city infrastructures are likely to respond in rage or despair. It is no longer surprising that lesbian and gay youth growing up in communities that do not acknowledge their existence might surrender to suicide in greater numbers than their peers. We are beginning to accept that social problems are indeed more often the problems of society than the individual.

These changes, however, have not occurred without some resistance and backlash, nor are they universal. Racism, bigotry, sexism, religious discrimination, homophobia, and lack of sensitivity to the needs of special populations continue to affect the lives of each new generation. Powerful leaders and organizations throughout the country continue to promote the exclusion of people who are "different," resulting in the disabling by-products of hatred, fear, and unrealized potential.

... We will not move toward diversity until we promote inclusion ... Programs will not accomplish any of (their) central missions unless ... (their approach reflects) knowledge, sensitivity, and a willingness to learn.

In their discussion of "The Cultural Competence Model," Mason, Benjamin, and Lewis* outline five cultural competence values which they stress are more concerned with behavior than awareness and sensitivity and should be reflected in staff attitude and practice and the organization's policy and structure. In essence, these five values are

(1) **Valuing Diversity** -- which they suggest is a matter of framing cultural diversity as a strength in clients, line staff, administrative personnel, board membership, and volunteers.

(2) **Conducting Cultural Self-Assessment** -- to be aware of cultural blind spots and ways in which one's values and assumptions may differ from those held by clients.

(3) **Understanding the Dynamics of Difference** -- which they see as the ability to understand what happens when people of different cultural backgrounds interact.

(4) **Incorporating Cultural Knowledge** -- seen as an ongoing process.

(5) **Adapting to Diversity** -- described as modifying direct interventions and the way the organization is run to reflect the contextual realities of a given catchment area and the sociopolitical forces that may have shaped those who live in the area.

Finally, it is essential to remember that individual differences are the most fundamental determinant of whether a good relationship is established. This point was poignantly illustrated by the recent experience of the staff at one school.

A Korean student who had been in the U.S.A. for several years and spoke comprehensible English came to the center seeking mental health help for a personal problem. The center's policy was to assign Korean students to Asian counselors whenever feasible. The student was so assigned, met with the counselor, but did not bring up his personal problem. This also happened at the second session, and then the student stopped coming.

In a follow-up interview conducted by a nonAsian staff member, the student explained that the idea of telling his personal problems to another Asian was too embarrassing.

Then, why had he come in the first place?

Well, when he signed up, he did not understand he would be assigned to an Asian; indeed, he had expected to work with the "blue-eyed counselor" a friend had told him about.
A Few References Related to Working Relationships


