Organization for the California Department of Education

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Delaine Eastin

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Kathy Lewis, Deputy Superintendent

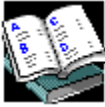| Divisions	Mission :
Child Development Division	The mission of the Child, Youth and Family Services Branch is to support schools and communities in designing responsive family service delivery systems, including health parenting adolescent programs, service learning, and foster youth services, to improve students' school success and foster their healthy growth and development.
Nutrition Services Division	The branch promotes accessible and meaningful parent education and parent involvement in schools and coordinates family-school partnership strategies throughout the Department.
Learning Support & Partnerships Division	The branch broadens the base of support for education by forging interagency relationships at the state level to establish common goals and focused resources for strong children, youth and families.

Learning Support and Partnerships Division

Wade Brynelson, Assistant Superintendent
Phone: (916) 653-3314 / FAX: (916) 657-4732
Child, Youth and Family Services Branch

Healthy Start and After School Partnerships	School Health Connections	Family and Community Partnerships Office	Healthy Kids Program Office
Gaye Smoot, Interim Manager Educ. Admin. I **Phone: 916/657-5484** **Fax: 916/657-4611** **E-mail: prainey@cde.ca.gov**	**Caroline Roberts Educ. Admin. I** **Phone: 916/657-3450** **Fax: 916/657-5149** **E-mail: croberts@cde.ca.gov**	**Susan Thompson, Mgr. Educ. Admin. I** **Phone: 916/653-3768** **Fax: 916/657-4969** **E-mail: sthompso@cde.ca.gov**	**Gerald Kilbert, Manager Educ. Admin. I** **Phone: 916/ 657-2810** **Fax: 916/657-5131** **E-mail: gkilbert@cde.ca.gov**
After School Program Healthy Start Office Healthy Start Field Office	Coordinated School Health Program Physical Education & Health Services HIV/STD Prevention	Cal Safe Program Comprehensive services to pregnant and parenting students and their children Cal Serve California's service learning initiative Intergenerational Education Program	Alcohol & Drug Prevention Programs Tobacco Use Prevention Education

- After School Partnerships
- Child Development
- Community-Based English Tutoring
- Drug Prevention
- Even Start Family Literacy
- Families in Educational Partnerships
- Guidance and Counseling
- Healthy Start
- Nutrition Services
- Parent Rights
- Safe Schools
- School Age Families Education (Cal-SAFE)
- School Health
- Service Learning (CalServe)

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Education Support Systems Division

CDE > ESSD

Staff and Offices	**Mary Tobias Weaver** **Assistant Superintendent/Division Director**
[Division Office Staff](#)	**Division Mission Statement**
[Adult Education Office](#)	The mission of the Educational Support Systems Division is to remove barriers to learning, provide options for all learners, enhance the delivery of services, and promote healthy behaviors so that students of all ages can take advantage of promising instructional reforms. This mission, carried by offices currently in and out of the Division, support and complements the efforts of other Divisions and Branches in CDE, namely the Curriculum and Instructional Leadership Branch and the Child, Youth, and Family Services Branch.
[Educational Options Office](#)	
[Safe Schools and Violence Prevention Office](#)	

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District Community Day School

Dropout Prevention and Recovery-SB 65

Foster Youth Services Program

Independent Study

Program Access and Retention Initiative Information

Education Support Systems Division

We believe that all students can succeed when learning environments are created that help them to focus on academic achievement; when provision is made for psychological, familial, societal, and cultural barriers to successful achievement; when all of the stakeholders are held accountable for providing optimal conditions for learning, and when all of the stakeholders are held accountable for their success.

Alternative educational programs and instructional strategies that fail to teach students the basic academic core are not an option. These programs and strategies exist to provide children and youth with the environment, curriculum, and support system to ensure that they succeed in achieving their maximum academic potential. Their focus is on the student and their objective is academic success.

Children and youth enrolled in alternative educational programs may exhibit a full range of at-risk behaviors, poor self concepts, and histories of school failure. Program design elements that have been validated through research and practice are essential to support students and create an optimal learning environment.

Program Profiles

- Description of programs in the Educational Options Office

Grant and Program Evaluation Information

- Evaluation of District Community Day School Programs

  NEW!
- Pupil Motivation and Maintenance Program Grant Recipients
  Fiscal Year 2000-01

- 2000-2001 Pupil Motivation and Maintenance Grant Application Information

- 1999-2000 Application for Dropout Prevention/Recovery Model Program Replication - Field Colleague Grant

- 1999-2000 Scholarship Application for the Dropout Prevention Specialist Certificate Program

Other Agency Links

- California Consortium for Independent Study (CCIS)

- National Dropout Prevention Center/Network

- Outreach and Technical Assistance Network (OTAN)

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Safe School Planning: SB 187

Safe Schools Trainings

School/Law Enforcement Partnership

Violence Prevention Education

Yellow Ribbon Week

Zero Tolerance

safe schools
and violence prevention
california department of education

NEW!

Classroom Management - A California Resource Guide (PDF)

Safe Schools Task Force Report (PDF)
(Superintendent of Public Instruction and Attorney General)

School Violence Prevention and Response Task Force Final Report (Governor's Report)

Crisis Response Box (PDF)

The free downloadable PDF files below can be viewed using Adobe Acrobat Reader.

California Safe Schools Assessment 1998-1999 Results

AB 1113 & AB 658: School Safety and Violence Prevention Act Final Fund Allocation

Safe Schools and Violence Prevention Office
California Department of Education
660 J Street, Suite 400
Sacramento, CA 95814
(916) 323-2183
FAX (916) 323-6061

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Megan's Law: Sex-Offender Notification

Safe Schools Office Staff

Adult Education Office

Joan Polster, Administrator
California Department of Education

Adult Education Mission

The mission of the Adult Education Office

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- Policy & Issues Committee Roster and Meeting Notes

CDE - Workforce Investment Act, Title II Workgroup

- WIA Committee Roster and Meeting Notes

CDE - CalWORKs Program

- About the CDE - CalWORKs Program

- Year End CalWORKs / Performance Based Accountability Data Collection Guidelines NEW

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- Prospective Bidders: Primary Request for Proposals For Adult Education and Literacy Staff Development NEW

- 1999 - 2000 Survey of WIA, Title II, 225-233 Federally-Funded Programs in California

- [1999 - 2000 End of Year Activity Report for WIA 225 and 231 Agencies and Adult Schools](#)

- [California Adult Education Technology Plan](#)

- [A22 Course Approval Request Form for 2000-2001](#)

- [State Superintendent of Public Instruction - Delaine Eastin - Workforce Investment Act Public Meeting Notification Letter to Superintendents and Colleagues](#)

- [State Superintendent of Public Instruction - Delaine Eastin - Census 2000 Letter Addressed to the Adult Education Field](#)

- [Census 2000 will begin April 1st - CDE's Reminder to Adult Education Providers](#)

- [Adult Education CCR Requirements 99-00 and 00-01](#)

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- [California Staff Development Institute (SDI)](#)

- California Regional Resource Centers

- Comprehensive Adult Student Assessment System (CASAS)

- California Distance Learning Project (CDLP)

Comments

For comments about this website content:

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Learning Support

There is a growing consensus among researchers, policymakers, and practitioners that stronger collaborative efforts by families, schools, and communities are essential to students' success. Schools need to depend on families to see that children come to school every day ready to learn; families and the community depend on schools to take the primary role in ensuring that students achieve high educational standards and provide a safe and healthy school environment; families and schools depend on community partners to provide opportunities and accessible supports and services to meet students' basic needs and to foster their growth and development. Tragically, an increasing number of American children live in communities where caring relationships, support resources, and a profamily system of education and human services do not exist to protect children and prepare them to be healthy, successful, resilient learners. Especially in these communities, a renewed partnership of schools, families, and community members must be created to design and carry out system improvements to provide the learning support required by each student in order to succeed,

Learning support is the collection of resources (school, home, community), strategies and practices, and environmental and cultural factors extending beyond the regular classroom curriculum 'that together provide the physical, emotional, and intellectual support that every child and youth needs to achieve high quality learning. A school that has an exemplary learning support system employs all the internal and external supports and services needed to help students to become good parents, good neighbors, good workers, and good citizens of the world. The overriding philosophy is that educational success, physical health, emotional support, and family and community strength are inseparable. Because learning support is an integral part of the educational program, the Program Quality Review teams (including students, parents, school staff, and community members) need to assess learning support provided to students and are encouraged to include specific learning support objectives in the improvement plan. Learning support generally addresses the areas of *learning environment and school culture, partnerships,* and *personalized assistance.*

"All stakeholders at a school must work together to ensure the success of all students. Schools committed to the success of all students must create a caring environment, build a sense of community, and have an array of activity designed to support learning by addressing barriers to learning and enhancing healthy development. The staff at such schools must have strong leadership for planning, implementing, and evaluating efforts to enhance such activity, and staff development related to such activity must be well supported."

-Howard Adelman, Ph.D.,
Professor of Psychology,
University of California, Los
Angeles

Learning Environment
and School Culture

Healthy
Resilient
Successful
Learner

Partnerships

Personalized
Assistance

Areas of Learning Support
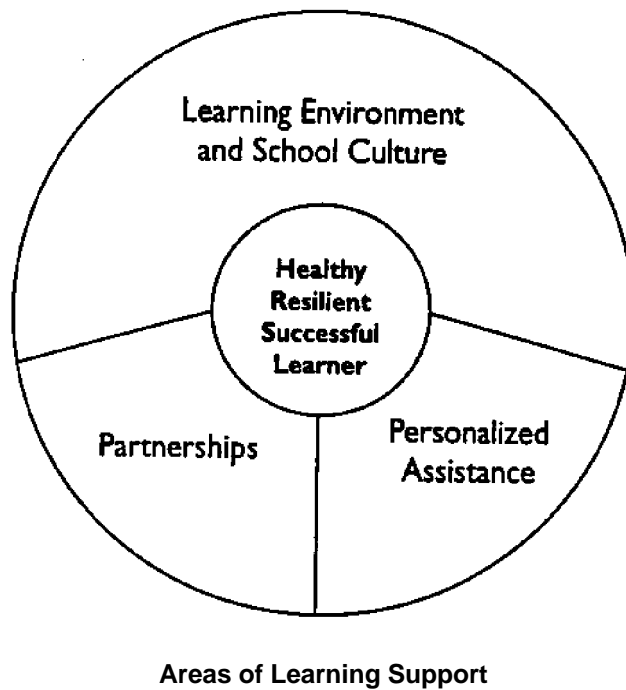
Learning Environment and School Culture

The learning environment and school culture make up the climate of the school. A newcomer's or visitor's quick survey of the personal dynamics and physical surroundings often provides a fairly accurate indication of whether the school, overall, is committed to promoting learning. A positive learning environment and a safe, supportive school culture are foundation blocks for the healthful growth and development of children and youths. Some elements of the learning environment and school culture that have a considerable impact on student success include the expectations for learning and development; issues of diversity; transitions between grades, schools and programs; safety; and health. A discussion of these elements follows.

High standards, high expectations. There is a known correlation between collective high expectations for young people and their health, resiliency, and success in learning. Furthermore, there is a greater likelihood of success when each student is supported in performing productive work and making meaningful contributions. Such support includes acting in advisory, advocacy, and decision-making roles, as appropriate. Students do better when

"Resilient" children are those who, though exposed to significant stress in their lives, manage to "work well, play well, love well, and expect well."
　　-Enuny Werner, resiliency researcher

teaching and learning are personalized to meet their needs as individuals who have varying educational, cultural, physical, and emotional needs. They do better when they have the opportunity to develop a caring relationship with an adult.

Positive child and youth development. Karen Johnson Pittman, a respected researcher in child and youth development, is Director of U.S. Programs for the International Youth Foundation in Baltimore. She describes the two components of youth development as *needs* and *competencies.* According to Pittman, young people need:

• A stable, safe place
• Basic care and services
• High quality instruction and training
• Sustained, caring relationships
• Social and strategic networks
• Challenging experiences
• Opportunities for real participation

A child and youth development approach to education emphasizes the achievement of competency, not only in academics, but in all the areas in which students need to be prepared to live healthful and productive lives. Developing competency may be contrasted to a deficit or medical model in which resources are diructed toward intervention, remediation, or removing perceived problems. Pittman points out that the goal of a deficit based approach is to make students problem-free; but problem free does not equal being fully prepared. A more productive method is to focus on students' attainment of skills and competencies that we all want students to have. Opportunities that foster child and youth development and competency building include:

Competencies

- Intellectual and vocational
- Civic and ethical
- Cultural
- Emotional
- Physical

- Participation in the arts and sports
- Chances to play meaningful leadership roles in the classroom and the larger school community
- Service-learning, which simultaneously addresses intellectual, civic, and cultural competency
- Activities that bring students together as equals across racial, ethnic class, gender, and achievement lines
- Solid skill-building in problem-solving, decision-making, interpersonal relationships, conflict resolution, and family communication

- Opportunities to build lasting friendships and to contribute to the community
- Discussions with and guidance from adults

A considerable base of research suggests that these activities and supports are central to the educational mission. The challenge is to build and communicate the vision that defines these opportunities as critical to student success and to find and value the partners that will help keep them there.

SMART IDEA

Mentors

The Hawthorne year-round school in the Oakland Unified School District has developed a two-pronged mentor program to support its K-6 students. The Academic Mentor Program, funded partly by Title I and Title VII of the Improving America's Schools Act, pays parents to work with individual students to help them improve their reading and math skills. Parents provide learning support in two or three classrooms to those students who need one-on-one assistance. Other students, identified by Hawthorne's integrated learning team (including teachers from all grade levels and staff of the Senate Bill 65 dropout-prevention program and Healthy Start program), receive individual and group assistance from parents, college students, and the East Bay Conservation Corps and AmeriCorps. These volunteers are recruited and trained through the Oakland Volunteers in Public Schools program.

Diversity and recognition. A hallmark of a supportive school culture is that the cultural heritages of the student population are acknowledged and respected among students, teachers and other staff members, and parents and other adults on campus. This support is demonstrated by incorporating cultural awareness and recognition into the school's curriculum and enrichment activities. Teachers can encourage students to respect their own views and those of others by promoting open-ended inquiry and thoughtful evaluation rather than always seeking a single "right" answer. Cooperative work in large and small mixed-gender groups of students with diverse ages, cultures, languages, skills, and talents affords students the opportunity to experience firsthand the democratic values of justice, equity, and fairness.

Transitions. In a supportive learning environment careful attention is given to smooth transitions between home and preschool, preschool and elementary school, elementary and middle school, middle school and high school, high school and institutions of higher education, and to careers. Appropriate support for transitions results in reduced levels of alienation, more positive attitudes toward school, and students' involvement in a range of learning activities. Transitions support includes counseling and articulation programs for grade-to-grade, program-to-program, and school-to-school transitions; before- and after-school and intersession programs to enrich learning and provide recreation in a safe environment; a welcoming and socially supportive community in which special attention is afforded to newcomers; and education about transitions for stakeholders.


SMART IDEA
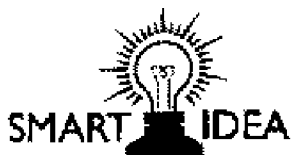
Positive Transitions to Elementary School

Research conducted in the last ten years shows that children, especially those at risk of school failure, who experience continuity as they enter elementary school are more likely to sustain their earlier gains than those who do not experience continuity. *Continuity for Young Children: Positive Transitions to Elementary School* (Sacramento: California Department of Education, 1997) contains a detailed description of the necessary components of good transitions programs, examples of successful transitions programs around the state, research, tips for parents, and books to read with children. One example is from Valley Oaks Elementary School in Galt, where parents of soon-to-be kindergartners attended a parent orientation meeting conducted in English and Spanish. They received snacks, babysitting services (if needed), and a kindergarten kit (containing crayons, pencils, scissors, manuscript sample paper, and blank paper) so that the children would be familiar with some of the materials that they would use in the fall. Parents viewed a videotape produced by the kindergarten teachers featuring typical classroom activities and routines. Then in August, incoming students and their parents were invited to meet the assigned teachers and become familiar with the new room, classmates, and the playground. Parents provided information to teachers about their child's development. The highlight for many children was the practice school bus ride with their parents to prepare for the first day of school.

Safety. Safe schools are orderly and purposeful places in which staff and students are free to teach and learn without the threat of physical or psychological harm. Such schools have developed a strong sense of community. A visitor to a safe school will see signs of student affiliation and bonding within the school and an attitude of sensitivity and respect for all persons, including those of other cultural and ethnic backgrounds. At safe schools, there is a universal commitment to nonviolence, clear behavioral expectations, and disciplinary policies that are consistently and fairly administered. Safe schools have established policies for proactive security procedures, emergency response plans, and timely maintenance of the campus and classrooms to ensure cleanliness and an attractive appearance that tells students they are valued.

SMART IDEA
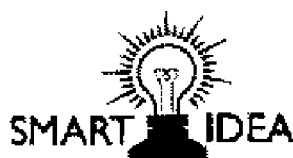
Build a Comprehensive Strategy for Safe Schools

The Modesto city schools have been developing a comprehensive partnerhip approach to their safety concerns for the past several years. The main components of their strategy include the following:

1. Every school site has a safety committee, which is composed of interagency team. The sites must send an updated version of their safety plan to the school district office each year.

2. Through a contract with the city police department, two full-time officers are assigned to the school district. Officers, briefed at a Monday staff meeting prior to the opening of school, inform the school district of any community situations that have the potential of "Spilling over" to the schools. Because of the close relationship with the police department, the school district also has access to all units of the department, such as gang suppression.

3. The school district has a similar contractual arrangement and information-sharing relationship with the Stanislaus County Probation Department.

4. The school district has a full-time gang-prevention officer who visits each campus daily.

5. The Project Y.E.S. (Yes to Education and Skills) gang-violence- and drugprevention curriculum has been used for three years.

7. According to school district officials, the close relationships with community police and family service agencies allow the district to respond more quickly to potential crises. Instead of being in a "911" response mode, the school district's law enforcement partners are often the first to discover potential problems.

8. Through a "Healthy Start" grant, the school district was able to place full-service family health centers on two campuses. The centers offer full-time doctors, dentists, and mental health professionals through agreements with community partners. At one school the center is across from the housing authority and low-income family housing, as a result, many other family services are offered on that campus, including preschool and day care. The community feels proud of its school, which serves as a community center and helps ensure community safety.

9. An extensive Police Activities League program serves more than 1,000 children in the district's K-8 schools. Volunteer police officers work with the youngsters to build self-esteem and rapport with officers.

- Modesto city elementary and high school districts, telephone (209) 576-4041

From *Safe Schools: A Planning Guide for Action.* Sacramento: California Department of Education, 1995 Edition

Health. The idea that health is an essential ingredient of an effective school, basic to the process of learning, has gained growing acceptance and support. By promoting the health and well-being of children, the healthful school also helps to prevent serious and potentially costly problems, such as substance abuse and other negative, self-destructive behaviors, that might occur later in a child's life. A health-conscious school enhances not only children's learning but also children's potential to live healthy and productive lives as adults.

A healthful school is a place where each person feels safe and valued and has a sense of belonging. It is a place where students and adults can learn about and practice healthful behaviors, such as participating in physical education; eating nutritious and appealing meals and snacks; and obtaining, with family approval, health and counseling services. The school has developed prevention and intervention strategies to address drug-abuse prevention, suicide prevention, and child-abuse prevention. The school maintains respect for cultural traditions and practices related to health and works with families to ensure that students receive appropriate services.

The national Centers for Disease Control and Prevention (CDC) promotes the concept of a comprehensive school health program or system as a means to protect children and youths from the major causes of disease and injury. The CDC and the *Health Framework for California Public Schools* (Sacramento: California Department of Education, 1994) define comprehensive school health systems as having eight major components that are integrally related:

Health education. Students receive continuous health instruction in kindergarten through grade twelve that focuses on physical, emotional, and social health and promotes the development of long-term health-related behaviors.

Physical education. Students have opportunities every day to be active; to learn basic movement skills; and to participate in physical fitness activities, games, rhythm and dance, and sports.

Health services. Students receive assistance in identifying, obtaining care for, and managing illness, injuries, and long-term health conditions.

Counseling services. Students receive support and assistance in making health-conscious decisions, managing emotions, coping with crises, and setting short- and long-term goals.

Nutrition services. Students are offered nutritionally balanced, appealing, and varied meals and snacks in settings that promote social interaction and relaxation.

A safe and positive school environment. Students and staff feel supported and are free to learn and teach without the threat of emotional or physical harm.

Health promotion. All staff are offered wellness programs, health assessments, and assistance in promoting positive healthful attitudes and behaviors.

Parent and community involvement. Parents are supported and included as partners in the social development and education of their children. In addition, the school addresses the health of children and families by working collaboratively with agencies, community groups, and businesses.

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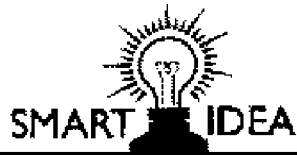
Nutrition

Students eat more and behave better in class at Orangewood School (grades K5) in the West Covina Unified School District. The credit goes to a "flip-flop" lunch schedule. Students play before lunch. Then they, spend a full 20 minutes in the cafeteria at lunch, until the bell rings for the next class. Students realize they don't have to hurry to eat lunch. And plate waste has dropped. Teachers note that students' behavior is much better than it was

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Partnerships

Throughout any community, there is a range of individuals who can and should contribute to helping students succeed at school. It is one thing for a school to advocate partnerships; it is another thing to create conditions that allow for effective participation. Thus, a key facet in fostering effective partnerships is to establish opportunities and procedures specifically to welcome and engage partners in the educational program. Another essential facet is to provide stakeholder development programs for school staff, families, and community members so that they have the skills to participate meaningfully in and promote collaborative partnerships.

School partners include school staff, students, parents and families, child and family-serving agencies, neighborhood and volunteer service organizations, businesses, colleges and universities, and other participants whose involvement is important to student's healthful growth, development, and academic results. The partnership is formed when these individuals, involved in a collaborative, ongoing, and equal working relationship, assume joint responsibility for meeting the needs of the "whole child" and improving student results. They receive and provide training on education and learning support issues and clearly understand their roles and responsibilities in the education sphere. They are typically the most qualified spokespersons to maintain communication and advocacy linkages with other members of the school community. At both the formal and the informal levels,

these partners come together to interact and share their common purpose of providing the best education for all students.

Several types of partnerships necessary to learning support strategies are described below.

School staff collaboration. Schools and categorical programs are particularly sensitive to changes introduced in the political arena. New research and social trends also have an impact on education. Changes in funding streams, new grant opportunities, budget cuts, and organizational changes occur, resulting in a flurry of activity to implement each change. For a school to maintain its focus and consistently support students in making progress toward meeting or exceeding standards and developing competency, it is critical that school staff are involved in master planning and that resources are effectively directed toward achieving a common set of goals. "School staff" includes administrators; teachers and other credentialed personnel; classified personnel; and volunteers in the preschool, regular school, and after-school programs. It includes child nutrition personnel, bus drivers, custodians, and psychologists and nurses who are critical to student success but are sometimes mistakenly considered ancillary to the school's main mission. Frequent communication and collaboration will prevent staff from working at cross purposes or doing duplicative work.

Another important role of the collective school staff is to ensure that every student has a sense of belonging and feels connected to adults and other students. Some large schools accomplish this by organizing a "school within a school," which allows a smaller group of students, teachers, and other staff to work together in a "pod" or "home" over an extended period of time. Some schools go as far as designating a staff member to specific students to provide individual support and guidance. Both strategies result in more continuity and stronger teacher-student and student-student relationships.

Family-school partnerships. Research over three decades confirms the benefits of shared responsibility among the home, school, and community in children's learning and development. A prerequisite to effective partnerships with families is that all adults at the school value parents' roles in student learning and in the broad educational program. It is important that school staff respect families as the primary caregivers and teachers of chil-

Individuals outside of the classroom also provide learning support to students. Among people to consider are:

After-school and preschool
    personnel
Bilingual specialists
Computer specialists
Counselors
Custodians
Drivers
Educational technology specialists
Food services personnel
Gifted program specialists
Health aides
Interns
Juvenile justice partners
Kindergarten aides
Librarians
Music specialists
Nurses
Officers on campus
Parents
Physical education specialists
Principals
Psychologists
Quality review team members
Resource specialists
Secretaries
Speech therapists
Tobacco prevention coordinators
University mentors
Volunteer coordinators
Welfare workers
Crossing guards

dren, recognize parents' shared interests, and work with parents to create better opportunities for every child to succeed in school and in later life.

The research indicates that there are six key roles in which parents, teachers, and school staff can support student achievement. These roles are fulfilled when:

1. Parents and educators learn how to support a child's growth and development and academic success in school through participation in parenting education classes and through increased opportunities for interaction with families.

2. Parents and educators participate continually in two-way communication between the home and the school regarding the student's academic progress, the school curriculum, and school programs.

3. Parents volunteer in the school or community in activities that extend and support students' learning, and educators learn how to use volunteers effectively to support teaching and learning.

4. Parents work with children at home to support the curriculum of the school, including the supervision of homework, and teachers support and help parents with ideas on how to work with their children at home in specific subject areas.

5. Parents and educators cooperate in decision making about a school's overall educational program and services.

6. Parents and educators collaborate with members of the community to secure needed services for families and school programs.

Strong family-school partnerships are in evidence when:

- Parents and family members feel welcome at the school and are comfortable communicating their questions, concerns, and impressions regarding their child's learning and development to faculty and support staff members.
- Parents are welcomed into the classroom and are provided opportunities to help students.

The benefits of families and schools working together

For students:
- Higher grades and test scores
- Better attendance
- Completion of more homework
- Higher graduation rates
- More positive attitudes and behavior
- Preparation for work and careers
- Higher enrollments in postsecondary education

For families:
- More confidence in schools
- More self-confidence in the family
- A commitment to lifelong learning
- Improved advocacy for the child

For schools:
- Higher student achievement
- More support from families and the community
- Better reputation of the schools
- Improved teacher morale
- Safer school environment

- Parents are mobilized as problem solvers when their child has special needs. They are also viewed as a resource for other students and families.
- There is a family community center or similar designated area at the school.
- Parents who speak only languages other than English are linked with others of similar language and cultural backgrounds to assist with school programs.
- A variety of adult classes and support groups are available for parents to acquire knowledge and skills in useful areas of study.
- Family members are involved in support roles at school, act as advisers and advocates, and are decision makers in the school governance process. They receive training related to these various roles.
- Obstacles to parent involvement, such as scheduling issues, transportation, and child care, are minimized.
- An active outreach program for hard-to-involve students and families is in place.

In general, effective efforts to involve families are long-lasting, well-planned, and comprehensive in that they offer families a variety of ways to be involved in their children's education, as mentioned above. See the Resources section and the article by Joyce Epstein, "School/ Family/ Community Partnerships: Car ing for the Children We Share," for specific activities to support the six roles described in this section.

Resource: Family-school compacts

Family-school compacts are an effective tool for promoting close working partnerships between families and schools. Compacts are agreements between the families and schools that identify how parents, students, and school staff will work together to ensure a student's success in school. IASA requires all schools that receive Title I monies to adopt family-school compacts. The "Family-School Compacts Challenge ToolKit" answers basic questions about compacts; provides sample compacts; includes a bibliography of relevant research; and suggests a collaborative process for developing, implementing, and assessing the effectiveness of compacts.

School-community partnerships. Productive school-community partnerships evolve from an understanding of the mutual benefits of such a relationship. Positive outcomes might include:

- Opportunities for students in service-learning and school-to-work experiences; recreational and cultural activities; and mentoring
- A safer campus resulting from partnerships between law enforcement and adults on campus
- An influx of volunteer support and other resources when businesses and organizations "adopt" a school
- Comprehensive health and social services for students and their families
- High-quality preschool and school-age extended day programs

Positive community outcomes include:
- Competent students who have the skills and personal characteristics to contribute to the community
- Reduced costs from intensive interventions when the school is able to ameliorate problems early in a student's career
- Use of the school site as a community center
- Student volunteers for community events
- Qualified education personnel who serve on community policy boards

Steps that schools can take to stimulate and sustain school community partnerships include the creation of programs to stimulate community involvement and support; development of a system to train, screen, and maintain volunteers to provide direct help for staff and specially-targeted students; sponsorship of events to enhance school-community linkages and a sense of community; and regular communication with stakeholders in the community, such as the schoolboard, countyboard of supervisors, city council, advocacy groups, and professional and social organizations.

California's Healthy Start initiative and Title XI of the Improving America's Schools Act (IASA) promote school-community part nerships for implementing coordinated services for students and their families. Healthy Start is one of the largest efforts nation wide to improve results for children and families by restruc-- turing service systems to provide comprehensive and integrated services linked to schools. Less than three years after implemen-
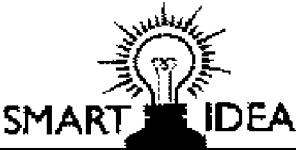
tation, Healthy Start operational sites report the following schoolwide results:

- Improved standardized test scores for grades one through three; improved parent participation; and a reduction in student mobility
- Decreased school violence, suspension rates, unexcused absences, and grade retentions

Results for intensively served children and families include:

- Improvements in meeting families' basic needs, such as food, clothing, health and dental care, child care, and transportation
- Employment increases of up to 7 percent for high school-age and older youths
- Educational gains, such as improved classroom behavior among elementary schoolchildren, improved grades (with the largest gains in the K-3 age group and those with the lowest grades to start), and a 12 percent decrease in student mobility

Title XI (Coordinated Services) of the IASA presents an opportunity for local educational agencies to use a portion of their IASA funds to plan a process for integrated, school-linked services. Coordinated services projects can provide educational, health, social, and other supports and services to enable children to achieve in school and to stimulate a more active role of parents and community members in children's education.

The Coordinated Services Project of the Los Angeles Unified School District is aligned with its major education reform initiative, LEARN (Los Angeles Education Alliance for Restructuring Now). The district model focuses on student achievement attained with the combined support of representatives in curriculum and instruction, government and management, and learning support and coordinated' services. The goal is to move from single sites and small clusters to full-scale coordinated services and supports for all schools in the district. Existing school-based health clinics, Healthy Start sites, and family centers provide the foundation for the initiative. Los Angeles Unified School District organizes around regional "high school complexes" that cluster together elementary, middle, and high school "families." The Coordinated Services Project/Title XI is linked with other related initiatives, such as the City of Los Angeles' plan for a $9-$11 million expansion of family resource centers.

SMART IDEA

Community Partnerships

Model School Garden Project
The pamphlet "Worms, Worms, and More Worms" and the brochure "There Are Sunflowers at My School!" are popular resources at the more, than 1,000 schools with gardens. A **school-garden comprehensive nutrition** program is being created by the St. Helena Unified School **District** in conjunction with the St. Helena Culinary Institute of America at Greytone, the California Foundation for Agriculture in the Classroom, the Califor-, nia Department of Education,

(1) The availability of healthful food for nourishment, improved learning, and promotion of healthy dietary habits
(2) Nutrition education and training to provide vital information students, child nutrition personnel, teachers, and families to make wise food choices for a nutritious diet
(3) Family and community partnerships that attract business members to support the planning, construction, and maintenance of the school garden. These partners enrich the educational program by fostering multicultural understanding, linking the nutrition project to curricula in math, science, and language arts, and acquainting students with careers in food, nutrition, and landscaping.

Refer to the Learning Support Resources at the end of this section for school garden resources.

-Napa County, St. Helena Unified School
District
St. Helena Elementary School

Service Learning--Elementary Level

In response to a need expressed by community members, an elementary". school weaves an ongoing service project with the elderly at a nearby senior care facility into the science and social sciences curriculum of fourth grade class. In science, the students study human anatomy and the aging process; in social sciences, the students organize a fashion show for their elderly friends using Native American apparel and jewelry, which they study as part of the California history curriculum Activities such as reading to their senior friends and transcribing letters to family members for those who need assistance reinforce the reading and writing skills and, abilities of the fourth grade students. The students create a video scrap., book that reflects what they experience and accomplish through their service-learning activities.

Service Learning-Middle Level

Middle school students survey their school community to determine the needs associated with a school beautification project. They hope to build, a sense of community pride and improve the physical surroundings of the school and neighborhood. A seventh grade science class works with, its teachers and with staff members from local conservation organizations to design, create, and maintain a garden located in a deserted lot in the back of the school. This becomes an on-campus community garden that consists of native California plants and ecosystems and is used as a focal point for the study of geology, ecology, and agriculture. Staff members from the conservation agency assist the class by providing supplies and educational materials. Based on their service experience, students learn valuable lessons in local environmental science, geology, agriculture, and ecology and participate in small group discussions about other environmental issues that affect them.

Personalized Assistance

Schools need to be prepared to support students as individuals with varying educational, cultural, physical, and emotional needs and to provide assistance or facilitate the delivery of an array of services to help students achieve high educational levels. It is important that faculty, guidance staff, support staff, and parents share responsibility and are proactive in identifying and responding to students who are insufficiently challenged or who are having difficulties in school. When teachers, school support staff, and families learn to intervene early, there is less need later for costly and intrusive services.

"... the promotion of healthy development and positive academic, social, emotional, and physical functioning is the best way to prevent many problems and is a necessary adjunct to corrective interventions."

-Howard Adelman, Ph.D.,
Professor of Psychology,
University of California, Los
Angeles

Teachers, students, and parents should have access to specialized teachers, counselors, school psychologists, and other experts to participate in improving the educational program and in removing barriers to learning. Often these personnel make up a study team that works with students and their families to develop and monitor a plan for assistance from a variety of school staff and family members. When appropriate, community service providers, such as probation officers, public health nurses, youth service center staff, or staff at suicide prevention centers, may need to work with the school in assisting a student.

Although a firm foundation of a positive learning environment, school culture, and productive partnerships decreases the need for personalized assistance, almost every student and family needs additional assistance at some time during the student's school career to maximize the student's opportunity to be a successful learner. Some forms of assistance are extensions of school-based activities and practices, such as literacy enrichment sessions. Sometimes formal interventions involving juvenile justice are required. The need for personalized assistance may be indicated on the discovery that a student or group of students need a more accelerated curriculum or an opportunity to pursue an artistic talent. On the other hand, personalized assistance may be necessary to elevate the academic results for a particular student group or to sustain an individual whose family is in crisis. The key to providing successful personalized assistance is to act early; the measure of effectiveness is improved student results. Three major categories of personalized assistance are described as follows:

Personalized Assistance
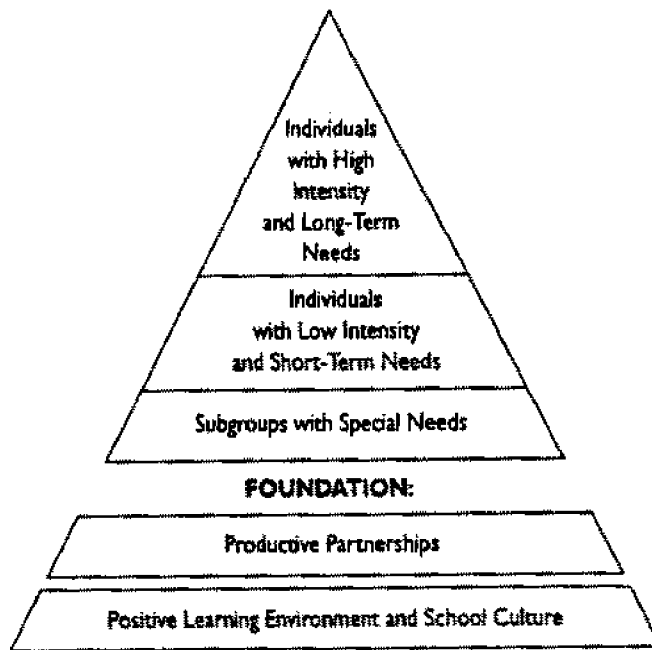
Personalized assistance for groups with special needs. A group of students maybe determined to need a certain type of assistance following an analysis of student work and test results or after teachers' and parents' assessments of students. For some groups, generalized additional opportunities for English language learning, Gifted and Talented Education strategies, pregnant and parenting student programs, or established special education interventions are sufficient. In other cases, a careful analysis of disaggregated data and other evidence may reveal that, in addition to providing academic support for a particular group, the school may need to address root causes or sensitive issues, such as substandard teaching or low expectation in some courses for some groups of students.

SMART IDEA

Personalized Assistance for Groups

"Twilight" Classes Boost Academic Success

A school reform effort links Title I of IASA and Healthy Start programs at four elementary schools by providing classes for academic assistance and related counseling. Programs include a parent-participation preschool; an after-school tutoring and homework club staffed by volunteer adults and high school students; and adult education classes, such as ESL, GED, and citizenship. Also, there are parent workshops and seminars on topics such as family literacy, how to raise smart kids who stay out of trouble, how to improve children's health and nutrition, and how to use social services to resolve school-related problems. Classes are held three nights each week from 4 to 7 p.m and are conducted in the five major languages spoken in the district. Overall attendance is high with participants evenly divided between parents and students.

-Sacramento County, Elk Grove Unified School District,

Gifted and Talented Education

Highly gifted students whose thought processes are significantly advanced often feel alienated and lonely at school. Grouping gifted students together for periods of the day can give them an opportunity to talk with others who have had similar experiences and help them make social as well as academic adjustments.

Organizing an advanced minicourse to develop special talents in students can bring together a diverse group of students with a common need for challenges. A letter from a mother in Fall joint Unified School District in Burney, California, described the increased self-confidence and social adjustments that resulted when her son, who is gifted and eligible for special education services, was enrolled in Gifted and Talented Education music courses.

Migrant students are often at risk for school failure because of frequent interruptions in their schooling. The Education Program for Gifted Youth developed at Stanford University provides advanced courses on CD-ROM for gifted and other potentially high-achieving students. Because the course is portable-the CD can travel with the student-this type of individualized, self-paced instruction is ideal for students who move a lot or who attend rural, small schools where only one or two students might be ready for an advanced course.

Individuals with low-intensity or short-term needs. Nearly every student will have a particular need during his or her academic career that requires assistance of limited scope. For one student, it will entail tutoring in one subject area for one year. Another student may benefit from a mentoring relationship. A family that encounters short-term unemployment may require financial support for school activities or for basic food and clothing needs for only a few months. A traumatic event that impacts the whole student body requires intensive group and individual counseling services for many students and a communitywide crisis intervention response and follow-up care. The need for this type of personalized assistance is largely unpredictable. Establishing and maintaining a support network of teachers, counselors, other school staff, peer leaders, families, and community partners helps to ensure that resources can be mobilized to meet the wide variety of students' low-intensity or short-term needs.

"While no substitute for the other elements of a fully functioning community, especially jobs and a strong economy, a profamily system of integrated services provides a critical buffer for atrisk youths and many of the opportunities necessary to help every young person meet his or her potential."

--Together We Can: A Guide for Crafting a Profamily System of Education and Human Services

SMART IDEA

Early Mental Health Initiative

Each year, the Department of Mental Health (DMH) Awards Mental Health Initiative (EMHI) grants to local educational agencies to implement mental health intervention and prevention programs for children in kindergarten through third grade. The goals of EMHI are to ensure that children experiencing minor school adjustment difficulties increase their self-esteem and personal competency and enhance their social and emotional development in order to succeed in school and minimize the need for intensive and costly social services as they grow older.

The Primary Intervention Program (PIP) is the most widely used EMHI model. PIP is designed to work with young children who exhibit behav- iors likely to cause difficulties later in life. Children receiving services, through the PEP model participate in an individual session once a week, for 30 to 40 minutes in a specially equipped playroom. Services last only 12 to 15 weeks. The children develop problem-solving skills selfesteem, and confidence through weekly interactions with a parapro- fessional supervised by a credentialed mental health professional.

Individuals with high-intensity, long-term needs. In every school, some students and their families struggle with issues that involve multiple agencies (such as student truancy coupled with parents' long-term substance abuse). For these students, it is important that the school is prepared to provide a gateway to comprehensive family-centered supports and services. This capability usually necessitates a designated coordinator, a family case management team (which may be an expanded student study team), and committed partnerships among the school, families, public agencies, and community-based service providers. Healthy Start local initiatives and IASA Title XI coordinated services projects are particularly effective in working with families to address these more complex situations.

Learning Support and the Improvement Process

The remainder of this section provides suggestions and resources related to learning support and the improvement process, with a focus on:

- Whom to involve
- Useful data
- Analysis and the establishment of priorities
- Resources for implementation

Whole school, whole community. When investigating where improvements are needed in the learning support arena, make sure you are involving people who are engaged in other school improvement plans and initiatives. A single comprehensive school plan with input from various teams and stakeholders is a powerful tool. People who may be able to provide leadership and insight into the school's learning support resources and needs include parent groups, the teams writing the School Improvement Program and the Local Improvement Plan for IASA funds; the Healthy Start collaborative; the Safe School Planning Committee and Safe and Drug-Free Schools Regional Advisory Council; and your school's leaders in SB 1274 restructuring, Goals 2000, Distinguished Schools, Achieving Schools, and Pupil Services. Master planning with all of these groups will provide a comprehensive approach to school improvement and a more effective use of resources.

Because the long-term task is to help families, neighbors, and communities support young people and the environments in

which they grow, there needs to be an investment, not in short-lived, problem-specific programs, but in community organizations; in civic, cultural, and neighborhood associations; and in the larger economic, physical, and social infrastructures. Communitywide improvements are more likely to occur when educators work in collaboration with other systems reform efforts, such as those initiated by Senate Bill 997 (countywide interagency planning councils for child, youth, and family services), family support and preservation efforts by local social services agencies, and personnel of Systems of Care, a local mental health agency.

Indicators, data, evidence. The collection and analysis of work samples from individual and special-group students is the focus of the Program Quality Review. However, in the course of evaluating student work, you will encounter academic results that may be difficult to explain based on teaching alone. Why does Nazarah have a long-term excuse from physical education even though she shows no signs of a health problem? (Is a cultural prohibition involved or is she intimidated by the competitive activities?) Why does Shannon miss the first hour of school three days out of five? (Is it because she is not being challenged or because she has responsibilities at home?) Why are Eli, Kenyatta, and Troy not progressing in a classroom where most students are performing extremely well? These questions prompt the collection and examination of additional evidence around a myriad of factors that impact students' ability to learn. Answers to these questions help to ensure that the correct conclusions are drawn to explain students' performance and behavior. A review of additional data elements will help the team determine the root causes of behaviors or identify special strengths or needs. This analysis will also enable the team to make informed decisions about what individual and schoolwide learning support strategies may need to be employed or improved.

Different data are collected and maintained by various school and district staff and community partners. It is important to have an agreement that allows the sharing of the "need to know" information among those serving students and their family members so that the school and each service provider involved may participate in delivering comprehensive learning support. The Healthy Start Field Office, listed under "Learning Support Resources" at the end of this section, can provide helpful information about confidentiality agreements.

Useful data readily available at the school or district include:

- Assessments from teachers, counselors, and parents
- Records on attendance and student mobility
- Records on referrals for counseling, student study team, family case management, or discipline
- Suspension and expulsion reports
- Health information records
- Information of parents' participation in parent/teacher conferences and family-school compacts
- School crime reports and safe school questionnaires
- Records on extracurricular activity and after-school program participation
- Surveys and reports of student, family, teacher, and newcomer satisfaction
- English language learner data
- Eligibility data for free and reduced-price meals and school meal participation

SMART IDEA

Analyzing and prioritizing with the help of learning support indicators. Just as essential questions help guide the analysis of student work, learning support indicators may help the team focus on a "big picture" assessment of the school's learning support component. The Sample Learning Support Self-Assessment and Summary, included in this section, lists learning support indicators that are useful in this process. Examples of learning support indicators and the types of evidence that might be collected are described in the following chart.

Learning support for student success. In conclusion, the success of learning support strategies is measured in students' ability to meet or exceed established academic standards and achieve intellectual, vocational, civic, ethical, cultural, emotional, and physical competency; or the degree to which students make progress toward these educational goals. Although improved attendance, increased parental participation at back-to-school night, and reduced family mobility are encouraging signs for potential student success, these achievements are not the end goal for determining the effectiveness of improvements made in learning support. The evaluation should focus on results (measurable changes in the student's competence, such as the ability to read; or in the student's condition, such as physical health status). These are the same measures used in evaluating improvements made in instructional strategies.

LEARNING SUPPORT INDICATOR	CURRENT EVIDENCE
Students, families, and school staff believe that their school is safe, secure, and health-oriented.	1. Parents report students smoking on their way to school, but we have not figured out the best way to respond to this problem. 2. The School Crime Report indicates a 50 percent decrease from the previous year in vandalism occurring on campus. 3. We have a strict competitive foods policy that is adhered to by all.
The school has well-established partnerships with business and community entities. Relationships are designed not only to provide monetary or material support to the school, but to provide educational, employment, and character development opportunities.	1. Twenty-five students have mentors from the UC campus, and there are no students on the referral or waiting lists. 2. All sixth graders participated in a service-learning experience through one of five different participating businesses or agencies. 3. Sixteen local business representatives participated in Career Day. 4. The community college and two landscaping businesses provided supplies for the school garden project and awareness sessions about careers in agriculture and landscaping for all fifth graders. In connection with the language arts curriculum, students communicate through electronic mail with these college and business volunteers.
The school staff has a close partnership with law enforcement agencies, health, mental health, and social services providers from within and outside the school to ensure coordination of services to students and their families.	1. The family case management team meets at the school twice monthly and has facilitated comprehensive services and follow-up for seventeen families. Students from these families have improved attendance records. Eight families are on the referral list to be served. 2. The school nurse, psychologist, speech therapist, and repositioned county child welfare worker are scheduled on different days, making information-sharing and service coordination difficult. 3. We have mapped out the support services available to families through the school and many local agencies and have worked with these agencies to coordinate the services in four key service areas: dental health, child care, after-school recreational programs, and emergency food and clothing assistance. Literacy support is a key area in which the services are still fragmented.
Individual students and groups of students are expected and supported to meet the same content and performance standards. Data are available that help in determining root causes of behaviors, special strengths of students, or needs of individuals and groups.	1. We have compiled and analyzed student work and test data and reported disaggregated student results. 2. We have collected attendance, mobility, discipline referral, and other student behavior data, but the data are not disaggregated.

NOTES ON USING THE OPTIONAL "SAMPLE LEARNING SUPPORT SELFASSESSMENT AND SUMMARY" WORKSHEET

As your team participates in the self review process, the "Sample Learning Support Self-Assessment and Summary" worksheet with its list of indicators may be especially useful at two points in the process:

1 . In step 6, as the team collects and analyzes student data, review the indicators listed in the "Sample Learning Support Self-Assessment and Summary" and use this form as a worksheet to summarize evidence of the school's effectiveness in the learning support component.

2 . In steps 9 and 10, as the team develops the improvement plan, write recommendations for improving learning support strategies that logically follow the findings gathered in steps 6 and 7 and the analysis in step 8. Determine which of these recommendations should become part of the improvement plan. Teams may not document evidence in all categories. However, the improvement planning process (step 9) should address the high-priority learning support areas selected for improvement.

It is important that the review of learning support reflects the demographics of the student population and that "learning support" evidence is disaggregated for students in the same way as the student academic work. This process will enable a comparison and analysis of student academic work *and* learning support so that more meaningful conclusions are possible. All teams, during their self review, should assess the learning support provided to *all* students as well as representative evidence of learning support for individuals in the *disaggregated* school population. Please refer to the subsection titled "Analyzing and prioritizing with the help of learning support indicators" for examples of evidence for several of the learning support indicators,

Resources, "Smart Ideas," and learning support descriptors provided in this section may be helpful to you as you assess the school's learning support component.

SAMPLE LEARNING SUPPORT SELF-ASSESSMENT AND SUMMARY
(This is an optional tool)

LEARNING SUPPORT INDICATORS	CURRENT EVIDENCE	RECOMMENDATIONS FOR IMPROVEMENT PLAN
Learning Environment and School Culture		
1. A common vision for student learning was developed with the participation of all segments of the school community: administrators, teachers, students, families, paraprofessionals, and community leaders who reflect the diversity of the student population.		
2. The school's leadership, including families and community members, encourages and celebrates excellence. High expectations for students' intellectual, vocational, civic, ethical, cultural, emotional, and physical competency are reflected in the goals and grade-level standards.		
3. Within the school community, communication is open, clear expectations for behavior and performance are well-known and accepted, and everyone receives fair and equitable treatment.		
4. The needs of all students are addressed as they progress through grade levels and make the transition from program to program and school to school.		
5. Teachers are supported through professional development, including the area of learning support strategies, and are recognized for making exceptional and effective efforts with students.		
6. Students, families, and school staff believe that their school is safe, secure, and health-oriented.		
7. Necessary resources, including those from the community as needed, are provided to ensure that the school buildings, classrooms, and grounds are clean, in good repair, and reflect pride in school and student work. Learning support is delivered in a comprehensive, integrated manner. There is an appropriate balance in spending for positive child and youth development and personalized assistance.		

LEARNING SUPPORT INDICATORS	CURRENT EVIDENCE	RECOMMENDATIONS FOR IMPROVEMENT PLAN
Partnerships		
8. Families and students are viewed as critical members of the school leadership team, participate as decision makers, and share responsibility in all significant aspects of the school system.		
9. Families are actively involved in a variety of options for contributing to the school's and student's success. Families volunteer at the school and receive guidance in ways to support their student(s) in learning.		
10. Students and their families receive communications and services that are culturally and linguistically appropriate.		
11. The school has well-established partnerships with business and community entities. Relationships are designed not only to provide monetary or material support to the school, but to provide educational, employment, and character development opportunities.		
12. The school staff has a close partnership with law enforcement agencies and with health, mental health, and social services providers from within and outside the school to ensure coordination of services to students and their families.		
13. All students are empowered to achieve the schoolwide standards and expectations through the staff's effective use of the resources of and for culturally diverse families and community members.		
14. School staff, families, and community partners receive training in working together effectively on behalf of all students.		

Learning Support Indicators	Current Evidence	Recommendations for Improvement Plan
Personalized Assistance 15. Individual students and groups of students are expected to meet the same content and performance standards and are supported in this effort. Data are available that help in determining root causes of behaviors, special strengths of students, or needs of individuals and groups. 16. Each student is supported with appropriate resources to ensure articulation and successful transitions. 17. Each student's academic, behavioral, and attendance needs are met by the administrators, teachers, counselors, families, students, and community partners who work together to design and implement strategies to meet these needs. 18. The school provides assistance or facilitates access to supports and services that are required by students and families to ensure that each student has an opportunity to achieve intellectual, vocational, civic, ethical, cultural, emotional, and physical competency.		

Learning Support Resources

The following list of materials and resources corresponds with the areas of learning support described in this section. The publication data were supplied by the School Support Teams unit. Questions about the availability of materials or the accuracy of the citations should be addressed to the School Support Teams unit at (916) 657-5197.

To order resources published by the California Department of Education, contact the Bureau of Publications, Sales Unit, P.O. Box 271, Sacramento, CA 95812-0271; telephone (916) 445-1260, fax (916) 323-0823. For credit card purchases, call 1-800-995-4099.

Challenge Tool Kits. (1997) The kits include insightful information about creating safe schools, family-school compacts, school facilities, service learning, site-based decision making, and student activities. Available from the California Department of Education. For information on availability, call (800) 995-4099.

Healthy Start Evaluation Guidebook. (1996) This guidebook offers a results-based evaluation and includes plans for its development, resources for getting started, and report forms with explanations of reporting requirements. Prepared by the Healthy Start Office, (916) 657-3558.

Planning Packet. (1994) The packet includes an in-depth discussion of activities that bring together a planning team to create a shared vision and manage the planning process. Also included is a comprehensive discussion of a community needs assessment as well as tips, tools, and activities to help in conducting such an assessment. Prepared by the Healthy Start Field Office, (916) 752-1277.

Quality Review Self-Study Items. (1996) Prepared by Howard Adelman, Ph.D., University of California, Los Angeles. These items include self-assessment questions in support of transitions, classroom enabling, crisis assistance and prevention, home involvement in schooling, community outreach, student and family assistance, and restructuring of support services. Available from the Healthy Start Field Office, (916) 752-1277.

Learning Environment and School Culture

Benard, Bonnie. *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community.* Portland, Oreg.: Western Regional Center for Drug-Free Schools and Communities, 1991.

Benard, Bonnie. *Fostering Resiliency in Urban Schools* (1995). San Francisco: This compendium of papers is available from WestEd, (415) 565-3000.

Benard, Bonnie. *Turning the Corner-From Risk to Resiliency* (1993). San Francisco: A compendium of articles also available from WestEd. ($6 plus tax; call (415) 565-3000.)

Continuity for Young Children: Positive Transitions to Elementary School. Sacramento: California Department of Education, 1997.

Kids' Time: A School-Age Care Program Guide. Sacramento: California Department of Education, 1994; and *Kids' Time: Planning School-Age Care Activities* (Video). Sacramento: California Department of Education, 1996. This booklet and video identify exemplary school-age care programs in a variety of settings. They guide caregivers in program development and offer suggestions for enriching existing programs.

Organizing a Successful Parent Center. Sacramento: California Department of Education, 1994. This booklet helps educators, parents, and community leaders strengthen schools by launching an effective parent center. Planning information, funding opportunities, basic equipment and supplies, and staffing are discussed.

Pittman, Karen J. *Preventing Problems or Promoting Development: Competing Priorities or Inseparable Goals?* (np) The Center for Youth Development and Policy Research, 1995.

Pittman, Karen J., and M. Cahill. *Pushing the Boundaries of Education: The Implications of a Youth Development Approach to Education Policies, Structures, and Collaborations.* (np) 1992.

Safe Schools: A Planning Guide for Action. Sacramento: California Department of Education, 1995. This document examines safety considerations and ways to develop comprehensive school safety plans by forming partnerships with law enforcement and community agencies.

School Gardening Resource Packet. California Department of Education, Child Nutrition and Food Distribution Division, Nutrition Education and Training Program, (916) 322-4792.

"There Are Sunflowers at My School" (brochure). California Foundation for Agriculture in the Classroom, February, 1994.

Volunteer Programs in California Public Schools. Sacramento: California Department of Education, 1994. Volunteer programs benefit teachers, students, parents, and volunteers. The wideranging roles that volunteers play in public schools are revealed in this book through descriptions of exemplary volunteer programs in place throughout the state.

"Worms, Worms, and More Worms" (pamphlet). California Integrated Waste Management Board, April, 1996.

Partnerships

Baker, Thomas, and Ignacio Rojas, Jr. *Resources for Connecting Families and Schools* (1995). An annotated selection of publications and materials for building family-school-community partnerships. 1995, (916) 657-5250.

California Strategic Plan for Parental Involvement in Education. Sacramento: California Department of Education, 1992. Various levels of parent involvement in schools and ways to cultivate partnerships with families are discussed in this book.

Culture and Family-Centered Practice. Family Resource Coalition, National Resource Center for Family-Centered Practice, 1995. (312) 341-9361.

Ensuring Student Success Through Collaboration. Washington, D.C.: Council of Chief State School Officers, 1992. (202) 408-5505. The importance of coordinated services in education reform is stressed in this compilation of visionary articles.

Epstein, Joyce L. "School/ Family /Community Partnerships," *Phi Delta Kappan,* May, 1995. A summary of the theory and framework of these partnerships and guidelines that can assist schools in building them are provided in this article.

Strong Families, Strong Schools: Building Community Partnerships for Learning. Washington, D.C.: U.S. Dept. of Education, 1994. This publication provides a research base for family involvement in learning.

Personalized Assistance

Differentiating the Core Curriculum and Instruction to Provide Advanced Learning Opportunities. Sacramento: California Department of Education, 1994. This booklet can help teachers and program directors to develop curricula that provide sufficient depth, complexity, novelty, and acceleration for advanced and gifted students.

Every Student Succeeds: A Conceptual Framework for Students at Risk of School Failure. Sacramento: California Department of Education, 1994. This publication presents sound educational theory and practices for ensuring that all students succeed in school and are prepared for the jot) market and a changing society.

Family-focused Case Management Assessment Tool. (1994) This tool helps educators to gain an overall picture of a school site's progress to date in planning or implementing a family-focused case management system, to identify strengths and weaknesses, to prioritize areas that need further development, and to describe brainstorming strategies useful in developing these areas. Prepared by the Healthy Start Field Office, (916) 752-1277.

Healthy Start Sustainability Resource Packet. A compendium of financial planning tools and information on funding sources.

School Safety

Healthy Start Works. This newsletter is published by the Healthy Start Field Office and provides articles related to school-integrated supports and services, as well as information on events and resources. For subscription information, call (916) 752-1277.

Melaville, *A. I.,* and M. J. Blank. *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services.* Washington, D.C.: Education and Human Services Consortium, 1993. *A* five-stage framework and illuminating milestones and land mines are included in this publication to help partners collaborate and develop their own processes for changing complex systems.

Resources in the California Department of Education

Child Development
Child Development Division
560 J Street**,** Room 220
Sacramento, CA 95814
(916) 322-6233
Grants and assistance for child development programs, including preschool and after-school programs

Health
Comprehensive School Health Program Office
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814
(916) 657-3450
Comprehensive health, health education, physical education, and HIV/AIDS prevention education activities

Drug, Alcohol, and Tobacco Abuse Prevention
Healthy Kids Program Office 721 Capitol Mall, 3rd Floor
Sacramento, CA 9581
(916) 6572810
Drug, alcohol, and tobacco abuse prevention grant programs and strategies

Gifted and Talented Education (GATE)
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
(916) 657-5257

Healthy Start Initiative (School Integrated Services) and Improving America's Schools Act, Title XI (Coordinated Services)
Healthy Start Office 721 Capitol Mall, 5th Floor
Sacramento, CA 95814
(916) 657-3558
http:/ /goldmine.cde.ca.gov/cyfsbranch/Isp/hshome.htm
Grants and assistance on school integrated supports and services to assist children, youths, and families

Homeless Children Services
Elementary Instructional Resource Networks
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814
(916) 654-0071
Grants and assistance on education services for homeless children and youths

Nutrition Education and Services
Child Nutrition and Food Distribution Division
560 J Street, Room 270
Sacramento, CA 95814
(916) 445-0850
http://goldmine.cde.ca.gov/cyfsbranch/Isp/famhome.htm
Healthy school meals, nutrition education and training, and supportive partnerships

Safety
School Safety and Violence Prevention Office
560 J Street, Room 260
Sacramento, CA 95814
(916) 323-2183
http://goldmine.cde.ca.gov/spbranch/safety/safetyhome.html
Conflict resolution, school violence reduction, Safe School Plan, truancy prevention, school/law enforcement partnerships, school/community violence intervention, prevention grants, and assistance

Teenage Pregnancy Prevention and Intervention
Family and Community Partnerships Office
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814
(916) 653-3768
http://goldmine.cde.ca.gov/cyfsbranch/lsp/famhome.htm
Educational programs to delay sexual activity, reduce teenage pregnancy, and support pregnant and parenting students

Other resources for learning support are available from the following offices: county agencies, nonprofit agencies, local law enforcement agencies, juvenile justice coordinating councils, social services agencies, county health departments, county offices of education, mental health departments, service delivery areas, Private Industry Council, Employment Development Department, and community colleges.

California Department of Education Websites

General Department information
   http://goldmine.cde.ca.gov/cyfsbranch/Isp/divhome.htm
   This is the gateway to information posted by the CDE on a variety of topics.

Healthy Start and family and community partnerships
   http-J/goldmine.cde.ca.gov/cyfsbranch/Isp/famhome.htm
   The Healthy Children, Youth, and Families homepage offers a wide range of news, publications, documents, and clickable directories, including Healthy Start and Family and Community Partnerships, which

are updated regularly. A link to the Healthy Start Field Office gives browsers the ability to subscribe to the ListServe without leaving the website. Future Healthy Start developments will include on-line forms and interactive news groups. The Healthy Start Family and Community Partnerships Directory links the user to information regarding teen pregnancy prevention and intervention, foster youth services, CalServe service learning, parent involvement, and intergenerational education.

HandsNet. (408) 257-4500.
http://www.handsnet.org
This nonprofit human services network provides access to the Children, Youths, and Families Forum, a current online library of information dedicated to educational issues, comprehensive community-building strategies, youth and early childhood development, hunger and nutrition, and child welfare.

Other Sources

Bureau of Publications, Sales Unit, California Department of Education, telephone (800) 995-4099. Ask for a free *Educational Resources Catalog.*

California Tomorrow. (415) 441-7631. Ask for its catalog of publications on diversity, community, and immigration topics.

Healthy Kids Resource Center. (510) 670-4581. Resources for comprehensive school health programs are available on a free loan basis to all educators and child care and child nutrition professionals.

Healthy Start Field Office, University of California, Davis. (916) 7521277. The Healthy Start Field Office houses a resource center for information about Healthy Start and school-linked, coordinated services. Telephone the number listed above to obtain a list of free and low-cost items, including forms and procedures used by various schools and districts.

The Healthy Start Initiative

The Healthy Start Support Services for Children Act (SB 620, Presley, 1991), is California's first statewide effort to place comprehensive support services for children and families at the school site. Healthy Start, the cornerstone of the Governor's 1991 initiatives for prevention and early intervention programs for children, authorizes the Superintendent of Public Instruction to award planning and operational grants annually to local education agencies and their collaborative partners to provide school-linked integrated health, mental health, social, educational, and other support services.

Healthy Start brings together schools, school districts, county offices of education, health and human services agencies, county governments, nonprofit organizations, businesses, and others to focus their collective energy, expertise, and resources on responding to the needs presented by children, youth, and families in the school community.

The intent of Healthy Start is to improve the lives of children and families by:
- Creating learning environments that are optimally responsive to the physical, emotional, and intellectual needs of each child.

- Fostering local interagency collaboration and communication to more effectively deliver education and support services to children and their families.

- Encouraging the full use of existing agencies, professional personnel, and public and private funds to ensure that children are ready and able to learn, and to prevent duplication of services and unnecessary expenditures.

- Building on the strengths of children and families and providing and enhancing opportunities for parents and children to be participants, leaders, and decision-makers in their communities.

GOALS

California's Healthy Start was developed to improve the lives of children and families. To achieve this goal, local Healthy Start initiatives are restructuring service systems to be:

Family Focused

The Healthy Start focus on families is rooted in a conviction that the needs of children are inseparable from the well-being of families. Families are the first and usually the best providers for their children's health and welfare. Children are unlikely to prosper unless their families do. Therefore, a goal of Healthy Start is to strengthen and support the family unit, as well as the individual members within it. Embedded in this goal is the recognition of family members as partners in service, rather than the more traditional view in which professionals "do for" families. The aim is to build families' capacity to make their own decisions, chart their own course, and obtain needed supports and services.

Accessible

Schools are a key place where the needs and strengths of children and youth are known and where they

can most easily be served. Students and their families are more likely to use services that are close by and that are associated with the school, rather than an unfamiliar service agency that may be miles away. Local Healthy Start initiatives are both school-based and school-linked. Services are provided on the school campus, such as counseling, while other more intensive services, such as comprehensive medical services, may be provided off site.

Accountable

Local Healthy Start initiatives strive for measurable improvements in the lives of students and families in areas such as school attendance, academic success, self-esteem, vocational accomplishment, health and mental health, and family functioning. Based on findings of a community assessment, local Healthy Start collaboratives identify the high-priority needs of children and families in the community and address the areas that are most within the initiative's power to improve.

Comprehensive

Local Healthy Start initiatives may provide a variety of support services that respond to a full range of needs. Services may include immunizations, dental services, health services, counseling, parenting education, family preservation services, nutrition services, academic support services, recreational activities and informal supports. Sites work to integrate services, changing systems to meet families' needs in a holistic, rather than categorical, way.

Preventive

The current system of support services is structured to provide support only after problems become severe. Healthy Start efforts are focused on preventing problems from occurring and promoting wellness for all children and families. Local initiatives devise comprehensive strategies for achieving the stated goals for children and families that span the continuum from primary prevention through crisis intervention and follow-through, taking into account formal and informal supports.

Locally Controlled

Local Healthy Start initiatives are designed and governed by a local collaborative body. Healthy Start builds upon the experience of other states and current initiatives in California which show that a dramatic restructuring of current delivery systems, including the formation of new collaborative partnerships, is needed for effective service delivery to children and their families. The Healthy Start local collaborative brings together the key people, agencies, and service providers in the areas of health and human services, city and county government, education, and the community to create family-focused service delivery systems at or near school sites. The local collaborative conducts community assessments, establishes goals, sets priorities, determines outcomes, develops implementation strategies, assesses the effectiveness of the program, and governs the local initiative. The success of local Healthy Start initiatives depends largely on the strength and success of the collaboratives.

Reform Centered

Healthy Start shares with school reform efforts the goal of improving educational performance. Healthy Start builds on the learning activities that foster the child's social, emotional, and cognitive development.

Healthy Start Support Services for Children Act
1992-1999

Grants Awarded

Year	Operational Grant			Planning Grants		
	Grants Awarded	Number of Schools	Students Enrolled	Grants Awarded	Number of Schools	Students Enrolled
1991-92	40	128	89,811	110	308	216,490
1992-93	25	82	63,953	72	239	163,505
1993-94	47	162	103,306	44	103	79,699
1994-95	37	97	90,638	54	117	79,067
1995-96	72	181	142,608	64	149	114,319
1996-97	74	157	114,117	102	222	180,586
1997-98	92	174	148,634	91	160	129,408
1998-99	82	141	111,914	107	170	112,128
Totals	469	1,122	865,205	644	1,468	1,075,483

The goal of Healthy Start is to improve the lives of children and families. Local initiatives strive for measurable improvements in such areas as school readiness, academic success, health and mental health. and family functioning.

Services for Children, Youth and Families

The school-linked services that are being offered to meet the needs of Healthy Start children, youth and families include:

> Family Support (child protection, parenting education, child care)
> Basic Needs (food, clothing, shelter, transportation)
> Medical/Health (vision, hearing, dental, CHDP, acute care, preventive health)
> Mental Health and Counseling (therapy, support groups, substance abuse)
> Academic/Education (tutoring, dropout prevention)
> Employment (career counseling, job placement, job training)
> Recreational
> Income Maintenance (Medi-Cal, AFDC, food stamps)

Note: Healthy Start does not necessarily pay for these services. Rather, it provides integrated service delivery which links children and families to needed supports and services.

Healthy Start is designed to serve children and their family members. A two-year statewide evaluation revealed that from January 1993 to March 1995 the first two cohorts of operational sites delivered over 282,000 services to 66,000 children, youth and family members for whom service records were available. Another 434,000 services were provided during this same period to an unknown number of children and families. Many positive outcomes for Healthy Start children and families were revealed.

CALIFORNIA'S HEALTHY START EVALUATION RESULTS

Schoolwide Results   (40 cohort sites/128 schools)

Statistically significant schoolwide improvements were achieved in:
- Standardized tests scores for grades one through three.
- Parent participation.
- Reductions in student mobility.

Trends are apparent at Healthy Start sites in:
- Decreases in school violence.
- Decreases in the suspension rate and unexcused absences.
- Decreases in grade retention.

Results for Intensively Served Children and Families*   (65 cohort 1 & 2 sites/310 schools)

Children and families intensively served through Healthy Start showed improved results in virtually every area examined in the evaluation. The greatest improvements were experienced in the following areas:

Meeting families' unmet needs was a strength of the Healthy Start initiatives.
- The need for food and clothing was cut in half, or more, in most cases.
- Sizable improvements were made in assisting Healthy Start children and families to access health and dental care, and therefore, to use preventive health care.
- Local initiatives were also successful in meeting families' needs for child care and transportation.

Employment increases ranged from 3% to 7% for high school age and older.
- Children served by Healthy Start showed statistically significant educational gains.
- Elementary school children's classroom behavior improved.
- Grades improved, with the largest gains showing in the K-3 age group and those with the lowest grades to start.
- Student mobility decreased.

Characteristics of Success

A Healthy Start site was more likely to provide effective services when:
- Healthy Start was well integrated into the life of the school.
- Services were directed more toward families.
- The coordinator was a good manager, spending a lot of time on site.
- There were "bridge builders" between families, teachers, and school administrators.

Where parents were more involved in site activities, services were more likely to be:
- Accessible.
- More integrated into the life of the school.
- Culturally competent.
- Focused on the whole family.

Healthy Start sites with a balanced continuum of prevention and intervention were:
- More likely to show schoolwide improvements in student performance.
- Providing more comprehensive services.
- More successful in meeting unmet needs for food, employment, and treatment for illness and injury.

*received intensive, comprehensive services

Program Description
The After School Learning and Safe Neighborhoods Partnerships Program (SB 1756/AB 1428/AB 2284) funds the establishment of local after school enrichment programs. Local programs will partner schools with communities to provide academic and literacy support and safe, constructive alternatives for students in the kindergarten through ninth grades.

Who Can Apply?
Applicants may include: Local education agencies (LEAs); cities, counties, or nonprofit organizations in partnership with, and with the approval of, an LEA or LEAs.

Priority for funding programs will be given to elementary, middle, and junior high schools where a minimum of 50 percent of the pupils in elementary schools and 50 percent of the pupils in middle and junior high schools are eligible for free- or reduced-cost meals through the National School Lunch Program under the United States Department of Agriculture. Applications must be approved by the school district and the principal of each school site in order to ensure full integration with the academic program of the schools. The LEA, city, or county must act as the fiscal agent. Cities, counties, and nonprofits interested in applying to the After School Learning and Safe Neighborhoods Partnerships Program are strongly encouraged to immediately contact their school district in order to avoid any confusion in the application and planning processes.

Program Planning
Program planning will consist of a collaborative process that involves parents, youth, and representatives of participating school sites, governmental agencies, such as city and county parks and recreation departments, law enforcement agencies and social, health, and mental health services agencies, community organizations, and the private sector. Community organizations which could be collaborative partners in the initiative include: local colleges and universities, businesses, foundations, parent-teacher associations, service organizations, the faith community, museums, youth-serving groups and others.

Program Elements
Programs must consist of two components:

- An educational and literacy component to provide tutoring or homework assistance in one or more of the following areas: language arts, mathematics, history and social science, or science; and
- An educational enrichment component, which may include, but is not limited to, recreation and prevention activities. Such activities might involve the arts, music, sports, and recreation; work preparation activities; teen pregnancy and substance abuse prevention services; gang awareness activities; instruction in conflict resolution; community service-learning, and other activities based on student needs and interests.

The following variables will be considered when schools are selected to participate in the program, with primary emphasis given to items (1) through (4):

1. Strength of the educational component.
2. Quality of the educational enrichment component.
3. Strength of the staff training and development component.
4. Scope and strength of collaboration, including demonstrated support of the school site principal

and staff.
5. Inclusion of a nutritional snack.
6. Employment of CalWORKs recipients.
7. Level and type of matching funds.
8. Capacity to respond to program evaluation requirements.
9. Demonstrated fiscal accountability.

Funding
$50 million in Proposition 98 funding will be available annually for grants. The three year grants will require annual renewal based on fiscal and program information provided by the grantees. Local match (cash or in-kind) from the school district, governmental agencies, community organizations, or the private sector is required in an amount equal to 50 percent of the state grant amount. Facilities and space usage may not be counted toward the match, nor may state categorical funds for remedial education activities be used.

Grants will be calculated based on an allocation of $5 per day per pupil, with the maximum grant for one school year totaling $75,000 for elementary schools and $100,000 for middle or junior high schools. For elementary schools with enrollment over 600 students, the maximum grant may be increased by an amount equal to $75 multiplied by the number of students over 600. For middle schools with enrollments over 900, the maximum grant may be increased by $75 multiplied by the number of students over 900. In addition, schools will be eligible to receive a supplemental grant to operate the program during any combination of the summer, intersession, and/or vacation periods. Supplemental grants may be for: (1) $5 per day per pupil, or (2) thirty percent of the total grant amount awarded to the school to operate the program during the regular school year, whichever is less.

Operational Requirements
Programs must operate for a minimum of three hours per day and until at least 6 p.m. on every regular school day. Programs must operate on school sites. All staff who directly supervise pupils will meet the minimum qualifications for an instructional aide in that school district, and school site principals will approve site supervisors. Programs will maintain a pupil-to-staff member ratio of 20 to 1.

Evaluation Criteria
After-school programs participating in the After School Learning and Safe Neighborhoods Partnerships Program will be asked to submit annual outcome-based data from evaluations which they will conduct locally. This data must include measures for academic performance, attendance, and positive behavioral changes. The California Department of Education may consider the results of these evaluations when determining eligibility for annual grant renewal.

Statutory Basis
Three identical bills passed the Legislature to create the After School Learning and Safe Neighborhoods Partnerships Program:
Senate Bill 1756 (Lockyer), Chapter 320, Statutes of 1998.
Assembly Bill 1428 (Ortiz), Chapter 319, Statutes of 1998.
Assembly Bill 2284 (Torlakson), Chapter 318, Statutes of 1998.

Effect on Existing Literacy Latchkey Programs
SB 1756/AB 1428/AB 2284 repeals the Literacy-Based School-Age Community Child Care Program, or Literacy Latchkey program (AB 326, Chapter 917, Statutes of 1997). Current Literacy Latchkey programs will have the option of converting to the After School Learning and Safe Neighborhoods

Partnerships Program or may continue to operate as a School-Age Community Child Care Program (under the original Latchkey program).

For more information about this new initiative, please contact the Healthy Start and After School Program Partnerships Office at the California Department of Education at (916) 657-3558. In addition, developing information about the After School Learning and Safe Neighborhoods Partnerships Program will soon be available through the Healthy Start web site: HYPERLINK http://www.cde.ca.gov/cyfsbranch/lsp/hshome.htm.

Healthy Start Office
September 1998

After School homepage