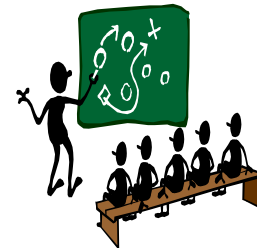




Technical Aid Packet

***Resource Mapping and Management to
Address Barriers to Learning:
An Intervention for Systemic Change
(Revised 2015)***

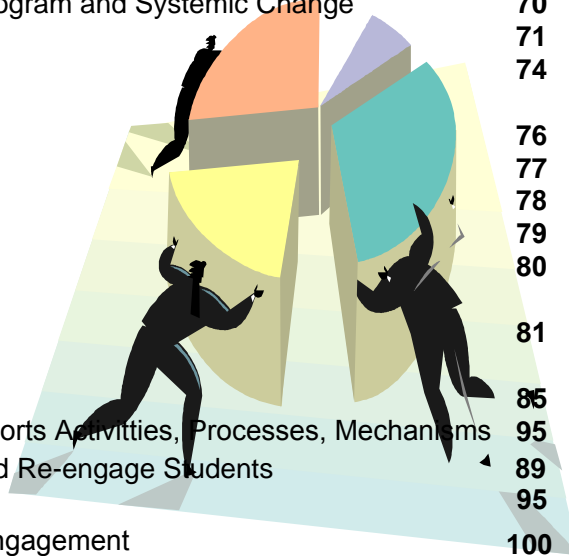


The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. (310) 825-3634 E-mail: Ltaylor@ucla.edu
Website: <http://smhp.psych.ucla.edu>

Permission to reproduce this document is granted.
Please cite source as the Center for Mental Health in Schools at UCLA

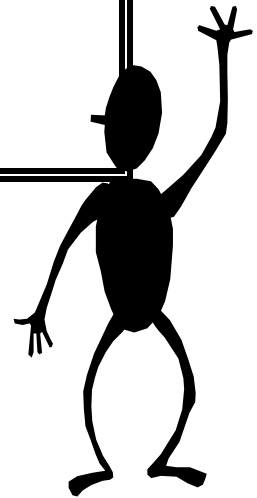
Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change

	Page
I. Purpose of Mapping Resources	2
• <i>Overview</i>	3
• About Resource Mapping and Management	5
• The Movement Toward Assets Mapping	6
• Mapping, Analyzing, Enhancing Resources	7
II. Processes for Mapping Resources	8
A. Mapping in Stages	9
B. Resource Aids for Mapping People & Programs	10
1. Who Does the Mapping?	12
2. Mapping of Resource Staff	14
3. Mapping of Activities Using an Enabling Component Framework	17
4. Mapping Community Resources	31
C. Mapping Funding Sources	32
D. Other Relevant Resources	37
III. Products of Mapping	39
A. Examples of Products	40
1. Initial Mapping of Enabling Activity at an Elementary School	41
2. Initial Mapping of Enabling Activity at a Secondary School	48
3. A Spread Sheet Version of Initial Mapping at an Elementary School	53
4. Combined Summary of Resource Professionals	55
B. Making Products Visible	56
C. Examples of Community Mapping	60
IV. Beyond Mapping	69
A. Social Marketing as a Spiraling Facet of Program and Systemic Change	70
B. Establishing Priorities	71
C. Some Next Steps	74
V. Resources	76
A. Online	77
B. References	78
C. Centers	79
D. Links	80
Appendix:	81
• Examples of Surveys that Aid Mapping	
>Learning Supports Staff at the School	85
>General Overview of Student/Learning Supports Activities, Processes, Mechanisms	95
>Classroom-based Approaches to Enable and Re-engage Students	89
>Support for Transitions	95
>Home Involvement, Engagement, and Re-engagement	100
>Community Outreach and Collaborative Engagement	107
>Crisis Assistance and Prevention	118
>Student and Family Assistance	123
>Analyzing Gaps; Reviewing Resources; Planning Action	130



I. Purpose of Mapping Resources

- *Overview*
- About Resource Mapping and Management
- The Movement Toward Assets Mapping



Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change

I. Purpose of Mapping Resources

Overview

In their effort to raise test scores, school leaders usually have pursued intensive instruction as the primary route. While improved instruction is necessary, for too many youngsters it is not sufficient. Students who arrive at school on any given day lacking motivational readiness and/or certain abilities need something more. That something more involves developing comprehensive, multifaceted, and integrated approaches to address barriers to student learning and promote healthy development.

Schools already have a variety of programs and services to address barriers and promote development. These range from Title I programs, through extra help for low performing students, to accommodations for special education students. In some places, the personnel and programs to support learning account for about 30% of the resources at a school. However, because school leaders have been so focused on instruction, essential efforts to support learning are marginalized, and resources are deployed in a fragmented and often wasteful and ineffective manner. The result of the marginalization is that school improvement efforts continue to pay little attention to the need for and potential impact of rethinking how these resources can be used to enable student learning by doing more to address barriers.

How can a school improve its impact in addressing barriers to student learning?

It can begin by (a) taking stock of the resources already being expended and (b) considering how these valuable resources can be used to the greatest effect. These matters involve a variety of functions and tasks we encompass here under the rubric of *mapping and managing resources*.

Carrying out the functions and tasks related to mapping and managing resources is, in effect, an intervention for systemic change. For example:

- A focus on these matters highlights the reality that the school's current infrastructure probably requires some revamping to ensure the necessary functions are carried out (e.g., a resource-oriented mechanism focusing on resources is needed).

- By identifying and analyzing existing resources (e.g., personnel, programs, services, facilities, budgeted dollars, social capital), awareness is heightened of their value and potential for playing a major role in helping students engage and re-engage in learning at school.
- Analyses also lead to sophisticated recommendations for deploying and redeploying resources to improve programs, enhance cost-effectiveness, and fill programmatic gaps in keeping with well-conceived priorities.
- The products of mapping activities can be invaluable for “social marketing” efforts designed to show teachers, parents, and other community stakeholders all that the school is doing to address barriers to learning and promote healthy development.

Enhanced appreciation of the importance of resource mapping and management may lead to a desire to accomplish the work quickly. Generally speaking, it is not feasible to do so because mapping usually is best done in stages and requires constant updating. Thus, most schools will find it convenient to do the easiest forms of mapping first and, then, build the capacity to do in-depth mapping over a period of months. Similarly, initial analyses and management of resources will focus mostly on enhancing understanding of what exists and coordination of resource use. Over time, the focus is on spread-sheet type analyses, priority recommendations, and braiding resources to enhance cost-effectiveness, and fill programmatic gaps.

About Resource Mapping and Management

A. Why mapping resources is so important.

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

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

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

C. What are resources?

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

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

- A representative group of informed stakeholder is asked to undertake the process of identifying
 - > what currently is available to achieve goals and address problems
 - > what else is needed to achieve goals and address problems

E. What does this process lead to?

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

F. How to do resource mapping

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

G. Use benchmarks to guide progress related to resource mapping

The Movement Toward Assets Mapping

Asset Based Community Development

In the past, community development has followed a guideline that focused attention on the deficits of a community. The traditional “needs assessments” were always the first steps to address the problems of a community. After thirty years of prioritizing the negative aspects of a community, a new movement is underway. This movement, known as Asset Based Community Development (ABCD), concentrates on the resources in each community.

<http://www.northwestern.edu/ipr/abcd.htm>

Community Building Resources

Community Capacity Building & Asset Mapping©

Asset-based Community Building or Asset-based Community Development is an effective way to animate, connect, and inform citizens, and to create an environment in which relationships can build. The asset focus can be a catalyst and a spark for the people to discover, access, and mobilize their unrecognized resources, and engages people who have not participated in the life of the community. Community Capacity Building & Asset Mapping© includes everyone; it encourages conversation and creates an environment where people can become acquainted, relationships can grow and people are interested and motivated to support each other.

http://www.cbr-aimhigh.com/What_cbr_Does/philosophy.htm



Mapping, Analyzing, and Enhancing Resources

A comprehensive form of "needs assessment" is generated as resource mapping is paired with surveys of the unmet needs of students, their families, and school staff.

In schools and community agencies, there is redundancy stemming from ill-conceived policies and lack of coordination. These facts do not translate into evidence that there are pools of unneeded personnel and programs; they simply suggest there are resources that can be used in different ways to address unmet needs. Given that additional funding is hard to come by with respect to developing comprehensive, multifaceted approaches for addressing barriers to student learning, such redeployment of resources is the primary answer to the ubiquitous question: *Where will we find the funds?*

Thus, a primary and essential task in improving the current state of affairs is that of enumerating school and community programs and services that are in place to support students, families, and staff. Analyses of what is available, effective, and needed, provides a sound basis for formulating strategies to link with additional resources at other schools, district sites, and in the community and to enhance use of existing resources. Such analyses can also guide efforts to improve cost-effectiveness. In a similar fashion, mapping and analyses of a complex, or family, of schools (e.g., a high school and its feeders) provides a mechanism for analyses that can lead to strategies for cooperation and integration to enhance intervention effectiveness and to garner economies of scale.

II. Processes for Mapping Resources

- A.** Mapping in Stages
- B.** Resource Aids for Mapping People & Programs
- C.** Mapping Funding Sources
- D.** Other Relevant Resources



II. Processes for Mapping Resources

A. Mapping in Stages

Mapping is an essential step in coordinating and enhancing the use of resources.

It is important to complete the process as quickly as feasible. However, because mapping often is time consuming and some forms are complex, it probably will be done in stages over time.

First, map ***“Who’s Who” and what they do*** (including any representatives from community agencies who come to the school).

Second, make a ***list of programs, activities, services***, etc. You may start with a “laundry list,” but as soon as feasible, organize what is going on into areas (see appendix for examples of survey aids and area summary sheets).

Move on to ***map the dollars and related resources*** (e.g., facilities, equipment) currently allocated for addressing barriers to learning and promoting healthy development.

Then, ***collate the various policies*** that are relevant to the endeavor.

At each stage:

- *Establish a computer file and in the later stages create spread sheetformats*
- *Use summaries for “social marketing”*

II. Processes for Mapping Resources

B. Resource Aids for Mapping People & Programs

On the following pages are some tools that can be used as aids in the first stages of mapping resources.

- (1) *Who Does the Mapping?*
- (2) *Mapping of Resource Staff*
- (3) *Mapping of Activities Using
an Enabling Component Framework*
- (4) *Mapping Community Resources*

Do you know what resources are in use for addressing barriers to learning and teaching and re-engaging disconnected students?

Who is responsible for mapping and analyzing these resources with a view to improving the way schools address the barriers?

II. Processes for Mapping Resources -- B. Resource Aids

(1) Who Does the Mapping?

A LEARNING SUPPORTS LEADERSHIP TEAM

Every school that wants to improve student and learning supports needs a mechanism specifically working on system *development* to enhance how schools address barriers to learning and teaching and re-engage disconnected students. The goal is to rework existing resources by establishing a unified and comprehensive approach. A *Learning Supports Leadership Team* is a vital mechanism for transforming current marginalized and fragmented interventions into a comprehensive, multifaceted, and cohesive *system* that enhances equity of opportunity for all students to succeed at school.

Most schools have teams that focus on individual student/family problems (e.g., a student support team, an IEP team). These teams pursue such functions as referral, triage, and care monitoring or management. In contrast to this case-by-case focus, a school's *Learning Supports Leadership Team*, along with an administrative leader, can take responsibility for developing a unified and comprehensive enabling or learning supports component at a school. In doing so, it ensures that the component is (1) fully integrated as a primary and essential facet of school improvement and (2) outreaches to the community to fill critical system gaps by weaving in human and financial resources from public and private sectors.

What Are the Functions of this Leadership Team?

A Learning Supports Leadership Team performs essential functions and tasks related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive system for addressing barriers to student learning and teaching.

Examples are:

- ◆ Aggregating data across students and from teachers to analyze school needs
- ◆ Mapping resources at school and in the community
- ◆ Analyzing resources & formulating priorities for system development (in keeping with the most pressing needs of the school)
- ◆ Recommending how resources should be deployed and redeployed
- ◆ Coordinating and integrating school resources & connecting with community resources
- ◆ Planning and facilitating ways to strengthen and develop new programs and systems
- ◆ Developing strategies for enhancing resources
- ◆ Establishing work groups as needed
- ◆ "Social marketing"

Related to the concept of an enabling/learning supports component, these functions and tasks are pursued within frameworks that outline six curriculum content arenas and the full continuum of interventions needed to develop a comprehensive, multifaceted approach to student and learning supports that is integrated fully into the fabric of school improvement policy and practice. (See <http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf>)

Who's on Such a Team?

A Learning Supports Leadership Team might begin with only a few people. Where feasible, it should expand into an inclusive group of informed, willing, and able stakeholders. This might include the following:

- Administrative Lead for the component
- School Psychologist
- Counselor
- School Nurse
- School Social Worker
- Behavioral Specialist
- Special education teacher
- Representatives of community agencies involved regularly with the school
- Student representation (when appropriate and feasible)
- Others who have a particular interest and ability to help with the functions

It is important to integrate this team with the infrastructure mechanisms at the school focused on instruction and management/governance. For example, the school administrator on the team needs to represent the team at administrative and governance meetings. A member also will need to represent the team when a Learning Supports Leadership *Council* is established for a family of schools (e.g., the feeder pattern).

For Related Center Resources, see the *System Change Toolkit for Transforming Student and Learning Supports into a Unified, Comprehensive, and Equitable System for Addressing Barriers to Learning and Teaching* – especially Section B on Reworking Infrastructure – <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

Learning Supports Leadership Teams: Mapping & Analysis

One of the first tasks of a *Learning Supports Leadership Team* is to map the resources used at the school to address barriers to learning. Then, the team analyzes how well the resources are being used.

- How well are the various activities coordinated/integrated?
- Which activities need to be improved (or eliminated)?
- What is missing – especially any activity that seems as important or even more important than those in operation.

Concerns arise about redundancy, effectiveness, and priorities. The immediate challenge is to move from piecemeal approaches by coordinating and integrating existing activity (including curricula designed to foster positive social, emotional, and physical development). Resources must be redeployed from poorly conceived activities to enhance the potency of well-conceived programs and to fill gaps in the continuum of interventions.

Concerns also arise about how students receive special assistance. Renewed efforts are made to ensure there are effective referral, student review ("triage"), and care monitoring/management procedures. Greater emphasis is placed on ensuring there are programs in place that students can enter easily and quickly after referral (such as support groups, peer counseling, social skills training, recreation, and enrichment), thereby reducing the waiting list for limited intensive services (such as assessment and counseling).

Subsequent challenges are to evolve existing programs so they are more effective and then to enhance resources as needed (e.g., by working with neighboring schools, community resources, volunteers, professionals-in-training, and family engagement). As resources are enhanced, these challenges encompass solving problems related to sharing space and information, building working relationships, adjusting job descriptions, allocating time, and modifying policies. Maintaining the involvement of key administrators is essential in all this. Adding new partners to the team also is essential if the newcomers are to understand the schools comprehensive, multifaceted approach and how to connect their pieces in a cohesive way.

II. Processes for Mapping Resources -- B. Resource Aids

(2) Mapping of Resource Staff

The following templates can be used as aids in generating a list of the special resource personnel at a site and throughout a feeder pattern (or “family”) of schools.

Note the following:

In listing “itinerant” resources (e.g., staff who go to different schools on different days), information should be included that indicates the days and hours the individual is at the school.

The individuals listed for a school are a logical group to build a resource-oriented *team* around. Then, when a multi-site council is formed, 1-2 representatives of each school's team can be the core around which to build a resource-oriented *council* (for a family of schools).

Learning Supports Staff at the School

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

Administrative Leader for Learning Supports

School Psychologist _____
times at the school _____

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse _____
times at the school _____

- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor _____
times at the school _____

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker _____
times at the school _____

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors _____ times at the school _____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordination _____
times at the school _____

- Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers

_____ times at the school _____

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

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

_____	/	_____
_____	/	_____
_____	/	_____
_____	/	_____

School Improvement Program Planners

_____	/	_____
_____	/	_____
_____	/	_____

Community Resources

- Providing school-linked or school-based interventions and resources

Who	What they do	When
_____	/	/
_____	/	/
_____	/	/
_____	/	/
_____	/	/

Mapping the Resource Staff in a Family of Schools (e.g., the feeder pattern)

Enter the Name of Each School

Type of Resource Staff (under school name, enter each person by name)						
School Psychologist						
School Counselor(s)						
School Nurse						
Attendance Counselor						
Social Worker						
Dropout Prevention Coordinator						
Title I Coordinator						
Bilingual Coordinator						
Resource Teacher						
Speech & Language Specialist						
Enter all other school resource staff						
Administrators for Learning Supports						
Enter all resource staff who come to the school from the community						

II. Processes for Mapping Resources -- B. Resource Aids

(3) Mapping of Activities Using a Enabling Component Framework

Because the range of barriers to student learning is multifaceted and complex and the number of students affected is quite large, it is reasonable to stress that a comprehensive and systemic approach to intervention is necessary. The question is: *How should such an approach be depicted?*

One trend has been to formulate a continuum of interventions. For example, a graphic many folks use is a pyramid-like triangle that, starting at its peak, stresses “intensive interventions” (for a few), “supplemental interventions” (for some), and “universal interventions” (for all). Other outlines highlight prevention, early intervention, and treatment approaches. Other descriptions amount to little more than itemizations of specific interventions and listings of various disciplines providing support.

If the marginalization of student supports is to end, a framework that presents a coherent picture of a comprehensive, multifaceted, and cohesive set of interventions must be formulated and operationalized. Minimally, such a framework must delineate the essential scope and content focus of the enterprise.

Our approach conceives the *scope* of activity as a school-community continuum of interconnected intervention systems consisting of

- *systems for promotion of healthy development and prevention of problems*
- *systems for intervening early to address problems as soon after onset as is feasible*
- *systems for assisting those with chronic and severe problems.*

This continuum is intended to encompass efforts to enable academic, social, emotional, and physical development and address learning, behavior, and emotional problems at every school.

For any school and community, the continuum encompasses many activities, programs, and services. These are not presented as a lengthy list of specifics. Rather, they are clustered into a delimited, set of overlapping arenas, each of which reflects the intervention’s general “content” focus.

Pioneering school initiatives have operationalized six arenas of intervention *content*. In doing so, these trailblazers have moved from a “laundry-list” of interventions to a defined set of general categories that captures the multifaceted work schools need to pursue in comprehensively addressing barriers to learning. The categories are:

- *Classroom-focused enabling* – enhancing regular classroom strategies to enable learning (e.g., improving instruction for students with mild-moderate learning and behavior problems and re-engaging those who have become disengaged from learning at school)
- *Support for transitions* (e.g., assisting students and families as they negotiate school and grade changes, daily transitions)
- *Home involvement with school* – strengthening families and home and school connections
- *Crisis response and prevention* – responding to, and where feasible, preventing school and personal crises
- *Community involvement and support* (e.g., outreach to develop greater community involvement and support, including enhanced use of volunteers)
- *Student and family assistance* – facilitating student and family access to effective services and special assistance as needed.

Combining *scope* and *content* generates a matrix framework (see below). Such a framework helps convey a big picture of a comprehensive, systemic approach. It currently is being used as a unifying intervention framework and as an analytic tool for mapping and analyzing what schools are and are not doing and then setting priorities for school improvement. (For more on this, see <http://smhp.psych.ucla.edu/summit2002/standardsforenabling.pdf>.)

A Unifying Umbrella Framework to Guide Mapping of Learning Supports*

		Scope of Intervention		
		Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care
Organizing around the Content/ "curriculum" (for addressing barriers to learning & promoting healthy development)	Classroom-Focused Enabling			
	Crisis/ Emergency Assistance & Prevention			
	Support for transitions			
	Home Involvement in Schooling			
	Community Outreach/ Volunteers			
	Student and Family Assistance			
		Accommodations for differences & disabilities	Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)	

* Note that specific school-wide and classroom-based activities related to positive behavior support, "prereferral" interventions, and the eight components of Center for Prevention and Disease Control's Coordinated School Health Program are embedded into the six content ("curriculum") areas.

Rather than mapping that creates a long list of seemingly disconnected activity, the matrix provides a logical framework for mapping the various activities, programs, and services at a school.

Below is a bit fuller description of the six areas that have been conceived as the "curriculum" of an enabling component. (See the surveys in the appendix for more detail.)

Examples of one school's mapping in each of these areas are provided on the following pages.

(1) Classroom-Focused Enabling -- enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. They must learn ways to engage students who are not highly motivated and reengage those who have become turned off to school. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development).

(2) Support for Transitions -- enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

(3) Crisis/Emergency Assistance and Prevention -- responding to minimize the impact of, and prevent crises. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to the children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student's basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

(5) Outreaching to the community to build linkages and collaborations. The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

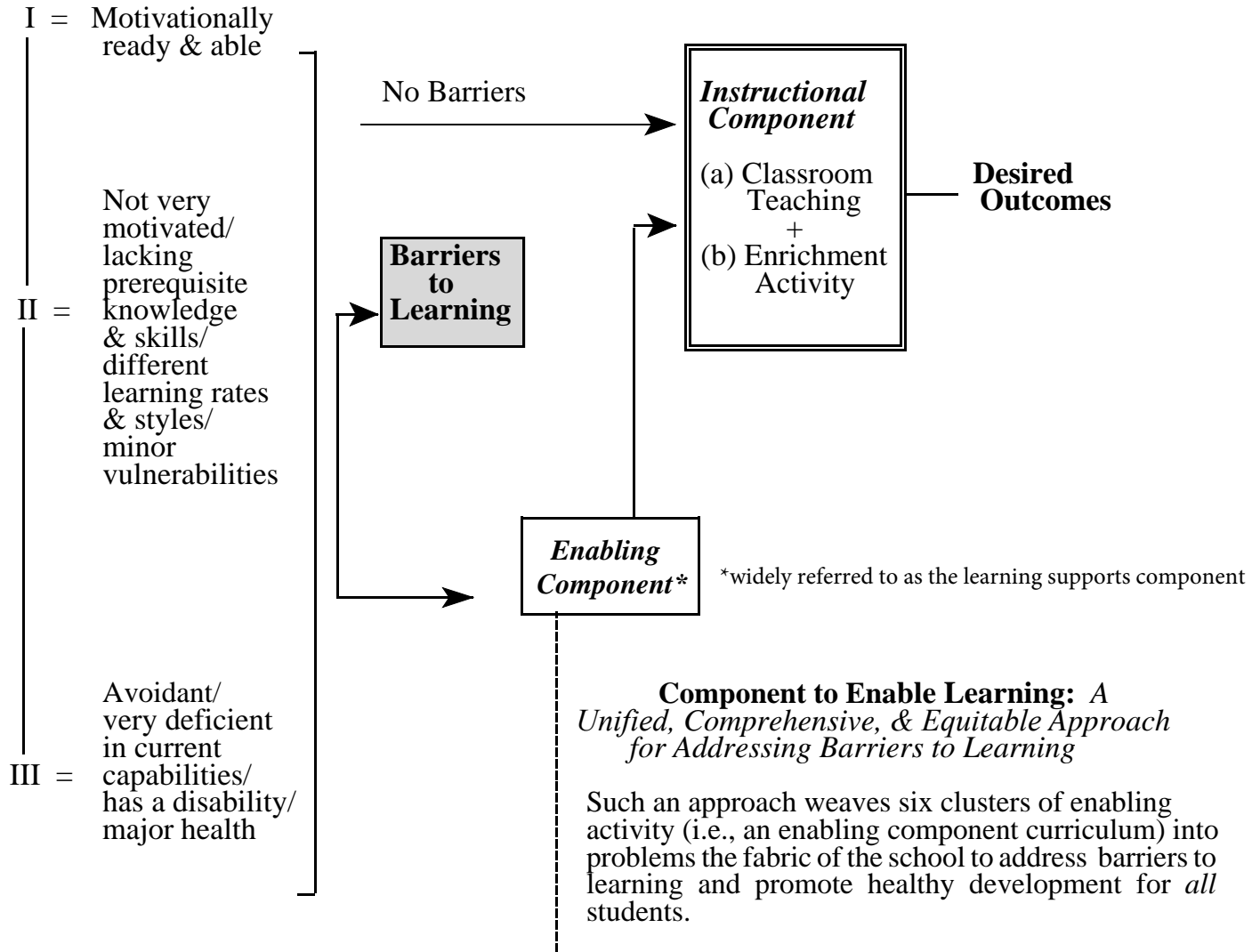
(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned, -based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

As noted, our Center has developed a set of self-study instruments (see appendix) that delineate many activities related to each of the above areas. These provide templates to aid school personnel in identifying the status of current school site activities. All these tools are available for downloading from the Center's website or in hardcopy from the Center (for the cost of copying and handling).

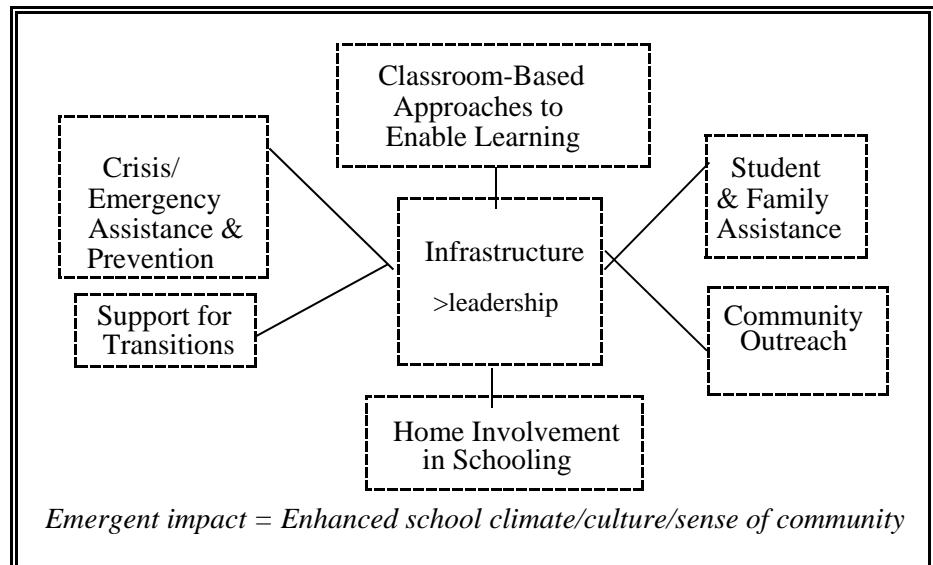
Figure. An enabling component to address barriers to learning and enhance healthy development at a school site.

Range of Learners

(categorized in terms of their response to academic instruction at any given point in time)



Adapted from:
H.S. Adelman & L. Taylor
(1994).



Forms for Mapping Using the Six “Curriculum” Areas of an Enabling/Learning Supports Component

On the following pages are work sheets for each of the six areas and for describing the resource-oriented mechanism that is in place (e.g., a Resource Coordinating Team)

As you can see, the work sheet for each area is divided into four sections:

- a brief description of the area,
- a designated space to list names of current program team for the area,
- programs currently offered in the area,
- desired programs for the area (see attached copies).

A separate sheet is used to indicate the resource-oriented mechanism (e.g., team functions, membership).

Following this is an example of a spreadsheet format that can be used in the later stages of mapping.

Classroom- Focused Enabling

Programs to enhance classroom-based efforts to address barriers and thus enable learning.

Current Team

Current Programs

Desired New Programs

Student & Family Assistance

Use of direct services, referral, and case management for students and families in need of special assistance

Current Team

Current Programs

Desired New Programs

Crisis Assistance & Prevention

Immediate emergency response and follow-up care, as well as programs to prevent crisis.

Current Team

Current Programs

Desired New Programs

Support for Transitions

Programs to welcome & support new students and families, before & after school activity, support for grade to grade moves.

Current Team

Current Programs

Desired New Programs

Home Involvement in Schooling

Programs to provide those in the home with opportunities to learn and to help.

Current Team

Current Programs

Desired New Programs

Community Outreach

Programs to develop greater community involvement in schooling and support for efforts to enable learning.

Current Team

Current Programs

Desired New Programs

Learning Supports Leadership Team

Current Functions:

Team Membership:

Meeting Schedule:

Samples of Mapping Spreadsheet

Summary of Activities (programs and services) relevant to the Area of _____

<i>Name of Activity</i>	<i>Contact Person</i>	<i>Schedule</i>	<i>Grade Level</i>	<i>Eligibility</i>	<i>How to Access</i>	<i>Capacity (number)</i>	<i>Budget and Funding Source</i>	<i>Capacity re. volunteers</i>	<i>Additional Information</i>

II. Processes for Mapping Resources -- B. Resource Aids

(4) Mapping Community Resources

The following are examples of resources that may be in a community and may be invaluable to any school concerned with improving its outcomes. Partnerships may be established to connect and enhance programs by increasing availability and access and filling gaps. They may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; shared underwriting of some activity; donations; volunteer assistance; pro bono services, mentoring, and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; mutual support; shared responsibility for planning, implementation, and evaluation of programs and services; building and maintaining infrastructure; expanding opportunities for assistance, community service, internships, jobs, recreation, enrichment; enhancing safety; shared celebrations; building a sense of community.

One of the set of self-study instruments developed by our Center focuses on school-community partnerships and provides a template to aid school personnel in identifying the status of current efforts (see appendix).

County Agencies and Bodies

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

Municipal Agencies and Bodies

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

Physical and Mental Health & Psychosocial Concerns Facilities and Groups

(e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

Mutual Support/Self-Help Groups

(e.g., for almost every problem and many other activities)

Child Care/Preschool Centers

Post Secondary Education Institutions/Students

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

Service Agencies

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

Service Clubs and Philanthropic Organizations

(e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

Youth Agencies and Groups

(e.g., Boys and Girls Clubs, Y's, scouts, 4-H, KYDS, Woodcraft Rangers)

Sports/Health/Fitness/Outdoor Groups

(e.g., sports teams, athletic leagues, local gyms, conservation associations, Audubon Society)

Community Based Organizations

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

Faith Community Institutions

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

Legal Assistance Groups

(e.g., Public Counsel, schools of law)

Ethnic Associations

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

Special Interest Associations and Clubs

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

Artists and Cultural Institutions

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

Businesses/Corporations/Unions

(e.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school unions)

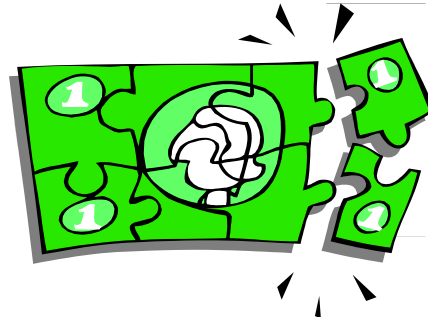
Media

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

Family Members, Local Residents, Senior Citizens Groups

II. Processes for Mapping Resources

C. Mapping Funding Sources



As schools and communities work to develop partnerships, their interest is in existing resources and what new support is needed. Mapping existing funding is a key facet of asset mapping and is fundamental to comprehensive analyses and (re)deployment of resources.

The following tool can be used as a guide for identifying the various sources that may be providing funds for programs and services at a school.

As existing funding is identified, it can be mapped in a standard budgeting spreadsheet format.

This is also a good stage at which to map other relevant resources such as facilities and equipment that are relevant to the endeavors of addressing barriers to learning and promoting healthy development.

Funding Stream Integration to Promote Development and Sustainability of a Comprehensive System of Learning Supports

The Louisiana Department of Education is one of the states pioneering development of a *comprehensive system of learning supports* that transforms its approach to providing student and learning supports. As Paul Pastorek, the state superintendent of Education, has stressed:

If we really want to eliminate the achievement gap, we must also ask schools to develop comprehensive plans to address the [many] needs of our students. ... Most of our schools have resources in place, but we need to reorganize those resources to proactively meet the needs of the entire student body....

Louisiana's reorganization of its student and learning supports began with the development of a design for a comprehensive, multifaceted, and cohesive approach to addressing barriers to teaching and learning and re-engaging disconnected students. The design (1) unifies the various interventions fragments and (2) ends the marginalization of student and learning supports by (a) moving school improvement policy and practice from a two- to a three component approach and (b) designating implications for reworking the operational infrastructure at schools, districts, regional units, and the state department. See the design at <http://www.louisianaschools.net/lde/uploads/15044.pdf>.

Moving student and learning supports out of a marginalized and fragmented status in school improvement policy and practice always has required integrating and redeploying existing resources. Education funding cutbacks are making such efforts even more pressing. With this in mind, the Louisiana Department of Education has gone on to develop a manual and tools to assist local education agencies in understanding how to integrate multiple funding sources to accomplish efforts such as the development of the state's design for a Comprehensive Learning Supports System (see http://www.louisianaschools.net/lde/comm/fiscal_model_training.html)

An introduction to the work states:

With each year's budget projections getting smaller and smaller, we are forced to think of more efficient ways to do business. We know the tremendous responsibility we have to do the right thing for our children. ... and we have to make tough choices - and make them now. ... Leadership is the key in integrating educational funds to achieve the sustainability of "system change" for improved student outcomes. We must put aside our "turfs" and our "purse-strings," in order to overcome the challenges that dwindling resources present for school improvement planning. It is critical for all leaders at the district level to support this effort, in order to empower all personnel to collaborate in new and effective ways. Leaders must remain engaged in this new way of planning and allow personnel the flexibility to think outside of the box to transform the way we do business. ... Managing change is difficult and to be successful, we have to meet the needs of all children, regardless of the ways we choose to fund programs. Far too often, in our silos we have said, "No, we can't do that because..," rather than working together to eliminate the silos. We are [too] comfortable with the inflexibility we have created.

In the documents to guide local education agencies, the department presents templates related to various promising initiatives for meeting the state priority goals for education. The emphasis is in clarifying ways that federal, state, and local funding sources can work together to implement and sustain the initiatives effectively. The templates offer a framework for district/school review of current and future planning for improving integration of resources.

The template related to a Comprehensive Learning Supports System is on the next two pages.

Comprehensive Learning Supports System (CLSS)

LDOE Critical Goals: 1, 2, 3, 4, 5, 6

Purpose To ensure all students have opportunity to succeed at school by aligning and redeploying resources to develop a comprehensive system of learning that addresses students' academic, emotional, physical, and social needs.

Possible Funding Sources Title I, II, III, IV, VI, X, School Improvement, MFP, IDEA.

Targeted Population Students with physical, social, or emotional barriers to learning.

Detail how this LDOE initiative supports academic achievement Students learn best when their academic, emotional, physical, and social needs are met. By addressing all of these needs, we are educating the whole child and ensuring that he/she is healthy, safe, engaged, supported, and challenged. Anticipated outcomes are (1) increased graduation rates and reduced student dropout rates; (2) re-engaged students; (3) reduced number of low-performing schools; (4) narrowing of the achievement gap; and (5) countering of student achievement plateau effect.

PROGRAM/ACTIVITY: Implement a fully developed Comprehensive Learning Supports System

PROGRAM/ACTIVITY DESCRIPTION: The Comprehensive Learning Supports System is a comprehensive and systemic approach to ensuring all students have equal opportunity to succeed at school. Learning Supports are the resources strategies and practices that provide physical, social, and emotional support to directly address barriers to learning and teaching and to re-engage disconnected students.

ACTIVITIES NEEDED FOR PROGRAM DEVELOPMENT/IMPLEMENTATION/EVALUATION:

Personnel

» District CLSS Facilitator - directs, guides, and facilitates the development of a cohesive and coherent district-wide support with the intent of addressing barriers to learning and teaching and reengaging disconnected students.

Professional Development

» Job Embedded professional development to model appropriate learning supports strategies to improve student academic achievement.
» Stipend and Substitute allowances for teacher and support staff participation in professional development.

Travel

» In-state - travel to schools by facilitators to improve student achievement by providing technical assistance and job-embedded professional development. Travel to other districts to view model schools and to attend state-level training.
» Out of state - Travel to conferences that focus on strategies to implement a comprehensive system of learning supports designed to improve student achievement by eliminating barriers to learning and teaching and providing equal opportunity for all students.

Materials/Supplies

» Supplies to facilitate professional development activities.

Other

» None.

RESEARCH: The work of Drs. Howard Adelman and Linda Taylor through the UCLA School Mental Health Project, (<http://smhp.psych.ucla.edu/>) indicates the need for developing a comprehensive, multifaceted, and cohesive system of learning supports. There are many barriers that interfere with ensuring all students have an equal opportunity to succeed at school. A comprehensive learning supports system is essential to ensuring higher academic achievement, closing the achievement gap, and preparing students to be effective citizens in a global market. The research-base for initiatives to pursue a comprehensive focus on addressing barriers indicates the value of a range of activity that can enable students to learn and teachers to teach. The findings also underscore that addressing major psychosocial problems one at a time is unwise because the problems are interrelated and require multifaceted and cohesive solutions. In all, the literature supports the need for new directions, offers content for learning supports, and stresses the importance of integrating such activity into a comprehensive, multifaceted approach.

COMPREHENSIVE LEARNING SUPPORTS SYSTEM (CLSS)

State Initiatives		No Child Left Behind										Perkins			Individuals With Disabilities Education Act			
		Title I			Title II		Title III	Title IV	Title VI	Title X	Perkins			Individuals With Disabilities Education Act				
		Part A	Part C	Migrant	A: Teacher Quality	D: Tech	LEP	B	B: REAP-RLIS	McKinney-Vento	Part B	Early Intervening	Preschool					
100	Salaries																	
	CLSS Leader: to support existing or new employee	X	X	X	X							X						
	Stipends - Teacher PD	X	X	X	X					X							X	
	Sub Pay Teacher CLSS PD	X	X	X	X					X							X	
200	Employee Benefits																	
		X	X	X	X					X							X	
300	Purchased Professional /Tech SVC																	
	Capacity Building PD: Admin/teach	X	X	X	X					X							X	
	Capacity Building: PA and Support*	X	X	X	X					X							X	
400	Purchased Property Services																	
500	Other Purchased Services																	
	Travel - In State	X	X	X	X					X							X	
	Travel-Out of State	X	X	X	X					X							X	
600	Supplies (Less Than \$5,000)																	
	PD Materials/Supplies	X	X	X	X					X							X	
	Outreach Materials/Supplies	X	X	X	X					X							X	
700	Property (Greater Than \$5,000)																	
800	Other Objects																	
	*School Psych/SW/S Counselors																	

Table 1 Federal Expenditures on Children by Program, 2014 (billions of 2014 dollars)

	2014	Change from 2013
1. Health	92.6	5.2
Medicaid	77.6	5.3
CHIP	9.0	-0.3
Vaccines for children	3.6	-0.1
Other health	2.4	0.3
2. Nutrition	58.3	-3.6
SNAP (food stamps)	33.4	-3.1
Child nutrition	19.4	-0.1
Special Supplemental food (WIC)	5.5	-0.3
Other nutrition (CSFP)	*	*
3. Income Security	52.6	-1.0
Social Security	21.0	-0.3
Temporary Assistance for Needy Families	12.2	-0.9
Supplemental Security Income	11.3	0.1
Veterans compensation (disability compensation)	3.9	0.3
Child support enforcement	3.4	-0.2
Other income security	0.8	*
4. Education	41.8	-1.8
Education for the Disadvantaged (Title I, part A)	15.8	-1.3
Special education/IDEA	12.6	*
School improvement	4.4	-0.4
Impact Aid	1.1	-0.2
Dependents' schools abroad	1.2	*
Innovation and improvement	1.2	0.2
State Fiscal Stabilization Fund	1.1	0.1
Other education	4.3	-0.2
5. Early Education and Care	12.8	-0.3
Head Start (including Early Head Start)	7.7	-0.2
Child Care and Development Fund	5.1	-0.1
6. Social Services	9.3	-0.2
Foster care	4.3	0.1
Adoption assistance	2.3	-0.1
Other social services	2.7	-0.2
7. Housing	9.3	0.04
Section 8 low-income housing assistance	7.3	*
Low-rent public housing	1.1	*
Other housing	1.0	*
8. Training	1.2	*
9. Refundable Portions of Tax Credits	75.9	0.9
Earned Income Tax Credit	53.6	1.5
Child Tax Credit	21.5	-0.4
Other refundable tax credits	0.8	-0.2
10. Tax Expenditures	71.3	1.0
Exclusion for employer-sponsored health insurance	33.8	2.0
Child Tax Credit (nonrefundable portion)	25.6	-0.4
Dependent care credit	4.3	0.2
Earned Income Tax Credit (nonrefundable portion)	3.3	-0.4
Other tax expenditures	4.4	-0.4
11. Dependent Exemption	37.9	0.1
TOTAL EXPENDITURES ON CHILDREN	463.1	0.2
OUTLAYS SUBTOTAL (1–9)	353.8	-0.8
TAX EXPENDITURES SUBTOTAL (10–11)	109.2	1.0

Source: Urban Institute, 2015. Authors' estimates based on the *Budget of the U.S. Government Fiscal Year 2016* and past year.

Notes: Because this analysis shows outlays, rather than appropriated or authorized levels, and because the dollars are adjusted for inflation, these estimates may differ from other published estimates. Numbers may not sum to totals because of rounding. **Other health** covers immunizations, Maternal and Child Health (block grant), children's graduate medical education, lead hazard reduction, children's mental health services, birth defects and developmental disabilities, Healthy Start, emergency medical services for children, universal newborn hearing, home visiting, school-based health care, and health insurance exchanges. **Child nutrition** includes the National School Lunch Program (NSLP), the School Breakfast Program (SBP), the Child and Adult Care Food Program (CACFP), the Summer Food Service Program (SFSP), and Special Milk. **Other nutrition** is the Commodity Supplemental Food program. **Other income security** includes Railroad Retirement, survivors' compensation, veterans' compensation, survivors' pensions, and veterans' pensions. **Other education** includes Indian education, English language acquisition, domestic schools, the Institute of Education Sciences, safe schools and citizenship education, hurricane education recovery, Junior ROTC, the Education Jobs Fund, Safe Routes to Schools, and vocational (and adult) education. **Other social services** include the Social Services Block Grant, the Community Services Block Grant, child welfare services and training, Safe and Stable Families, juvenile justice, guardianship, independent living, missing children, children's research and technical assistance, PREP and abstinence education, and certain children and family services programs. **Other housing** includes rental housing assistance and low-income home energy assistance. **Training** includes WIA Youth Formula Grants, Job Corps, Youth Offender Grants, and YouthBuild Grants. **Other refundable tax credits** include outlays from Qualified Zone Academy Bonds and Qualified School Construction Bonds. **Other tax expenditures** include exclusion of employer-provided child care, employer-provided child care credit, exclusion of certain foster care payments, adoption credit and exclusion, assistance for adopted foster children, exclusion for Social Security retirement and dependents' and survivors' benefits, exclusion for Social Security disability benefits, exclusion for public assistance benefits, exclusion for veterans' death benefits and disability compensation, Qualified Zone Academy Bonds, and Qualified School Construction Bonds.

* Less than \$50 million.

II. Processes for Mapping Resources

D. Other Relevant Resources for Mapping

You will find a good range of references to mapping (info, tools) by viewing our Quickfind on Mapping Existing School and Community Resources (http://smhp.psych.ucla.edu/ql/p2312_06.htm) or searching our website (<http://smhp.psych.ucla.edu>). You will find materials our Center has pulled together and also references to resources developed by others around the country.

Mapping School Resources

Center for Mental Health in Schools (1995). *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs*. Los Angeles: Author at UCLA. Available from website <http://smhp.psych.ucla.edu> or by order from the Center at cost of copying and handling.

Center for Mental Health in Schools (1999). *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*. Los Angeles: Author at UCLA. Available from website <http://smhp.psych.ucla.edu> or by order from the Center at cost of copying and handling.

H. Adelman & L. Taylor (2006). Mapping a School's Resource to Improve Their Use in Preventing and Ameliorating Problems. The School Services Sourcebook, A Guide for Social Workers, Counselors, and Mental Health Professionals. Available from website <http://smhp.psych.ucla.edu> or by order from the Center at cost of copying and handling.

Mapping Community Resources

Putting the Pieces Together – Chapter 2: Conducting a Community Assessment (1996) by the U.S. Department of Education and the Regional Educational Laboratory Network. <http://www.ncrel.org/sdrs/areas/issues/envrnmnt/css/ppt/putting.htm>

Essential tools: Community resource mapping (2005) by K. Crane & M. Mooney. University of Minnesota, Institute on Community Integration, National Center on Secondary Education and Transition. Online at <http://www.ncset.org/publications/essentialtools/mapping/default.asp>

School-Community Partnerships: A Guide by the Center for Mental Health in Schools (rev. 2004). <http://smhp.psych.ucla.edu> or by order from the Center at cost of copying and handling.

And from J.L. McKnight, J.P. Kretzmann, and their colleagues at Northwestern University:

>*A Guide to Capacity Inventories: Mobilizing the Community Skills of Local Residents* (1997) by J.P. Kretzmann, J.L. McKnight, and G. Sheehan, with M. Green and D. Puntenney. <http://www.northwestern.edu/ipr/publications/community/capinv.html>

>*Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. (1993) by J.P. Kretzmann & J.L. McKnight, Chicago: ACTA Pubs. <http://www.northwestern.edu/ipr/publications/community/buildingblurb.html>

>*Mapping Community Capacity* (1996) by J.L. McKnight & J.P. Kretzmann <http://www.northwestern.edu/ipr/publications/community/mcc.html>

Mapping Your Community: Using Geographic Information to Strengthen Community Initiatives (1997), by G.T. Kingsley, C.J. Coulton, M. Barndt, D.S. Sawicki, & P. Tatian. Free copy available through the Mapping Your Community website at <http://www.comcon.org/pubs/publist.htm> (#CH1041). Free copy also provided with HUD's Community 2020 mapping software.

Community Tool Box – <http://ctb.ku.edu/>

This site, created in 1995, by the University of Kansas Work Group on Health Promotion and Community Development in Lawrence, KS. and AHEC/Community Partners in Amherst, Massachusetts continues to grow weekly. Currently, the core is "how-to tools" (including tools for mapping). For instance, there are sections on leadership, strategic planning, community assessment, advocacy, grant writing, and evaluation.

ERIC Resources

Selected material from the ERIC database that deal with mapping school/community resources. These are all downloadable in pdf format. Just go to the ERIC site (<http://www.eric.ed.gov/>) and search the database by ERIC #.

Beaulieu, L.J. (2002). *Mapping the Assets of Your Community: A Key Component for Building Local Capacity*. Lincoln, NE: Heartland Center for Leadership Development. ERIC #:ED467309

Connor, S. (2001). *Using Community Mapping to Enhance Child Development. Research in Focus*. ERIC #:EJ618724

Crane, K. & Skinner, B. (2003). *Community Resource Mapping: A Strategy for Promoting Successful Transition for Youth with Disabilities. Information Brief*. Minneapolis, MN: National Center on Secondary Education and Transition. ERIC #:ED478263

Dorfman, D. (1998). *Mapping Community Assets Workbook. Strengthening Community Education: The Basis for Sustainable Renewal*. Northwest Regional Educational Lab., Portland, OR, Rural Education Program. ERIC #:ED426499

Kerka, S. (2003). *Community Asset Mapping. Trends and Issues Alert*. Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education. ERIC #:481324

Samuels, B., Ahsan, N. & Garcia, J. (1995). *Know Your Community: A Step-By-Step Guide to Community Needs and Resources*. Chicago, IL: Family Resources Coalition; Iowa City, IA: National Resource Center for Family Centered Practice. ERIC #:ED423057

Thinking about Community Capacity Building & Asset Mapping. (1997). Spruce Grove, Alberta: Community Building Resources. ERIC #:ED414504

III. Products of Mapping

- A. Examples of Products
- B. Making Products Visible
- C. Examples of Community Mapping



III. Products of Mapping

A. Examples of Products

As indicated in section II, mapping and summarizing resources are essential to improving understanding, management, and appreciation of what exists and for taking steps to enhance resources and their effectiveness.

The product examples on the following pages emerged from the efforts of individual schools and families of schools to summarize the programs and services at their sites. (The material offered also provides a perspective on what might be available to a school.)

Product examples included are:

- (1) an initial mapping of enabling/learning supports activity at an elementary school
- (2) an initial mapping of enabling activity at an secondary school
- (3) a spreadsheet version of initial mapping at an elementary school
- (4) combined summary of resource professionals from five schools working together to coordinate resources

III. Products of Mapping

A. Examples of Products

(1) Initial Mapping of Enabling/Learning Supports Activity at an Elementary School

Classroom-Focused Enabling

Enhancing teacher capacity for addressing problems and for fostering healthy development

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

In all classrooms:

- team teaching
- classroom aide
- volunteers trained to work in targeted ways
- cross age tutors
- computer assisted instruction (e.g., for reading and ESL)
- social-emotional curriculum
- family problem-solving conferences
- conflict mediation
- after school tutoring
- special assistance in the classroom by resource specialist and other support staff designed to minimize need for referrals for additional services
- inservice and mentoring for classroom-focused enabling

In some classrooms:

- special education aide for inclusion
- full use of advanced technology
- teachers-in -training
- mentors for targeted students

Priorities for Future Development in this Area

- additional training for support staff related to providing assistance in the classroom to minimize the need for referrals
- recruitment of more volunteers and mentors and enhancement of their training
- inservice related to reengaging students who have been turned off to school

Support for Transitions

Enhancing school capacity to handle the variety of transition concerns confronting students and their families

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- Welcoming Club
- student Peer Buddy social support program
- family Peer Buddy social support program
- before school tournaments, enrichment, and recreational activities
 - after school sports, tournaments, enrichment, and recreation activities
- service learning program
- student job program
- end of the year 6 week program conducted by teacher and support staff to prepare students for the next grade
- articulation programs conducted by support staff to prepare students graduating to secondary schools
- follow-up monitoring by teachers and support staff to identify and assist any students who are having difficulty with transition into a new grade or school

Priorities for Future Development in this Area

- inservice for support staff related to enhancing transition programs
- recruitment of more volunteers to aid with transition programs
- preparation of a Welcome to Our School video to be shown all newcomers and visitors -- for regular use in the front office or in a special welcoming space
- design a transition program to be implemented by a resource teacher and support staff for students (and their families) entering and returning from special education
- enhance recess and lunch recreation and enrichment opportunities

Home Involvement in Schooling

*Enhancing school capacity to
provide those in the home with
opportunities for learning, special
assistance, and participation*

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- adult education programs at the school and neighborhood
 - >ESL
 - >literacy
 - >job skills
 - >child care certification program
 - >citizenship exam preparation classes
 - >parenting and helping their youngster with school work
 - >aerobics/sewing
- parent participation and parent classes
- some on-campus family assistance services and assistance in connecting with community services (see Student & Family Assistance)
- family volunteers staff school Welcoming Club, assist in the front office, in classrooms, on the yard
- family-staff picnic
- training for participation in school governance
- participation on school advisory and governance bodies
- regular parent-teacher communications (regular phone and email discussions, in-person conferences on request, monthly newsletter)
- school “beautification” program
- planning for community involvement

Priorities for Future Development in this Area

- enhance outreach programs to engage and reengage family members who are seldom are in contact with the school and often are hard to reach
- establish self-led mutual support groups for families
- expand opportunities for families to use school facilities during nonschool hours for enrichment and recreation
- enhance inservice for all staff to increase motivation and capability for enhancing home involvement

Crisis/Emergency Assistance & Prevention

Responding to minimize the impact of, and prevent crises

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- trained and active crisis team
- counseling programs designed to address crisis aftermath problems of students, families, and staff
- conflict mediation program to prevent problems using peer and staff counselors
- human relations/social emotional development curriculum
- training of all staff in promoting positive human relations everyday

Priorities for Future Development in this Area

- develop a joint school-community crisis response
- develop a joint school-community strategic plan to enhance prevention activity
- staff training related to strategies for addressing concerns related to suicide, physical and sexual abuse, substance abuse

Community Outreach

Enhancing greater community involvement in schooling and building linkages and collaborations for addressing barriers to learning & promoting healthy development

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- volunteer and mentor program that recruits, trains, and supports a expanding pool of volunteers including family members, college students, individuals from local businesses
- community members hired by the school as community representatives
- Head Start program provided on campus
- local recreation programs come to campus to enhance after school programs
- local health and social service agencies come to campus to enhance services and programs provided by the school
- local library involvement in ensuring that students have access to library resources and support in using them

Priorities for Future Development in this Area

- outreach to artists, musicians, and others with specialized abilities to elicit their involvement with the school
- community resources joining in welcoming and social support for new students and families
- local businesses providing job training and job opportunities for students and family members
- community partner involvement in advocacy for school and in school governance
- recruiting professionals to provide pro bono services

Student & Family Assistance

*Providing special assistance as necessary
for students and families
(including direct services & referrals)*

Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

Current Programs/Resources

- Student/Teacher Assistance Team (for review, triage, referral, monitoring)
- support staff (school psychologist, counselor, social worker, nurse)
- assessment to aid in planning special assistance interventions
- counseling (individual and group)
- special education programs
- inclusion programs in some classrooms
- English as a Second Language (ESL) transition tutoring
- conflict resolution program – staff/peers
- pregnant minor program with prevention focus
- personalized inservice for teachers who have many students with problems
- absentee immediate follow-up
- school-linked services that fill gaps and enhance the amount of services that the school's support staff can provide

Priorities for Future Development in this Area

- inservice for staff related to providing special assistance in the classroom for students who need it
- emergency food and clothing bank
- enhance systems for monitoring and follow-up
- recruiting professionals to provide pro bono services
- health or family resource center for the family of schools

III. Products of Mapping

A. Examples of Products

(2) *Initial Mapping of at an Secondary School*

CLASSROOM FOCUSED ENABLING:

What we have (Spring, 2001)

Stakeholder development
Moving diamond program
SANE
University and HS Volunteers
Parent Classroom volunteers
Accelerated reading program
Teacher to teacher support
Community of caring
Tutoring in class and after school
DATE
Conflict resolution program
Paraprofessionals
Resource specialist program
Bilingual and Title I programs
Family literacy grant primary grades
After school intervention program for at risk students
After school detention program
Middle school intervention program
ELP afterschool
Intensive academic support for retained 2nd graders
Homework club
Intersession

Problems/What we need (survey results)

TEACHER responses:

Problems:

High teacher turn over
Lack of funding for intervention
Noise level on campus

Need:

More support for teachers
Evaluation of existing programs
Math intervention
Tutoring program
More computers
More assemblies (motivational)

PARENT responses:

Need:

Homework clubs
Notify parents of academic and behavioral problems earlier
Bilingual programs for child of parents who don't speak English
Notify parents when children are absent

STUDENT responses:

Problems:

Room temperatures (too hot/cold)
Big class sizes
Disruptive students

Need:

Tutoring
No breaks during block schedule
Better teachers
Counselor attention
Text book distribution
Study hall
Small classes (20 students)
More homework
Make learning fun

SUPPORT FOR TRANSITIONS

What we have:

Peer buddy program
Parent welcoming club
After school tutoring and clubs
Health and information technology academies
Stakeholder development days for new staff
Health watch program
Internships and mentors for academy students
College fairs
College counseling services
Students agendas/organizers
Moving diamond program
WIA
Students Run LA
Cheerleading and Yearbook

Problems/What we need

TEACHER responses:

Need:

More contact with colleges

PARENT responses:

Need:

Support for transitions
More supervision at the gate
Trash can at the gate
Programs for homework help
Clarify what food kids can bring
Ask high school students to donate their uniforms

STUDENT responses:

Need:

More ongoing goal planning
Afterschool tutoring for LEP 6-12
More individualized attention
College/career planning K-8
Teachers have high expectations for student achievement
More electives
Clean restrooms
Study hall
Less vacation time
Make homework fun
More TA's in class
More than 1 hour of homework lab
Cooperative learning with buddy

HOME INVOLVEMENT IN SCHOOLING

What we have:

Adult education (on site and distance learning)
Family Center contacts parents
Individual and cluster of teachers /parents
Sork on standards
Commadres/Compadres program
SRLDP parent meetings
Parent meetings on college planning
Title I Parent Education classes
Parent representation of site management
Student success team meetings
Toyota Family Literacy program
Family Reading

Problems/What we need:

TEACHER responses:

Problems:

Language barriers between parents and teachers

Need:

Students need a quiet area for homework
Better communication between parents and teachers
More home/parental involvement
Getting parents involved in the classroom to help with preparations

PARENT responses:

Need:

Parents should volunteer more
Don't sell junk food

CRISIS/EMERGENCY ASSISTANCE AND PREVENTION

What we Have:

School and cluster crisis teams
Consultation and case review panel
Mental health services provided by LAUSD and interns
Health Clinic
Family Center
Referrals to St. Francis (health and mental hlth)
IMPACT
Conflict resolution training
School counselors
Adult support groups
Links to faith communities
DIS counseling
Health Education program

Problems/What we need:

TEACHER responses:

Need:

More counseling for families and students

PARENT responses:

Need:

More supervision around the school
Care with food (bug found)
Parents spend more time with their children

STUDENT AND FAMILY ASSISTANCE

What we have:

Mental health services provided by LAUSD
and interns
Health Clinic
Family Center
JADE support group and parenting classes
Referral to St. Francis (health and mental hlth)
Student success team
School counselors
PSA counselor
Parenting Classes
Pregnancy prevention programs
Parent advocate training
Bell Cluster Resource Council
Resource Specialist Program
Consultation and Case Review Panel
Angel Gate Academy
Best Friends program
Students Run LA
Family Math Night
IMPACT
Abolish Chronic Truancy
Juveniles at Risk (Police Dept.)

Problems/What we need:

TEACHER responses:

Problems:

Language barrier between family and
school School attendance

Need:

Parents and students taking responsibility
More counseling for students
Assistance with homework
Increase parenting classes

PARENT responses:

Need:

Uniform donation program
Parental training and skills to assist
students More supervision around school
More teacher over the summer
Parents and student need help learning
English
Parent need to help students and encourage
them

STUDENT responses:

Need:

Parental reinforcement

ELC Programs

COMMUNITY OUTREACH AND VOLUNTEERS

What we have:

Volunteer program coordinator
Family Center staff work as outreach workers
Welcoming club for new parents
Family Health Center Advisory Board
Title I and Bilingual Advisory Boards
Site management council representatives
Commadres/Compadres Group
PSA Counselor
Back to school, open house, and town hall meetings
High school intern, mentor and service learning
Family literacy programs
Parent Volunteers (1000 hrs/mo)
Inner City Outings (Sierra club)
Sailing Club

Problems/What we need:

TEACHER responses:

Problem:

Poor attendance

Need:

Parent involvement in schooling
Parents' assisting teachers with classroom preparation

PARENT responses:

Problem:

Parents have difficulty helping students due to language barriers

Need:

Supervision on campus (lunch area and perimeter)

If there is a problem contact the parents

If you tell parents to come, give an appointment time and phone to verify

Don't wait until the problem gets worse

STUDENT responses:

Need:

Motivation from home

Goals for future

Individual attention from teachers

Extracurricular activities after school

Tutors

More electives

Career planning, job shadowing

Better teachers

Study hall elective

Music program

Uniform policy enforcement

Supervision (Clara St. and Eliz. St.)

III. Products of Mapping

A. Examples of Products

(3) A Spread Sheet Version of Initial Mapping at an Elementary School

Area of L.S.	Name of Program	Contact Person	Schedule	Grade Level	Eligibility	How to Access	# Served
Classroom Focused Enabling	Afterschool Tutoring	Caro, Petrou, Hull	3:15-4:15 Track A	All H.S. students	All students		
	ELP (afterschool program)	Toribio, Ochoa, Albee	MW 2:45-4:15pm		Students at risk of being detained		
	Intensive academic support (IAS)	Ochoa	Everyday Track A	2nd	students who have been detained		
	Homework club	Schlabach, Medendorp, Eyres	MWTh 3:15-4:15	7th	Students within cluster	N/A	25
	Intersession	Ochoa	Saturdays 8-12:20	2nd-5th			
	Conflict Resolution program	Gary Burbank	Ongoing	4-5th	All students	Student Application/ Teacher Referral	
Support for Transitions	Peer Buddy Program	E. Elizondo	Ongoing	Elementary/ Middle School		Teacher referrals	2 per class
	Parent Welcoming Club	N. Contreras, E. Elizondo	Start of school year		All parents		
	Students Run LA	E. Gomez	run 3x/week & Saturdays	6-12th	All students interested	Attend meetings	
	Afterschool tutoring	Caro, Petrou, Hull	3:15-4:15	H.S. Students	All		
	Cheerleading & Yearbook	N. Vasquez					
	College counseling services	E. Guerrero			H. S. students	All students	
Home involvement in schooling	Adult Education Programs	C. Valentine	All day			Sign up at Family Center Rm 303	
	Comadres/Compadres prgm	S. Casas, R. Haun	meets once a month		All parent volunteers		
	Toyota Family Literacy Prgm	C. Valentine, R. Haun, S. Ortega	MTW	4 th and 5th/parents			
	Family Reading	P. Brown	M 3:10pm-4pm	K-6th			
Crisis/Emerg Asst & Prevention	DIS Counseling	N. Henley	varies	K-12	Special Ed students	IEP meetings	
	CCRP	N. Henley	Th 1:30-3	K-12	Staff, parent, or self referral	Complete CCRP form in mailroom	
	Mental Health services	M. Rios	Varies	K-12	Staff, parent, or self referral	Complete CCRP form in mailroom	

	Conflict resolution program	Gary Burbank	Ongoing	4-5th	All students	Student app/ Teacher referral	
	IMPACT	S. Garza	Meets once a week	6-12th	Student or staff referral	Referral sheet needs to be completed	
	ELP	Ochoa, Padilla	MW 2:45-4:15pm	2nd	students working below grade level		
	Health Education Program	Ochoa, Padilla		K-5th			
Student/Family Assistance	Angel Gate Academy	J. Fung/C. Melvin	4wk residential program	6-7th	Low grades, poor behavior, staff referral	Angel Gate Application/See Mrs Fung	
	Best Friends prgm; pregnancy prevention	E. Elizondo	Once a month	M.S./ HS girls			Limit dependin g on funds
	Students Run LA	E. Gomez	run 3x/week & Saturdays	6-12th	All students interested	Attend meetings	
	Family Math Night	D. Saito	3-4 times a year				
	IMPACT	S. Garza	Meets once a week	6-12th	Student or staff referral	Referral sheet needs to be completed	
	Mental Health services	M. Rios	Varies	K-12	Staff, parent, or self referral	Complete CCRP form in mailroom	
	Juviniles at Risk (JAR)	C. Melvin	12 week sat. prgm	12-17 yr olds		\$200 fee	
	Project JADE, parenting classes	E. Elizondo	W 6-7:30pm Rm 303	All interested			
Community outreach, volunteer	Parent Welcoming Club	N. Contreras, E. Elizondo	Start of school year		All parents		
	Comadres/Compadres prgm	S. Casas, R. Haun	meets once a month		All parent volunteers	Take 12 week class	
	H.S. intern/mentor/service learning						
	Toyota Family Literacy Prgm	C. Valentine, R. Haun, S. Ortega	MTW	4 th and 5th/parents			
	Sierra Club-inner city outings	E. Neat	During week and Sat.	Elementary classrooms			
	Sailing Club	E. Neat		Secondary, primarily M.S.			

III. Products of Mapping

A. Examples of Products

(4) Combined Summary of Resource Professionals from Four Schools Working Together to Coordinate Resources

(Mapping done by Cluster's Resource Coordinating Council)

Cluster Coord.
Cluster PSA

Carmen S.
Mark S.

Nurse Coord. School
Psych. Coord.

Barbara B.
Sharon S.
Vicki M.

Name of School	Arminta	Camellia	Canterbury	Fernangeles
Principal	Marcia Cholodenko	Judith Hergesheimer	Santa Calderon	Elizabeth Douglass
Asst. Principal	R. Bauer	R. Salazar	N. Zeno	L. Rosman
School Psych.	M. Feldman (M, Tu, Fri)	K. Murphree (M, Tu, Wed)	Kathleen Repecka (every other week)	Bibiana Aldridge (Tu, Wed & alt. Mon)
Nurse	Teri Jones (Tu & 2 nd Th)	Mark Kirkup	Susan Hancock (M & alt Wed)	Patricia Pryor (Th & alt. Fri)
Attend. Counselor	Gerry Como (M, Th, Fri)	Gerry Como (Tu, Wed pm)		
Coordinators	Nina Mora	J. Mintz Lori Schelske- (FEMA Tu)	SB65-Pam DeBoer; Capt I- S. Guzman; Magnet (GATE) FEMA-Judy Hall	R. Neusteadter; Pat Cowan; SB65
Counselor	R. Sherwood FEMA - (Mon)			N. Godfried - FEMA
Social Worker				
Resource Teacher	Mary Wilson	B. Scheifer	C. Christopherson	Theodra Wake
Sp. Resource		Cindy Tenn (M, Tu, Wed)		
Special Educ.				
Specialists: Speech & Lang	Jeannie Pierce (Wed)	Jay Lechner (Fri)	Joan Waldman (Fri)	A. Prentice (1 day)
Deaf & H.H.	Allison Shapiro (M, Wed)	Kara Wells (Tu, Th)	Allison Shapiro (Tu, Th am)	Allison Shapiro
Vis. Hand.	I. Geyer (M, W pm)			
Dis. Counselor				
Adaptive PE	Tony Musica (M,W)	Kristen Fox (W-7:45, Fri-10am)	Judy White (Th am, Fri pm)	Tony Musica (Tu am, Wed pm)
Phys. Dis.	T. Harsha (Tu pm)	T. Harsha		T. Harsha (Fri 10:30am - 2pm)
Chapter Chair	B. Wilson/M. Villarejo	Norm Crocker	M. Archuletta/S. Shorr	D. McReynolds
Teacher				Galindo
Parent				R. Gutierrez 2hrs.day
Community				
Other	DARE - J. Johnson Comm. Rep: M. Hernandez		DARE- M. Sommer	

III. Products of Mapping

B. Making Products Visible

To enhance visibility among stakeholder groups and for purposes of initiating a bit of “social marketing,” some schools simply reproduce their lists to share with staff and other stakeholders.

Others also make posters by reproducing summary lists and mounting them on a large poster board for display in halls and staff rooms. Several such posters, strategically placed, help to ensure there is awareness and can help enhance greater appreciation for staff who offer education support programs (see example on following pages).

These summaries are also useful for highlighting activity in newsletters, etc.

Creating a Wall "Poster"

Sites have found it helpful to develop a large wall poster (e.g., 30" x 36") as an aid in mapping and in enhancing the visibility of enabling activity and the Enabling Component.

To facilitate development of the poster, we use the forms that have been developed as work sheets for each of the six areas of enabling activity (see examples in this aid).

The poster is created by

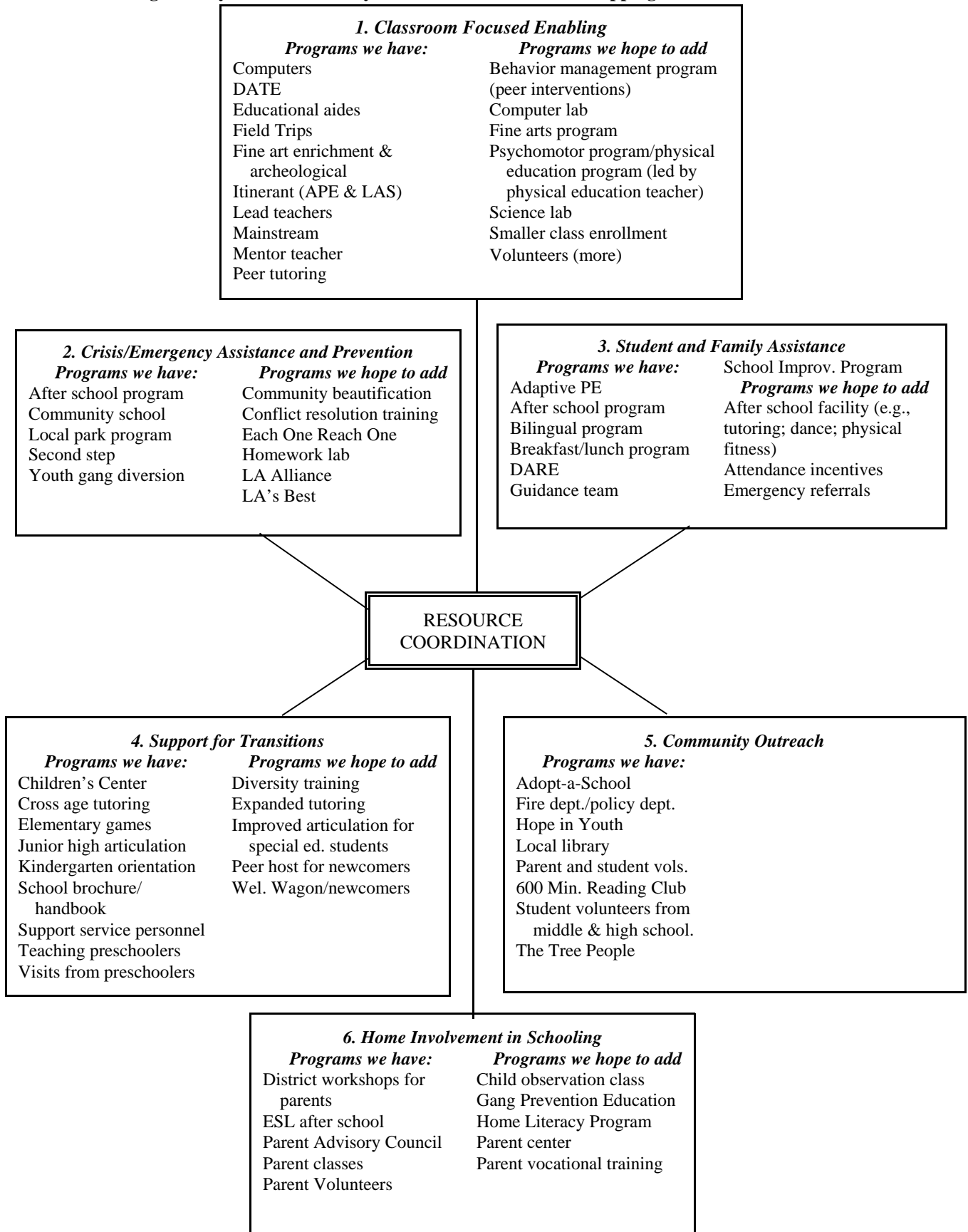
- photocopying blank versions of each area's work sheet and the sheet on Resource Coordination (usually on colored paper using a different color for each area)
- mounting the copies on the poster board in a pattern around the Resource Coordination sheet -- see attached illustration
- putting a title on the top (e.g., Enabling Component).

The work sheets and the poster are useful ongoing stimuli for teams. Once a team members have filled out a work sheet, they are ready to write up, post, and circulate the information about current program teams, programs currently offered, and desired programs. For purposes of the poster, each team might use "post-it" notes or other sheets that can be easily removed to attach the information to appropriate sections of the mounted work sheets.

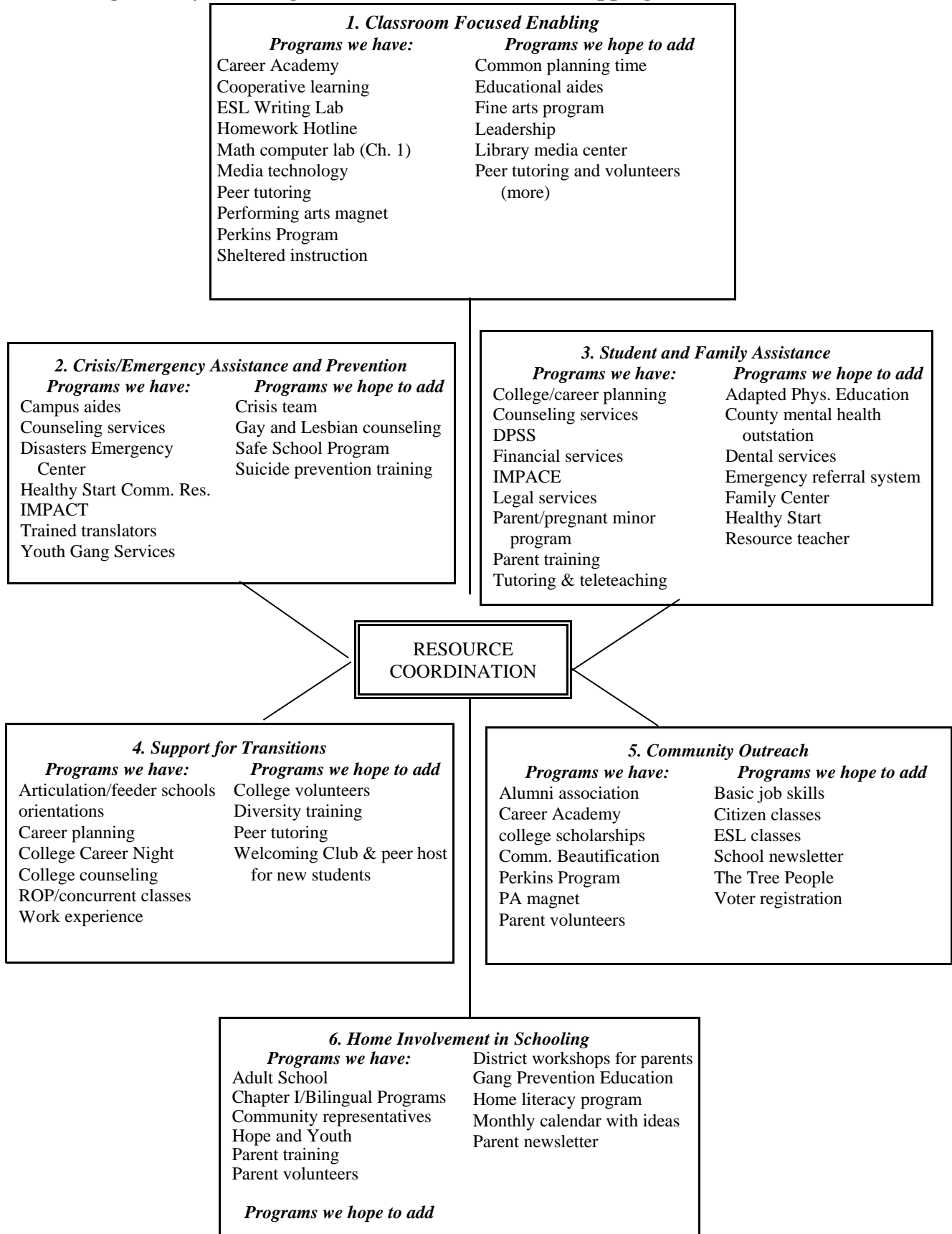
One or more of these posters should be posted strategically to facilitate the work of program teams and to enhance communication and visibility with respect to the Enabling Component. Each poster should be kept as up-to-date as feasible. (Changes can be made in pen until a section is too messy and requires replacement.)

Besides entering the information on posters, a compilation of all activity by area should be typed up and circulated to all staff and other concerned stakeholders.

Enabling Activity: One Elementary School's Poster of Initial Mapping and Ideas for Additions



Enabling Activity: One High School's Poster of Initial Mapping and Ideas for Additions



III. Products of Mapping

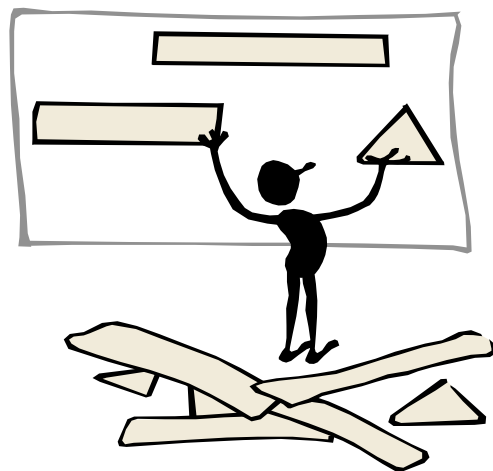
C. Examples of Community Mapping

In the Appendix is a survey for mapping school-community connections.

On the following pages are several examples from Kretzmann & McKnight's (1993) work entitled: *Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets*.*

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

Following this is an Inventory for Community Resource Mapping done by the Institute for Educational Leadership

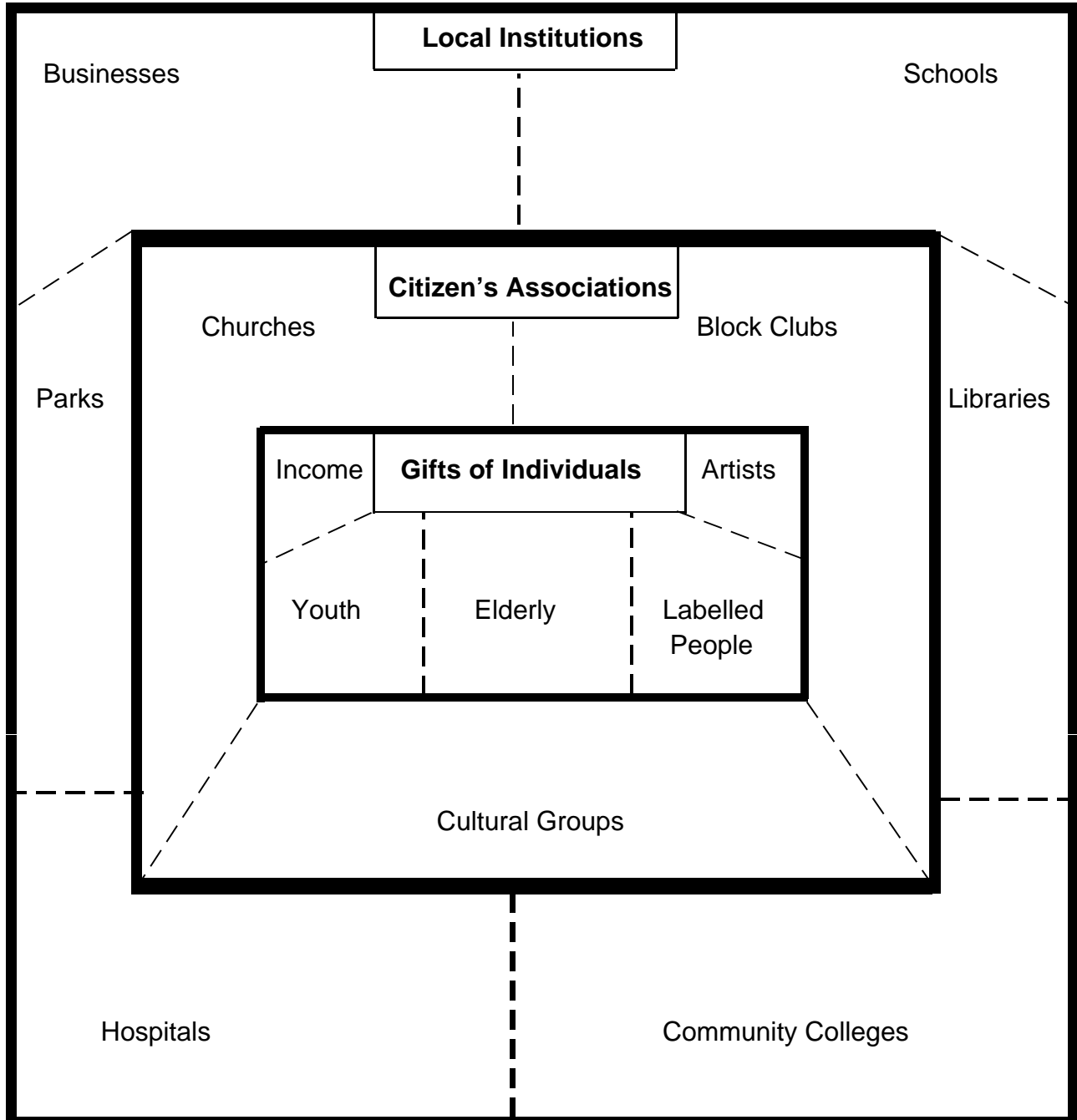


*John P. Kretzmann & John L. McKnight (1993). *Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets*. (3rd ed.) Center for Urban Affairs and Policy Research, Neighborhood Innovations Network, Northwestern University, 2040 Sheridan Road, Evanston, Illinois 60208

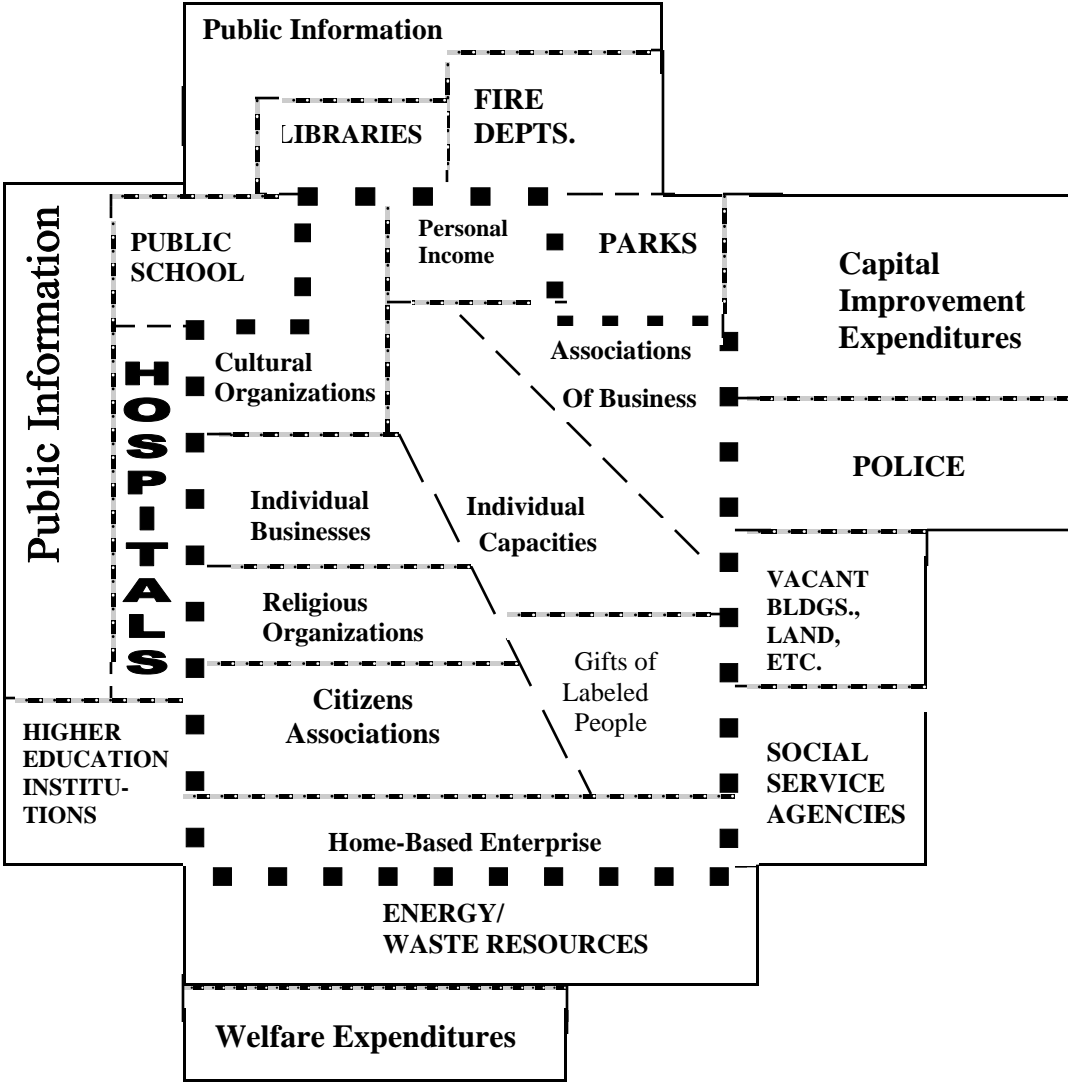
Phone: 708-491-3518 Fax: 708-491-9916




Distributed exclusively by: ACTA Publications, 4848 North Clark Street, Chicago, IL 60640 Phone: 800-397-2282 Fax: 312-271-7399

Community Assets Map



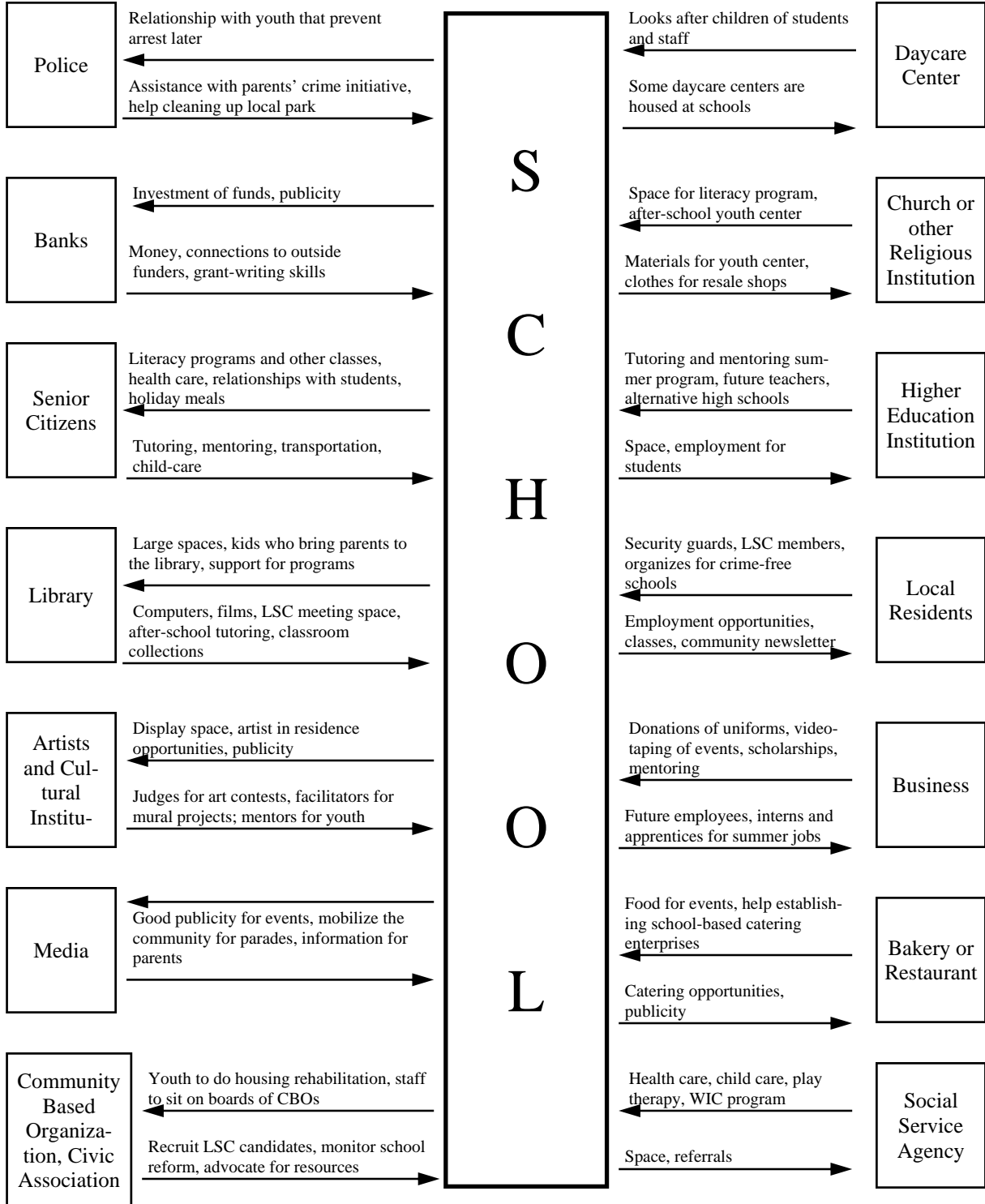
Neighborhood Assets Map



Legend	
	Primary Building Blocks: Assets and capacities located inside the neighborhood, largely under neighborhood control.
	Secondary Building Blocks: ASSETS LOCATED WITHIN THE COMMUNITY, BUT LARGELY CONTROLLED BY OUTSIDERS.
	Potential Building Blocks: Resources originating outside the neighborhood, controlled by outsiders.

CAPTURING LOCAL INSTITUTIONS FOR COMMUNITY BUILDING

Chart Three: One on One Relationships*



*Format of chart has been modified from original.

Community Resource Mapping Inventory

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

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

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

1 Identify the geographic community.

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

2 Identify all currently participating organizations.

Is everyone ‘at the table?’ It is important not to wait until every single entity is present to move forward, as long as there is consensus regarding critical mass—proceed. Work to ensure that collaborative is diverse in representation and includes non-traditional stakeholders such as business, schools, media, faith community,

family members and community-based service providers. Discuss why other partners are not currently participating and whether/ what strategies will be employed to get them there. Bring others to the table as possible in the future.

3 Discuss the description of the required target population.

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

4 Identify services/programs provided.

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

5 Inventory each agency/organization’s expenditures.

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

6 Identify funds expended but not fully matched.

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

7 Discuss spending resources collaboratively.

Discuss resources that could be better spent if provided collaboratively (once areas of duplication have been identified), as well as the identification of federal fund maximization opportunities. For example, if a crisis-outreach service is needed, and more

than one agency provides some level of crisis-intervention, can a portion of funds dedicated to crisis services be combined (blended or pooled) across funding streams to develop a more responsive/ collaborative outreach service?

8 Assess redundancy.

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

9 Use Resource Mapping Inventory.

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

10 Develop and implement plan.

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

- ◆ How the new approach will be piloted (i.e., the number of youngsters/families who will be approached to participate, the geographic areas of initial participation)?
- ◆ How (and how often) will the Collaborative measure outcomes, address challenges? *Brainstorm potential challenges/solutions in advance.*
- ◆ What are the implications for training (e.g., practice, record keeping)?
- ◆ Monitor and assess results, gradually expanding the effort.

11 Share information and results to ensure support.

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

Community Mapping Inventory Template

Agency/ Organization	Geographic Area & Population Served	Primary Services Provided	Expenditures for Target Populations	Funding Streams	Funds Available to Blend, Pool, Match	Potential Collaborations
Juvenile Justice						
Child Welfare						
Mental Health						
Public Schools						
Family Advocacy & Support						
Public Health						
Other						
Other						

Geographic Information Systems: Using Technology to Map Needs & Resources

What is Geographic Information Systems (GIS)

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

Applications related to Mapping Resources to Address Barriers to learning

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

Some Examples:

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

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

(From: GIS.com, <http://www.gis.com/>)

Culturally Competent Mental Health (Jim Banta, 1998)

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

Maps of such geographical features as mountains, cities, roads, and bus routes can suggest access to services by certain segments of the population. Demographic data, particularly of potential clients, can allow counties to plan for services better than if only general population numbers are known. The combination of demographic and utilization data is suggestive, but requires further analysis.

(Available at: <http://www.esri.com/library/userconf/proc98/PROCEED/TO600/PAP566/P566.HTM>)

Some References:

Morrow, B.H. Identifying and Mapping Community Vulnerability. (1999). *The Journal of Disaster Studies, Policy and Management*. 23(1): 1-18.

Ernst, J.S. Mapping Child Maltreatment: Looking at Neighborhoods in a Suburban County. (2000). *Child Welfare*. 79(5): 555-572

Wridt, P. A qualitative GIS approach to mapping urban neighborhoods with children to promote physical activity and child-friendly community planning (2010). *Environment and Planning B: Planning and Design* 37(1) 129 – 147

For additional information on GIS see:

- > Geographic Information Systems - from about.com - (<http://www.gis.about.com/cs/gis/index.htm>)
- > The GIS Portal - (<http://www.gisportal.com/>)
- > Guide to GIS Resources on the Internet - (<http://sunsite.berkeley.edu/GIS/gisnet.html>)



IV. Beyond Mapping

- A.** Social Marketing as a Spiraling Facet of Program and Systemic Change
- B.** Establishing Priorities
- C.** Some Next Steps

IV. Beyond Mapping

A. Social Marketing as a Spiraling Facet of Program and Systemic Change

Social marketing is a tool for accomplishing social change.

As such, it can be used in good or bad ways.

Social marketing draws on concepts developed for commercial marketing, but in the context of school and community change, we are not talking about selling products. We are trying to build a consensus for ideas and new approaches that can strengthen youngsters, families, and neighborhoods. Thus, we need to reframe the concept to fit our purposes.

Some Basic Marketing Concepts as Applied to Changing Schools and Communities

- the aim is to influence action by key stakeholders
- to achieve this aim, essential information must be communicated to key stakeholders and strategies must be used to help them understand that the benefits of change will outweigh the costs and are more worthwhile than competing directions for change
- the strategies used must be personalized and accessible to the subgroups of stakeholders (e.g., must be "enticing," emphasize that costs are reasonable, and engage them in processes that build consensus and commitment)

Because stakeholders and systems are continuously changing, social marketing is an ongoing process.

Social Marketing as an Aid in Creating Readiness for Change

From a teaching and learning perspective, the initial phases of social marketing are concerned with creating readiness for change. Substantive change is most likely when high levels of positive energy among stakeholders can be mobilized and appropriately directed over extended periods of time. That is, one of the first concerns related to systemic change is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for proceeding in ways that establish and maintain an effective match with the motivation and capabilities of involved parties.

With respect to systemic change, the initial aims are to

- introduce basic ideas and the relevant research base to key stakeholders using "social marketing" strategies
- provide opportunities for interchange & additional in-depth presentations to build a critical mass of consensus for systemic changes
- conduct ongoing evaluation of interest until a critical mass of stakeholders indicate readiness to pursue a policy commitment
- obtain ratification and sponsorship by critical mass of stakeholders
- establish a high level policy and ensure leadership commitment
- translate policy into an inspiring vision, a framework, and a strategic plan that phases in changes using a realistic time line
- translate policy into appropriate resource allocations (leadership, staff, space, budget, time)
- establish incentives for change (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)
- establish procedural options that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable
- establish an infrastructure and processes that facilitate change efforts
- establish a change agent position
- establish temporary infrastructure mechanisms for making systemic changes
- build initial implementation capacity - develop essential skills among stakeholders
- use benchmarks to provide feedback on progress and to make necessary improvements in the process for creating readiness

IV. Beyond Mapping

B. Establishing Priorities

Mapping enables a variety of analyses to be made about how resources should be deployed and redeployed in developing a comprehensive, multifaceted, and integrated continuum of interventions. A key aspect of the analysis involves making recommendations about priorities.

The exhibit on the following pages illustrates what are common priorities set by schools as they develop an Enabling Component

Exhibit

Examples of Areas Schools Commonly Designate as First Priorities in Developing an Enabling Component

(1) *Classroom-Focused Enabling*

Clearly for schools, the primary focus in addressing barriers to student learning is on ongoing in-service for staff -- as reflected, for example, in our continuing education modules -- see

> *Personalizing Learning and Addressing Barriers to Learning* --

<http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf>

> *Engaging and Re-engaging Students and Families* --

<http://smhp.psych.ucla.edu/pdfdocs/engageI.pdf>

With respect to the other five programmatic areas, the efforts of a classroom teacher can be greatly enhanced by setting as priorities development of the following:

(2) *Support for Transitions*

Many schools need to enhance their positive "climate" for everyone - students, staff, families, others in the community. In particular, they can significantly reduce learning, behavior, and emotional problems by ensuring the development of three types of transition programs:

> **Welcoming and Social Support Programs for Everyone** – The greater the rate of student and staff mobility, the greater the priority for pursuing strategies to enhance welcoming and social support. A positive welcome is desirable at the various initial encounters school staff have with a new student and family, a new staff member, and all visitors. Each point of contact represents an opportunity and a challenge to positively assimilate newcomers into the school -- welcoming them, linking them with appropriate social supports, assisting them to make successful transitions, and identifying and providing additional assistance for those who are having difficulty adjusting. It is risky business for a school not to have programs that fully orient newcomers (students, family, staff), connect them with specific peers (e.g., peer buddies), orchestrate their entrance into ongoing groups and activities, and so forth (see the Center's introductory packet entitled: *What Schools Can Do to Welcome and Meet the Needs of All Students and Families*).

> **Articulation Programs** – Many students have difficulty making the transition from grade-to-grade and many more have difficulty in going from elementary to middle school or from middle to high school. Indeed, many "dropouts" occur during transitions to high school. Programs are needed that (a) provide all students with opportunities to prepare themselves psychologically for such changes and (b) identify and intervene on behalf of any student who is having difficulty during the actual period of transition. Comparable programs are useful for family members and new staff.

> **Before, During, and After School Recreation, Academic Support, & Enrichment, Programs** – Many schools have significant problems with tardies, bullying, substance abuse, and other forms of behavior that contribute to poor student performance. Well-designed and structured recreation and enrichment are basic to encouraging proactive behavior. Offered before school they lure students to school early and thus reduce tardies. Offered at lunch, they can reduce the incidence of harassment and other negative interactions. After school, they provide alternatives to antisocial interactions in the community, and paired with positive opportunities for enriched and personalized academic support, they offer renewed hope for those who have learning problems.

(3) Home Involvement in Schooling

Besides what the school already is doing to enhance home involvement. there should be an intensive, proactive, positive outreach program aimed at families housing students who are experiencing learning, behavior, and emotional problems. Such activity should be accompanied by a commitment to minimizing negative contacts with family members (blaming and fingerwaving).

>Programs to strengthen the family – It is rarely a mystery as to what family members need and would value from the school. In outreaching to attract family members to the school, the first priority should be development of programs and services related to the area of Student and Family Assistance (see below).

(4) Emergency/Crisis Response and Prevention

>Response Plan & Crisis Team – Every school probably has a written crisis response plan. For such a plan to be viable and in order to pursue an enhanced focus on preventing crises, a strong priority should be to establish. and build the capability of a Crisis Team.

(5) Student and Family Assistance

While a wide range of assistance programs and services can be developed over the years, the first priorities in this area are:

>Establishing access to emergency assistance for basic life needs (e.g., food, clothes, shelter, safety, emergency health care and dentistry, legal aid) – This usually involves identifying appropriate referral agencies and establishing direct links to them to facilitate family access.

>Literary and extra academic support program (e.g., family literacy, tutors, GED preparation, ESL classes, related software for computers)

>Social and emotional counseling (support groups, individual and group counseling)

(6) Community Outreach

>Volunteer recruitment program (e.g., parents, college students, senior citizens, mentors from the business community)

IV. Beyond Mapping

C. SOME NEXT STEPS

The whole point of mapping and managing resources is to make decisions about how resources should be deployed and redeployed in order to better address barriers to learning and promote healthy development.

Over time, the aim is to develop a comprehensive, multifaceted, and integrated continuum of interventions. The first challenge in doing so at the school level is to weave existing activity together into an integrated enabling component (that includes a focus on curricula designed to foster positive social, emotional, and physical development). The second challenge is to outreach to other local schools and the community to enhance the school's programmatic activity (e.g., by entering into school cluster collaborations; by establishing formal linkages with community resources; by attracting more volunteers, professional s-in-training, and community resources to work at the school site). This second challenge encompasses a range of collaborative tasks.

Examples of Collaborative Tasks Related to an Enabling Component*

In effectively addressing student and related family problems that interfere with learning, a school needs ways to

- (1) help teachers learn and develop an increasingly wide array of strategies for preventing and handling problems in the classroom
- (2) assist students and families with problems that cannot be handled by the teacher alone (e.g., connecting the student and family with school and community health, human, social, psychological, and special education resources; triage; IEPs; case management)
- (3) respond to school-wide crises, minimize their impact, and develop prevention strategies to reduce the number of school-wide and personal crises
- (4) facilitate comprehensive home involvement (e.g., to improve student functioning through parent education and instruction in helping with schoolwork; to meet specific parent needs through ESL classes and mutual support groups)
- (5) facilitate comprehensive volunteer and community involvement-- including formal linkages with community based health and human services, local businesses, and various sources for volunteer recruitment
- (6) facilitate transitions -- including welcoming and providing support for new arrivals, before and after school activity, articulation in moving to the next level of schooling, transition to and from special education, and transition to post school life

*See description of an Enabling Component in Section II and also see surveys in appendix.

Some Next Steps (cont.)

Mechanisms for Planning and Implementing Tasks

Specific mechanisms must exist if each task is to be carried out. Moreover, the establishment and maintenance of such mechanisms requires the support of school governance bodies, and overall program coordination and integration requires a coordinating mechanism.

There are a variety of ways to think about staffing to accomplish the above tasks. Some might be carried out by one individual. Inevitably, some require a team or a committee (2 or more individuals). For example, some schools may use a school-based Student Study/Success Team or a Crisis Team to focus on tasks relevant to their functions. In some cases, one mechanism can address more than one task, and for some tasks, one mechanism can serve more than one school (e.g., a school cluster level mechanism). Obviously, few schools can establish new mechanisms to address all these tasks at one time; the process must go forward in phases.

Whatever staffing is adopted, it should be evident that job descriptions must call on personnel to work in a coordinated and increasingly integrated way with the intent of enhancing efficacy. To maximize the range of tasks that can be addressed, every staff member at a school is encouraged to participate on a team or committee dealing with some activity that ultimately can enhance students' classroom functioning. Some groups can appropriately include parents, Professionals and other volunteers from the community, and student representatives.

Each team and committee can vary in size -- from 2 to as many as are needed and interested. Major criteria determining size should be efficient and effective functioning (e.g., the larger the group, the harder it is to find a meeting time).

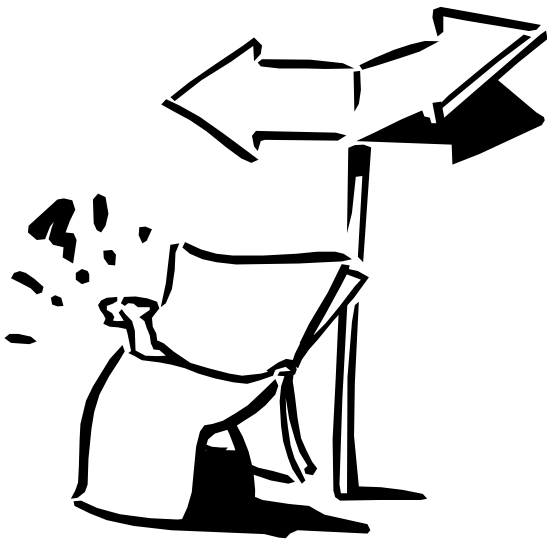
The core of a team or committee are staff who have or will acquire requisite knowledge and skills to address identified functions and make the mechanism work; others are auxiliary members.

Because several groups require the expertise of the same staff (e.g., nurse, psychologist, counselor), these individuals will necessarily be on several teams. Each team needs a leader/facilitator and someone to record decisions, plans, etc. and to remind members of planned activity and products.

Frequency of meetings depends on the group's functions, time availability, and ambitions.

V. Resources

- A. Online
- B. References
- C. Centers
- D. Links



A. Online Resources

Center Quick Finds

Our Center's Quick Finds provide a gateway offering direct links to many online resources. See for example:

NEEDS AND ASSETS ASSESSMENT AND MAPPING

http://smhp.psych.ucla.edu/qf/p2312_06.htm

Asset-Based Community Development Institute: <http://www.ABCDinstitute.org> "Capacity Inventory" is an online printable questionnaire that can be presented to citizens of the community to attain their skills and use them in improving the community.

Asset Mapping: A Powerful Tool for Communities from Northwest Regional Educational

Laboratory: <http://www.nwrel.org/nwreport/dec98/article8.html>

Part of a series of four workbooks to support community education. This workbook shows readers how to approach community development from a positive, creative perspective, one that builds on strengths and resources.

Asset Mapping and Community Development Planning with GIS

http://darkwing.uoregon.edu/~schlossb/articles/gis_uw.pdf

This paper presents how a Geographic Information System (GIS) is being used by the Heart of West Michigan United Way (HWMUW or The United Way) in Grand Rapids, Michigan to combine the strengths of assets-based community development with the traditional methodology of needs assessments.

Community Asset Mapping

<http://www.edvantia.org>

Community asset mapping will help the reader define their community, determine what assets are available to help improve local education and quality of life, and help match needs and assets. Includes instructions on generating a community profile.

V. Resources

B . References

- AED (2002). *Community YouthMapping Guide, ToolKit, and Informational Video*. Washington, DC: AED Center for Youth Development and Policy Research.
- Community Building Resources. (2000 - 3rd printing) *Our Book is your book - thinking about community capacity building and asset mapping*. Edmonton, AB: Author.
- Community Technology Center Net (1996). *Start-up manual*. Chapter 2: "Mapping community resources." See <http://www.ctcnet.org/>
- Kretzmann, J.P., and McKnight, J.L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community's assets*. Evanston, IL: Center for Urban Affairs and Policy Research Neighbourhood Innovations Network.
- McKnight, J.L. (1995). *The careless society - community and its counterfeits*. New York, NY: Harper Collins Publishers
- Dedrick, A., Mitchell, G., Miyagawa, M. & Roberts, S. (1997). *From model to reality - community capacity building and asset mapping. Listen and learn ... the answers are with communities*. Edmonton, AB: Author
- Dedrick, A., Mitchell, G. and Roberts, S. (1994). *Community capacity building and asset mapping: model development*. Edmonton, AB: Community Development Caritas.
- Dewar, T. (1997). *A guide to evaluating asset based community development: Lessons, challenges & opportunities*. Chicago, IL: ACTA
- Griffin, D., & Farris., A. (2010) School counselors and collaboration: finding resources through community asset mapping. *Professional School Counseling* 13 (5), 248-256.
- Fisher, R. and Kling, J. (1993). *Mobilizing the community*. Newbury Park, CA: Sage Publications.
- Kretzmann, J.P., and McKnight, J.L. (1996) *A guide to mapping local business assets and mobilizing local business capacities*. Chicago, IL: ACTA Publications.
- Kretzmann, J.P., and McKnight, J.L. (1997). *A guide to capacity inventories: Mobilizing the community skills of local residents*. Chicago, IL: ACTA Publications.
- Kretzmann, J.P., and McKnight, J.L. (1996) *A guide to mapping consumer expenditures and mobilizing consumer expenditure capacities*. Chicago, IL: ACTA Publications.
- Kretzmann, J.P., and McKnight, J.L. (1996) *A guide to mapping and mobilizing the economic capacities of local residents*. Chicago, IL: ACTA Publications.
- Lightfoot, E., McCleary, J. & Lum, T. (2014) Asset Mapping as a Research Tool for Community-Based Participatory Research in Social Work. *Social Work Research*, 38 (1): 59-64.
- McKnight, J.L. (1987). *Regenerating community. Social Policy*. Winter, pages 54-58.
- Mizrahi, T. and Morrison, J.D. (1993). *Community organization and social administration - advances, trends and emerging principles*. Binghamton, NY: The Haworth Press, Inc.
- Santo, C. A., Ferguson, N., & Trippel, A. (2010). Engaging urban youth through technology: The youth neighborhood mapping initiative. *Journal of Planning Education and Research*, 30(1), 52-65.

V. Resources

C . Centers

Asset-Based Community Development Institute (ABCD)

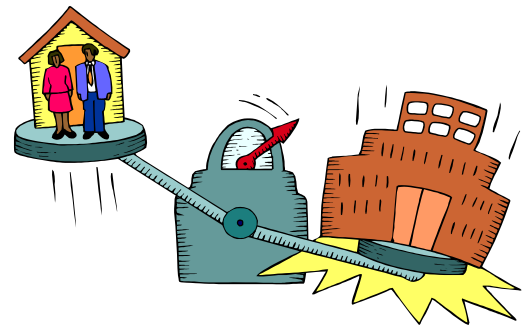
<http://www.ABCDinstitute.org>

Founded by John L. McKnight, and John P. Kretzmann ABCD challenges the traditional approach to solving urban problems, which focuses service providers and funding agencies on the needs and deficiencies of neighborhoods. Kretzmann and McKnight have demonstrated that community assets are key building blocks in sustainable urban and rural community revitalization efforts. These community assets include: the skills of local residents, the power of local associations, the resources of public, private and non-profit institutions, the physical and economic resources of local places.

Community Building Resources

<http://www.cbr-aimhigh.com/>

CBR is a small business which assists community groups and organizations by providing fun and effective workshops and facilitation for Community Capacity Building and Asset Mapping©. The foundation of their work has grown from the Community Capacity Building and Asset Mapping© model, which was developed in 1994 and has been a major building block for CBR.



Center for Mental Health in Schools at UCLA

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

Our national center operates under the auspices of the School Mental Health Project (SMHP) which was created in 1986 to pursue theory, research, practice and training related to addressing mental health and psychosocial concerns through school-based interventions.

V. Resources

D. Links**

Asset Based Community Development (ABCD)

Institute:

<http://www.ABCDinstitute.org>

Foundation for Community Encouragement:

<http://www.fce-community.org>

The Center for the Advancement of Youth, Family
& Community Services, Inc.: <http://www.rope.org>

Land Use Forum Network, Inc. (LUFNET) -

<http://www.landuse.org>

Community Access Project: <http://cap.ic.gc.ca>

National Civic League: <http://www.ncl.org/ncl>

Community Building Resources:

<http://www.cbr-aimhigh.com>

Ontario Healthy Communities:

<http://www.opc.on.ca/>

Community Development Society:

<http://comm-dev.org/> (has list serve)

Redefining Progress: <http://www.rprogress.org>

Community Tool Box - Mapping Community

Assets:

<http://ctb.ku.edu>

Sustainable Communities:

http://chebucto.ns.ca/Environment/SCN/SCN_home.html

Vancouver Community Network and the Citizen's
Handbook: <http://www.vcn.bc.ca/citizens-handbook>

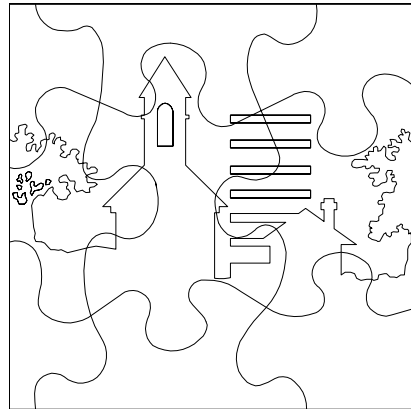
*Our Center's **Quick Finds** provide a gateway offering direct links to many online resources. See for example:

NEEDS AND ASSETS ASSESSMENT AND MAPPING

http://smhp.psych.ucla.edu/qf/p2312_06.htm

Appendix

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



Self Study Surveys

Self-study surveys are useful aids in mapping and analyzing student and learning supports and making decisions about priorities for improving the system for addressing barriers to learning and teaching and re-engaging disconnected students.

The first survey is designed to provide a quick 2 step general overview of student and learning supports activity, processes, and mechanisms.

This is followed by surveys of

- Classroom-based Learning Supports to Enable Learning and Teaching
- Supports for Transitions
- Home Involvement, Engagement, and Re-engagement in Schooling
- Community Outreach and Collaborative Engagement
- Crises Assistance and Prevention
- Student and Family Special Assistance

About the Self-Study Process to Enhance the Learning Supports Component

This type of self-study is best done by a workgroup. However, such a self-study is *NOT* about having another meeting, getting through a task, or an accountability measure! The process is about moving on to better outcomes for students.

A group of school staff (teachers, support staff, administrators) can use the items to discuss how the school currently addresses any or all of the learning supports arenas. Workgroup members initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help clarify

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

This provides a basis for discussing analyses and decision making. (See the following page.)

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

About Analyzing Gaps; Reviewing Resources; Planning Action

Discussions using the self-study surveys usually involve some analyses.

As you proceed, think about and discuss the following:

- (1) Which learning supports address barriers that your district/school has identified as the most significant factors interfering with students learning and teachers teaching?
- (2) Which of the significant factors are not being addressed at all or not well-enough? (These are critical gaps to fill.)
- (3) Given that all the critical gaps probably can't be filled immediately, discuss priorities.
- (4) Discuss whether any current activities are not effective and probably should be discontinued so that the resources can be redeployed to fill high priority gaps.
- (5) Identify who in the community might be worth outreaching to with a view to establishing a collaboration to help fill high priority gaps.
- (6) Are there other sources of funds available at this time to fill the gaps?
- (7) Decide what steps to take in acting upon the analysis.

Self-study Survey

General Overview of Student & Learning Supports Activity, Processes, and Mechanisms at a School

This two-step survey provides a starting point for clarifying

- *what student and learning supports staff are at the school and what they do*
- *how student and learning supports resources are used*
- *how student and learning supports are organized and coordinated*
- *what procedures are in place for enhancing the impact of student & learning supports*

- (1) The first form provides a template for quickly clarifying people and positions providing student and learning supports at a school, along with some of what they do. Once this form is completed it can be circulated as basic information for all school stakeholders and can be useful in the social marketing of learning supports. The people listed also are a logical group to bring together in establishing a system development leadership team for learning supports at the school.
- (2) Following this form is a self-study survey designed to review and help improve processes and mechanisms relevant to the Learning Supports Component.

Step 1. Quick Information about Learning Supports Staff at the School

In a sense, every school stakeholder is a resource for learning supports. Below are a few individuals who play designated roles.

Administrative Leader for Learning Supports

School Psychologist _____

times at the school _____

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse _____

times at the school _____

- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor

times at the school _____

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker _____

times at the school _____

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors _____ times at the school _____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordination

times at the school _____

- Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers

times at the school _____

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

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

_____/_____

_____/_____

_____/_____

_____/_____

_____/_____

School Improvement Program Planners

_____/_____

_____/_____

_____/_____

Community Resources

- Providing school-linked or school-based interventions and resources

Who	What they do	When
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____

Step 2. General Overview of Student & Learning Supports Activity, Processes, and Mechanisms at a School

Items 1-11 ask about what processes and mechanisms are in place.

Use the following ratings in responding to these items.

DK = don't know

1 = not yet

2 = planned

3 = just recently initiated

4 = has been functional for a while

5 = well institutionalized (well established with a commitment to sustainability)

1. Is someone at the school designated as the administrative leader for activity designed to address barriers to learning (e.g., student supports, learning supports, health and social services)? DK 1 2 3 4 5
2. Is someone at the school designated as the leader for facilitating implementation of the transformation of student & learning supports? DK 1 2 3 4 5
3. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together? DK 1 2 3 4 5
4. Is there a system development team (as contrasted to a case-oriented team) (e.g., a Learning Supports Leadership Team)? DK 1 2 3 4 5
 - (a) Does the team analyze data trends at the school with respect to
 - >attendance DK 1 2 3 4 5
 - >drop outs DK 1 2 3 4 5
 - >misbehavior DK 1 2 3 4 5
 - >referrals for special assistance DK 1 2 3 4 5
 - >achievement DK 1 2 3 4 5
 - (b) Does the team map learning supports programs and services to determine whether
 - >identified priorities are being addressed adequately DK 1 2 3 4 5
 - >program quality is up to standards DK 1 2 3 4 5
 - >gaps have been identified and priorities for the future are set DK 1 2 3 4 5
 - (c) Which of the following learning supports arenas are reviewed regularly?
 - >Classroom-based Learning Supports DK 1 2 3 4 5
 - >Supports for Transitions DK 1 2 3 4 5
 - >Home Involvement, Engagement, & Re-engagement in Schooling DK 1 2 3 4 5
 - >Community Outreach and Collaborative Engagement DK 1 2 3 4 5
 - >Crisis Assistance and Prevention DK 1 2 3 4 5
 - >Student and Family Special Assistance DK 1 2 3 4 5

Step 2. (cont.)

5. Are there *written descriptions* of the student and learning supports programs and services available to give to
- >staff DK 1 2 3 4 5
 - >families DK 1 2 3 4 5
 - >students DK 1 2 3 4 5
 - >community stakeholders DK 1 2 3 4 5
6. Are there case-oriented processes in place for
- (a) concerned parties to use in making referrals? DK 1 2 3 4 5
 - (b) triage (to decide how to respond when a referral is made)? DK 1 2 3 4 5
 - (c) care monitoring and management? DK 1 2 3 4 5
7. Are there *written descriptions* available to give to staff and others about
- >how to make referrals DK 1 2 3 4 5
 - >the triage process DK 1 2 3 4 5
 - >the process for case monitoring and management DK 1 2 3 4 5
 - >the process for student review DK 1 2 3 4 5
8. Is there
- (a) a student review team? DK 1 2 3 4 5
 - (b) an IEP team? DK 1 2 3 4 5
 - (c) a crisis response team? DK 1 2 3 4 5
 - (d) a learning supports system development team? DK 1 2 3 4 5
9. Are there systems in place to support staff wellness? DK 1 2 3 4 5
10. Are there processes by which staff and families learn
- (a) What is available in the way of student and learning supports at school? DK 1 2 3 4 5
 - (b) What is available in the way of student and learning supports (e.g., programs/services) in the community? DK 1 2 3 4 5
 - (c) How to access the student and learning supports they need? DK 1 2 3 4 5
11. Is someone at a school designated as a representative to meet with the other local schools (e.g., in the feeder pattern) to enhance connectivity and use of student and learning supports (e.g., sharing among the schools and equity in linking with community resources)? DK 1 2 3 4 5

Step 2. (cont.)

Items 12-16 ask about effectiveness of existing processes.

Use the following ratings in responding to these items.

- DK = don't know
- 1 = hardly ever effective
- 2 = effective about 25 % of the time
- 3 = effective about half the time
- 4 = effective about 75% of the time
- 5 = almost always effective

12. How effective are the processes used for
- (a) planning, implementing, and evaluating improvements in the development of student and learning supports? DK 1 2 3 4 5
 - (b) enhancing use of student and learning supports resources (e.g., through budget decisions, staff development; developing or bringing new programs/services to the site; making formal linkages with programs/services in the community)? DK 1 2 3 4 5
13. How effective are the processes used for ensuring that
- (a) resources are properly allocated and coordinated? DK 1 2 3 4 5
 - (b) community resources linked with the school are effectively coordinated/integrated with related school activities? DK 1 2 3 4 5
14. How effective are the processes used for ensuring that resources available to the whole feeder pattern of schools are properly allocated and shared/coordinated? DK 1 2 3 4 5
15. How effective is the
- (a) referral system? DK 1 2 3 4 5
 - (b) triage system? DK 1 2 3 4 5
 - (c) case monitoring and management system? DK 1 2 3 4 5
 - (d) student review team? DK 1 2 3 4 5
 - (e) IEP team? DK 1 2 3 4 5
 - (f) crisis response team? DK 1 2 3 4 5
 - (g) learning supports system development team DK 1 2 3 4 5
 - (h) development of Classroom-based Learning Supports DK 1 2 3 4 5
 - (i) development of Supports for Transitions DK 1 2 3 4 5
 - (j) development of Home Involvement and Engagement DK 1 2 3 4 5
 - (k) development of Community Outreach & Collaborative Engagement DK 1 2 3 4 5
 - (l) development of Crisis Assistance and Prevention DK 1 2 3 4 5
 - (m) development of Student and Family Special Assistance DK 1 2 3 4 5
16. With respect to community resources:
- (a) List those that bring programs/services to the school site.
 - (b) List those not at the school site but which have made a special commitment to respond to the school's referrals and needs.

Classroom-based Learning Supports

This arena provides a fundamental example not only of how learning supports overlap regular instructional efforts, but how they add value to prevailing efforts to improve instruction. Classroom-based learning supports enhance strategies in regular classrooms to enable learning. Such supports can (a) prevent problems, (b) facilitate intervening as soon as problems are noted, (c) enhance intrinsic motivation for learning, and (d) re-engage students who have become disengaged from classroom learning. These ends are accomplished by accounting for a wider range of individual differences, preventing and handling a wider range of problems when they arise, and fostering a caring context for learning.

Of course, teachers can't be expected to do all this alone. Enhancing classroom learning supports involves opening the classroom door to invite in a range of colleagues* and volunteers to collaboratively work on addressing barriers to learning and teaching.

A first focus is on ensuring instruction is personalized. This includes an emphasis on enhancing intrinsic motivation for all students and especially those manifesting mild-moderate learning and behavior problems; re-engaging those who have become disengaged from learning at school; providing learning accommodations when necessary; using response to intervention; addressing external barriers with a focus on prevention and early intervening. Then, as necessary, adding special assistance in the classroom. Referrals for special assistance outside the classroom are made only after in-classroom learning supports are proven insufficient.

Work in this arena requires personalizing in-service professional development of teachers, student and learning support staff, and all others helping in the classroom. The focus is on increasing the effectiveness of regular classroom instruction and reducing the need for specialized services. Special attention is needed to increase the array of strategies for teaching students to compensate for differences, vulnerabilities, and disabilities and for enhancing accommodations and special assistance in the classroom as necessary. Additional knowledge and skills also are needed for developing a classroom infrastructure that transforms a big class into a set of smaller ones.

*As appropriate, support *in the classroom* is provided by student and learning support staff. This involves restructuring and redesigning the roles, functions, and staff development of these professionals so they are able to work closely with teachers and students in the classroom.

Classroom-based Learning Supports

Use the following ratings in responding to items 1-5.

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

- | | | | | | | |
|---|----|---|---|---|---|---|
| 1. Is there a stated policy for enhancing Classroom-based Learning Supports? | DK | 1 | 2 | 3 | 4 | 5 |
| 2. Is there a designated leader or leaders for enhancing Classroom-based Learning Supports? | DK | 1 | 2 | 3 | 4 | 5 |
| 3. Do personnel involved in enhancing Classroom-based Learning Supports meet regularly as a workgroup to evaluate current status and plan next steps? | DK | 1 | 2 | 3 | 4 | 5 |
| 4. Is there a written plan for capacity building related to enhancing Classroom-based Learning Supports? | DK | 1 | 2 | 3 | 4 | 5 |
| 5. Are there written descriptions available to give all stakeholders regarding current Classroom-based Learning Supports? | DK | 1 | 2 | 3 | 4 | 5 |

Use the following ratings in responding to the next items.

DK = don't know

1 = hardly ever effective

2 = effective about 25 % of the time

3 = effective about half the time

4 = effective about 75% of the time

5 = almost always effective

With respect to enhancing Classroom-based Learning Supports, how effective are each of the following:

- | | | | | | | |
|--|----|---|---|---|---|---|
| >current policy | DK | 1 | 2 | 3 | 4 | 5 |
| >designated leadership | DK | 1 | 2 | 3 | 4 | 5 |
| >workgroup monitoring and planning of next steps | DK | 1 | 2 | 3 | 4 | 5 |
| >capacity building efforts | DK | 1 | 2 | 3 | 4 | 5 |

Classroom-based Learning Supports (cont.)

Indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
I. Reframing the approach to classroom instruction to enhance teacher capability to prevent and intervene as soon after problems arise and reduce need for out of class referrals				
A. Is instruction personalized (i.e., designed to match each student's motivation and capabilities)?	—	—	—	—
B. Is in-classroom special assistance available when needed?	—	—	—	—
C. Are there small group and independent learning options?	—	—	—	—
D. Are behavior problems handled in ways that minimize negative impact on student attitudes toward classroom learning (e.g, reduced reliance on social control strategies?)	—	—	—	—
E. Is there a range of curricula/instructional options & choices?	—	—	—	—
F. Is there systematic use of response to intervention and related "prereferral" interventions?	—	—	—	—
G. Are materials and activities upgraded to ensure				
1. basic supplies are available in the classroom?	—	—	—	—
2. an increased range of high-motivation activities (with some specifically keyed to the interests of students in need of special attention)?	—	—	—	—
3. appropriate use of advanced technology?	—	—	—	—
4. other? (specify) _____	—	—	—	—
H. Is there a focus on fostering social and emotional development (e.g., using natural opportunities as teachable moments)?	—	—	—	—
I. Which of the following can teachers request as special interventions?				
1. a "time out" situation?	—	—	—	—
2. designated remediation specialists?	—	—	—	—
3. family problem solving conferences?	—	—	—	—
4. exchange of a student to improve student-teacher match and for a fresh start?	—	—	—	—
5. referral for special out-of classroom assistance?	—	—	—	—
6. oher (specify) _____	—	—	—	—
J. What is done to assist a teacher who needs help in teaching limited English speaking students?				
1. Is the student reassigned?	—	—	—	—
2. Does the teacher receive professional development for working with these students?	—	—	—	—
3. Are computer programs used to address ESL needs?	—	—	—	—
4. Does a bilingual coordinator offer consultation?	—	—	—	—
5. Is a bilingual aide assigned to the class?	—	—	—	—
6. Are volunteers brought in to help (e.g., parents, peers)?	—	—	—	—
7. Other? (specify) _____	—	—	—	—

Classroom-based Learning Supports (cont.)

II. Opening the Classroom Door to Enhance Collaboration, Support, and Personalized Professional Development

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

A. Are others invited into the classroom to collaborate in enhancing Classroom-based Learning Supports?				
>other teachers to team/co-teach?	___	___	___	___
>student support staff?	___	___	___	___
>resource teacher?	___	___	___	___
>specialists?	___	___	___	___
>volunteers?	___	___	___	___
>aides (e.g., paraeducators; other paid assistants)?	___	___	___	___
>older students?	___	___	___	___
>parents or other family members?	___	___	___	___
>other? (specify) _____	___	___	___	___
B. Personnel Preparation Related to Classroom-based Learning Supports				
1. Does in-service focus on enhancing the capacity for pursuing learning supports in regular classrooms of the following staff				
>regular teachers?	___	___	___	___
>student support staff?	___	___	___	___
>resource teacher?	___	___	___	___
>specialists?	___	___	___	___
>other? (specify) _____	___	___	___	___
2. Does the training for nonprofessionals (e.g., volunteers, aides, and other assistants) include a focus on learning supports?	___	___	___	___
3. Is team teaching or co-teaching used for teachers to learn about Classroom-based Learning Supports?	___	___	___	___
4. Are there mentors/coaches who work with teachers and other staff in the classroom to personalize personnel preparation?	___	___	___	___
5. Are demonstrations provided?	___	___	___	___
6. Are workshops and readings offered regularly?	___	___	___	___
7. Is there a focus on learning how to integrate intrinsic motivation into teaching and classroom management?	___	___	___	___
8. Is there a focus on strategies for re-engaging students who have disengaged from classroom learning?	___	___	___	___
9. Is there a focus on learning to use technology to enhance Classroom-based Learning Supports?	___	___	___	___
10. Is consultation available from persons with special expertise such as				
>student support staff (e.g., psychologist, counselor, social worker, nurse)?	___	___	___	___
>resource specialists and/or special education teachers?	___	___	___	___
>bilingual and/or other coordinators?	___	___	___	___
>other? (specify) _____	___	___	___	___
11. Are subgroups of staff clustered to facilitate personalized development to enhance Classroom-based Learning Supports?	___	___	___	___
12. Is there a learning community at the school that focuses on Classroom-based Learning Supports?	___	___	___	___
13. Other (specify) _____	___	___	___	___

Classroom-based Learning Supports (cont.)

III. Enhancing the capability of student and learning supports staff and others to team with teachers in the classroom

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

- A. Is there a focus on increasing student support staff (and others’) understanding of processes, strategies, and techniques involved in personalizing instruction? ___
- B. Are support staff (and others) taught how to work as colleagues in the classroom with teachers and others? ___

IV. Providing a broad range of curricular and enrichment opportunities

- A. Are the current curricula and instructional processes varied enough to support personalizing instruction? ___
- B. Is social and emotional learning a specific curriculum item? ___
- C. Is health education a regular part of the curriculum? ___
- D. Is computer literacy taught? ___
- E. What enrichment and adjunct programs are used regularly?
 - >library activities? ___
 - >music/art? ___
 - >student performances? ___
 - >Are there several field trips a year? ___
 - >Are there student council & other leadership opportunities? ___
 - >Are there school environment projects such as
 - mural painting? ___
 - horticulture/gardening? ___
 - school clean-up and beautification? ___
 - other? (specify) _____ ___
 - >Are there special school-wide events such as
 - sports? ___
 - clubs and similar organized activities? ___
 - student newspaper? ___
 - sales events? ___
 - poster contests? ___
 - essay contests? ___
 - book fair? ___
 - health fair? ___
 - pep rallies/contests? ___
 - attendance competitions? ___
 - attendance awards/assemblies? ___
 - >other? (specify) _____ ___
 - >Are guest contributors used (e.g., outside speakers/performers)? ___
 - >Other (specify)? _____ ___
- F. What types of technology are available to the classroom?
 - >computers in the classroom? (Internet? Skype? etc.) ___
 - >computer lab? ___
 - >computer assisted instruction? ___
 - >video recording capability? ___
 - >instructional TV? ___
 - >multimedia lab? ___
 - >other? (specify) _____ ___

Classroom-based Learning Supports (cont.)

V. Contributing to a positive climate in the classroom and school-wide

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are teachers fully included in ensuring the school is developing a unified, comprehensive, equitable, and systemic approach to addressing barriers to learning and teaching?	—	—	—	—
B. Are classroom and school-wide approaches effective for				
>creating and maintaining a caring and supportive climate?	—	—	—	—
>supporting high standards for positive behavior?	—	—	—	—
C. With respect to professional and personal support,				
1. Is there effective communication to and among staff?	—	—	—	—
2. Are teachers and other staff involved in governance?	—	—	—	—
3. Is there formal conflict mediation/resolution?	—	—	—	—
4. Is there effective social support?	—	—	—	—
D. Are there efforts to enhance broad stakeholder involvement and engagement in				
>classrooms?	—	—	—	—
>school-wide events?	—	—	—	—
>decision-making?	—	—	—	—
E. Are the stakeholders who participate at the school well-oriented and provided with enough training so that they can				
function in the classroom and school-wide in ways that are	—	—	—	—
>knowledgeable and collegial?	—	—	—	—
>helpful for creating and maintaining a caring and supportive climate?	—	—	—	—

Indicate below other things you want the school to do to assist teachers' efforts to address barriers to learning and teaching and to re-engaging disconnected students.

Are there other ways the school currently is assisting teachers' efforts to address barriers to students' learning and teaching and to re-engaging disconnected students? (List below)

Note: Other matters relevant to *Classroom-based Learning Supports* are included in the other self-study surveys.

Supports for Transitions

Students and their families are regularly confronted with a variety of transitions – changing schools, changing grades, encountering a range of other daily hassles and major life demands. Many of these can interfere with productive school involvement.

A comprehensive approach to providing transition supports requires interventions within classrooms and school-wide and among schools sending and receiving students. The immediate goals are to enhance success during transitions and prevent transition problems. In addition, transition periods provide opportunities to promote healthy development, reduce alienation and increase positive attitudes toward school and learning, address systemic and personal barriers to learning and teaching, and re-engage disconnected students and families.

The focus is on concerns related to

Starting school and newly arriving – students and their families, new staff, volunteers, visitors (e.g., comprehensive orientations, welcoming signs, materials, and initial receptions; social and emotional supports including peer buddy programs; accommodating special concerns of those from other countries and those arriving after periods of hospitalization)

Daily transitions -- before school, changing classes, breaks, lunch, afterschool (e.g., preventing problems by ensuring positive supervision and safety; providing attractive recreational, enrichment, and academic support activities; using problems that arise as teachable moments related to enhancing social-emotional development)

Summer or intersession (e.g., catch-up, recreation, enrichment programs, service and workplace opportunities)

Matriculation – grade-to-grade – new classrooms, new teachers; elementary to middle school; middle to high school; in and out of special education programs; school-to-career/higher education transition (e.g., information; academic, vocational, and social-emotional counseling and related supports; pathway and articulation strategies; mentor programs; programs to support moving to post school living and work)

The activity overlaps the other five intervention arenas of a unified and comprehensive system of learning supports in contributing to the degree to which youngsters benefit from schooling.

Intended outcomes include reducing alienation, enhancing readiness, motivation, and involvement in school and learning activities, and enhancing safety. Early outcomes that have been reported include reductions in tardies, vandalism, and violence at school and in the neighborhood. Over time, articulation programs reduce school avoidance and dropouts, as well as enhancing school adjustment and increasing the number who make successful transitions to higher education and post school living and work. And, initial studies of programs for transition in and out of special education suggest the interventions can enhance students' attitudes about school and self and can improve their academic performance. It also is likely that transition supports add to perceptions of a caring school climate; this can play a significant role in a family's decision about staying or changing schools.

Supports for Transitions

Use the following ratings in responding to items 1-5.

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

- | | | | | | | |
|--|----|---|---|---|---|---|
| 1. Is there a stated policy for enhancing Supports for Transitions? | DK | 1 | 2 | 3 | 4 | 5 |
| 2. Is there a designated leader or leaders for enhancing Supports for Transitions? | DK | 1 | 2 | 3 | 4 | 5 |
| 3. Do personnel involved in enhancing Supports for Transitions meet regularly as a workgroup to evaluate current status and plan next steps? | DK | 1 | 2 | 3 | 4 | 5 |
| 4. Is there a written plan for capacity building related to enhancing Supports for Transitions? | DK | 1 | 2 | 3 | 4 | 5 |
| 5. Are there written descriptions available to give all stakeholders regarding current Supports for Transitions? | DK | 1 | 2 | 3 | 4 | 5 |

Use the following ratings in responding to the next items.

DK = don't know

1 = hardly ever effective

2 = effective about 25 % of the time

3 = effective about half the time

4 = effective about 75% of the time

5 = almost always effective

With respect to enhancing Supports for Transitions, how effective are each of the following:

- | | | | | | | |
|--|----|---|---|---|---|---|
| >current policy | DK | 1 | 2 | 3 | 4 | 5 |
| >designated leadership | DK | 1 | 2 | 3 | 4 | 5 |
| >workgroup monitoring and planning of next steps | DK | 1 | 2 | 3 | 4 | 5 |
| >capacity building efforts | DK | 1 | 2 | 3 | 4 | 5 |

Supports for Transitions (cont.)

Indicate all items that apply.

I. Starting School & Newly Arriving

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Supportive Welcoming				
1. Are there welcoming materials?	—	—	—	—
2. Are there welcome signs?	—	—	—	—
3. Are welcoming information materials used?	—	—	—	—
4. Is a special welcoming booklet used?	—	—	—	—
5. Are materials translated into appropriate languages?	—	—	—	—
6. Is advanced technology used as an aid (e.g., a video or computerized introduction to the school and staff)?	—	—	—	—
B. Orientation and Follow-up “Induction”				
1. Are there orientations?	—	—	—	—
2. Are there introductory tours?	—	—	—	—
3. Are introductory presentations made?	—	—	—	—
4. Are new arrivals introduced to special people such as the principal and teachers?	—	—	—	—
5. Are special events used to welcome recent arrivals?	—	—	—	—
6. Are different languages accommodated?	—	—	—	—
C. Is there special assistance for those who need help registering?	—	—	—	—
D. Social Supports				
1. Are social support strategies used?	—	—	—	—
2. Are peer buddies assigned?	—	—	—	—
3. Are peer parents assigned?	—	—	—	—
4. Are special invitations used to encourage family involvement?	—	—	—	—
5. Are special invitations used to encourage students to join in activities?	—	—	—	—
6. Are advocates available when new arrivals need them?	—	—	—	—
E. Other? (specify) _____	—	—	—	—

II. Daily Transitions

Which of the following are available

1. safe routes to school assistance	—	—	—	—
2. before school supervised recreation opportunities	—	—	—	—
3. subsidized breakfast/lunch	—	—	—	—
4. lunchtime				
>supervised recreation opportunities	—	—	—	—
>interest groups (e.g., music, drama, career)	—	—	—	—
>service clubs	—	—	—	—
5. afterschool				
>supervised recreation opportunities	—	—	—	—
>interest groups (e.g., music, drama, career)	—	—	—	—
>service clubs	—	—	—	—
>sports	—	—	—	—
>drill team	—	—	—	—
>organized youth programs (“Y,” scouts)	—	—	—	—

Supports for Transitions (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
6. academic support in the form of				
>tutors	___	___	___	___
>homework club	___	___	___	___
>study hall	___	___	___	___
>homework phone line	___	___	___	___
>email and web assistance	___	___	___	___
>homework center	___	___	___	___
7. supervision and support for moving from one campus location to another	___	___	___	___
8. other (specify) _____	___	___	___	___

III. Summer and Intersessions

Which of the following programs are offered during vacations and/or intersessions?

1. academic support	___	___	___	___
2. recreation	___	___	___	___
3. formal enrichment opportunities	___	___	___	___
4. youth groups	___	___	___	___
5. sports	___	___	___	___
6. student and family special assistance	___	___	___	___
7. service opportunities	___	___	___	___
8. workplace opportunities	___	___	___	___
9. other (specify) _____	___	___	___	___

IV. Matriculations

A. Grade-to-grade and Program-to-program Articulation

Which of the following transition programs are in use?

1. Are orientations to the new situation provided?	___	___	___	___
2. Is transition counseling provided?	___	___	___	___
3. Are students taken on "warm-up" visits?	___	___	___	___
4. Are "survival" skills taught?	___	___	___	___
5. Is the new setting primed to accommodate the individual's needs?	___	___	___	___
6. Is there an early warning and support system for students having problems adjusting?	___	___	___	___

B. Transitions to Higher Education/Career

Which of the following are used to facilitate transition to higher education and post school living?

1. vocational counseling	___	___	___	___
2. college counseling	___	___	___	___
3. a mentoring program	___	___	___	___
4. college prep courses and related activity	___	___	___	___
5. job training	___	___	___	___
6. job opportunities on campus	___	___	___	___
7. a work-study program	___	___	___	___
8. life skills counseling	___	___	___	___

C. Other? (specify) _____

___	___	___	___
-----	-----	-----	-----

Supports for Transitions (cont.)

V. Capacity Building to Enhance Support for Transitions

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are resources budgeted to enhance supports for transitions?	___	___	___	___
B. Are steps taken to enhance broad stakeholder involvement in transition activity?	___	___	___	___
C. Is there ongoing personnel preparation related to supports for transitions for				
1. teachers?	___	___	___	___
2. student and learning supports staff?	___	___	___	___
3. administrators?	___	___	___	___
4. office staff?	___	___	___	___
D. Is there an ongoing focus on preparing peer buddies?	___	___	___	___
E. Which of the following topics are covered in educating staff and other key stakeholders?				
1. ensuring successful transitions				
>before school	___	___	___	___
>after school	___	___	___	___
>during school	___	___	___	___
>for those having problems adjusting	___	___	___	___
2. developing systematic social supports for students, families, and staff	___	___	___	___
3. creating a psychological sense of community	___	___	___	___
F. Other (specify) _____	___	___	___	___

Indicate below other things you want the school to do in providing support for transitions.

Indicate below other ways the school provides supports for transitions.

Note: Other matters relevant to *Supports for Transitions* are included in the other self-study surveys.

Home Involvement, Engagement, and Re-engagement in Schooling

This arena expands concern for parent involvement to encompass anyone in the home who is influencing the student's life. In some cases, grandparents, aunts, older siblings, "nannies," and foster homes have assumed parental and caretaking roles. Thus, schools and communities must go beyond focusing on parents in their efforts to enhance involvement and engagement of the most significant people in as student's home situation.

Included in this arena are school-wide and classroom-based efforts designed to

- (a) address the specific learning and support needs of adults in the home (e.g., support services to assist in addressing basic survival needs and obligations to the children; adult education classes to enhance literacy, job skills, English-as-a-second language, citizenship preparation; enrichment and recreational opportunities; mutual support groups)
- (b) help those in the home improve how basic student obligations are met (e.g., enhancing caretaker literacy skills; providing guidance related to parenting and how to help with schoolwork; teaching family members how to support and enrich student learning)
- (c) improve forms of basic communication that promote the well-being of student, family, and school (e.g., facilitating home-school connections and sense of community through family networking and mutual support; facilitating child care and transportation to reduce barriers to coming to school; language translation; phone calls and/or e-mail from teacher and other staff with good news; frequent and balanced conferences – student-led when feasible; outreach to attract and facilitate participation of hard-to-reach families – including student dropouts)
- (d) enhancing home support for student learning and development and for problem solving and decision making essential to a student's well-being (e.g., preparing and engaging families for participation in supporting growth and planning and problem-solving)
- (e) recruit those at home to support, collaborate, and partner in strengthening school and community by meeting classroom, school, and community needs (e.g., volunteering to welcome and support new families; participating in school governance)

The context for some of this activity may be a *parent or family center* if one has been established at the site. Outcomes include indices of caretakers' learning, student progress, and community enhancement specifically related to home involvement.

Home Involvement ... in Schooling

Use the following ratings in responding to items 1-5.

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

- | | | | | | | |
|---|----|---|---|---|---|---|
| 1. Is there a stated policy for enhancing Home Involvement and Engagement? | DK | 1 | 2 | 3 | 4 | 5 |
| 2. Is there a designated leader or leaders for enhancing Home Involvement and Engagement? | DK | 1 | 2 | 3 | 4 | 5 |
| 3. Do personnel involved in enhancing Home Involvement and Engagement meet regularly as a workgroup to evaluate current status and plan next steps? | DK | 1 | 2 | 3 | 4 | 5 |
| 4. Is there a written plan for capacity building related to enhancing Home Involvement and Engagement? | DK | 1 | 2 | 3 | 4 | 5 |
| 5. Are there written descriptions available to give all stakeholders regarding current Home Involvement and Engagement? | DK | 1 | 2 | 3 | 4 | 5 |

Use the following ratings in responding to the next items.

DK = don't know

1 = hardly ever effective

2 = effective about 25 % of the time

3 = effective about half the time

4 = effective about 75% of the time

5 = almost always effective

With respect to enhancing Home Involvement and Engagement, how effective are each of the following:

- | | | | | | | |
|--|----|---|---|---|---|---|
| >current policy | DK | 1 | 2 | 3 | 4 | 5 |
| >designated leadership | DK | 1 | 2 | 3 | 4 | 5 |
| >workgroup monitoring and planning of next steps | DK | 1 | 2 | 3 | 4 | 5 |
| >capacity building efforts | DK | 1 | 2 | 3 | 4 | 5 |

Home Involvement ... in Schooling (cont.)

Indicate all items that apply.

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

I. Addressing Family Basic Needs

- A. Which of the following are available to help those in the home meet basic survival needs?
 - 1. Is help provided for addressing special family needs for
 - >food?
 - >clothing?
 - >shelter?
 - >health and safety?
 - >school supplies?
 - >other? (specify) _____
 - 2. Are adults in the home offered assistance in accessing outside help for personal needs?
- B. Are there groups for
 - 1. mutual support?
 - 2. discussion of relevant concerns and problems?
- C. Does the site offer adult classes focused on
 - 1. English As a Second Language (ESL)?
 - 2. basic literacy skills?
 - 3. GED preparation?
 - 4. job preparation?
 - 5. citizenship preparation?
 - 6. other? (specify) _____

II. Helping Families Address Obligations to the Student

- A. Are education opportunities offered to learn about
 - 1. child-rearing/parenting?
 - 2. creating a supportive home environment for students?
 - 3. reducing factors that interfere with a student's school learning and performance?
- B. Are guidelines provided for helping a student deal with homework?
- C. Are adults in the home offered assistance in accessing help in addressing their child's needs?
- D. Other? (specify) _____

III. Improve Mechanisms for Communication and Connecting School & Home

- A. Are there periodic general announcements and meetings such as
 - 1. advertising for incoming students?
 - 2. orientation for incoming students and families?
 - 3. bulletins/newsletters?
 - 4. website?
 - 5. back to school night/open house?
 - 6. parent-teacher conferences?
 - 7. other? (specify) _____

Home Involvement ... in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. Is there a system to inform the home on a regular basis (e.g., regular letters, newsletters, email, computerized phone messages, website)				
1. about general school matters?	___	___	___	___
2. about opportunities for home involvement?	___	___	___	___
3. other? (specify) _____	___	___	___	___
C. To enhance home involvement in the student's program and progress, are interactive communications used, such as				
1. sending notes home regularly?	___	___	___	___
2. a computerized phone line?	___	___	___	___
3. email?	___	___	___	___
4. frequent balanced in-person conferences with the family?	___	___	___	___
5. student-led conferences?	___	___	___	___
6. messages with good news about the student	___	___	___	___
7. other? (specify) _____	___	___	___	___
D. Which of the following are used to enhance the home-school connection and sense of community?				
1. Does the school offer orientations & open houses?	___	___	___	___
2. Does the school have special receptions for new families?	___	___	___	___
3. Does the school regularly showcase students to the community through				
>student performances?	___	___	___	___
>award ceremonies?	___	___	___	___
>other? (specify) _____	___	___	___	___
4. Does the school offer the community				
>cultural and sports events?	___	___	___	___
>topical workshops and discussion groups?	___	___	___	___
>health fairs?	___	___	___	___
>family preservation fairs?	___	___	___	___
>work fairs?	___	___	___	___
>newsletters?	___	___	___	___
>community bulletin boards?	___	___	___	___
>community festivals and celebrations?	___	___	___	___
>other? (specify) _____	___	___	___	___
5. Does the school facilitate family networking and mutual support?	___	___	___	___
6. How does the school address barriers to participation?				
>facilitate child care?	___	___	___	___
>facilitate transportation?	___	___	___	___
>provide language translations?	___	___	___	___
7. Is there outreach to hard to involve families?				
>making home visits?	___	___	___	___
>offering support networks?	___	___	___	___
>focusing on student dropouts?	___	___	___	___
>other? (specify) _____	___	___	___	___
8. Other? (specify) _____	___	___	___	___

Home Involvement ... in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
IVa. Enhancing Home Support for Student Learning and Development				
A. Are families instructed on how to provide opportunities for students to apply what they are learning?	___	___	___	___
B. Are families instructed on how to use enrichment opportunities to enhance youngsters' social and personal and academic skills and higher order functioning?	___	___	___	___
C. Are there family field trips?	___	___	___	___
D. Are families provided space and facilitation for meeting together as a community of learners?	___	___	___	___
E. Are family literacy programs available?	___	___	___	___
F. Are family homework programs offered?	___	___	___	___
G. Other? (specify) _____	___	___	___	___
IVb. Involving Homes in Making Decisions Essential to the Student?				
A. Families are invited to participate through personal				
1. letters	___	___	___	___
2. phone calls	___	___	___	___
3. email	___	___	___	___
4. other (specify) _____	___	___	___	___
B. Families are informed about schooling choices through				
1. letters	___	___	___	___
2. phone calls	___	___	___	___
3. email	___	___	___	___
4. conferences	___	___	___	___
5. other (specify) _____	___	___	___	___
C. Families are taught skills to participate effectively in decision making.	___	___	___	___
D. Does the school hold frequent in-person conferences with the family and student focused on problem-solving and decision making?	___	___	___	___
E. With respect to mobilizing problem solving at home related to student needs				
1. Is instruction provided to enhance family problem solving skills(including increased awareness of resources for assistance)?	___	___	___	___
2. Is good problem solving modeled at conferences with the family?	___	___	___	___
F. Other (specify) _____	___	___	___	___

Home Involvement ... in Schooling (cont.)

V. Recruiting Families to Collaborate in Strengthening School and Community

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

For which of the following are those in the home recruited and trained to help meet school/community needs?

- | | | | | |
|---|-----|-----|-----|-----|
| 1. Improving schooling for students by assisting | | | | |
| >administrators? | ___ | ___ | ___ | ___ |
| >teachers? | ___ | ___ | ___ | ___ |
| >other staff? | ___ | ___ | ___ | ___ |
| >others in the community? | ___ | ___ | ___ | ___ |
| >with lessons or tutoring? | ___ | ___ | ___ | ___ |
| >on class trips? | ___ | ___ | ___ | ___ |
| >in the cafeteria? | ___ | ___ | ___ | ___ |
| >in the library? | ___ | ___ | ___ | ___ |
| >in computer labs? | ___ | ___ | ___ | ___ |
| >with homework helplines? | ___ | ___ | ___ | ___ |
| >the front office to welcome visitors and new enrollees and their families? | ___ | ___ | ___ | ___ |
| >with phoning/emails home regarding absences? | ___ | ___ | ___ | ___ |
| >outreach to the home? | ___ | ___ | ___ | ___ |
| >other? (specify) _____ | ___ | ___ | ___ | ___ |
| 2. Improving school operations by assisting with | | | | |
| >school and community up-keep and beautification | ___ | ___ | ___ | ___ |
| >improving school-community relations | ___ | ___ | ___ | ___ |
| >fund raising | ___ | ___ | ___ | ___ |
| >PTA | ___ | ___ | ___ | ___ |
| >enhancing public support by increasing political awareness about the contributions and needs of the school | ___ | ___ | ___ | ___ |
| >school governance | ___ | ___ | ___ | ___ |
| >advocacy for school needs | ___ | ___ | ___ | ___ |
| >advisory councils | ___ | ___ | ___ | ___ |
| >program planning | ___ | ___ | ___ | ___ |
| >other? (specify) _____ | ___ | ___ | ___ | ___ |
| 3. Establishing home-community networks to benefit the community | ___ | ___ | ___ | ___ |
| 4. Other? (specify) _____ | ___ | ___ | ___ | ___ |

VI. Capacity Building to Enhance Home Involvement

- | | | | | |
|---|-----|-----|-----|-----|
| A. Are resources budgeted to enhance to enhance home involvement and engagement in schools? | ___ | ___ | ___ | ___ |
| B. Are steps taken to enhance broad stakeholder involvement in home involvement and engagement? | ___ | ___ | ___ | ___ |
| C. Is there ongoing personnel preparation related to home involvement and engagement for | | | | |
| 1. teachers? | ___ | ___ | ___ | ___ |
| 2. student and learning supports staff? | ___ | ___ | ___ | ___ |
| 3. administrators? | ___ | ___ | ___ | ___ |
| 4. office staff? | ___ | ___ | ___ | ___ |
| 5. other (specify) _____ | ___ | ___ | ___ | ___ |

Home Involvement ... in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
D. Which of the following topics are covered in educating staff and other key stakeholders?				
1. enhancing home involvement and engagement?	___	___	___	___
2. overcoming barriers to home involvement (including re-engagement of disconnected families)?	___	___	___	___
5. facilitating family participation in meetings to problem-solve and make decisions about the student?	___	___	___	___
4. developing group-led mutual support groups?	___	___	___	___
5. developing families as a community of learners?	___	___	___	___
6. designing an inclusionary "Parent Center"?	___	___	___	___
7. adopting curriculum for parent education?	___	___	___	___
8. teaching parents to mentor & lead at the school?	___	___	___	___
9. Other? (specify) _____	___	___	___	___

Indicate below other things you want the school to do in enhancing home involvement and engagement.

Indicate below other ways the school enhances home involvement and engagement.

Note: Other matters relevant to *Home Involvement, Engagement, and Re-engagement* are included in the other self-study surveys.

Community Outreach and Collaborative Engagement

Schools are more effective and caring places when they are an integral and positive part of the community. For schools to be seen as such, they must take steps to engage and collaborate with many community stakeholders to address barriers to learning and teaching and strengthen the fabric of family and community life.

The goal is to maximize mutual benefits, including better student progress, positive socialization of the young, higher staff morale, improved use of resources, an enhanced sense of community, community development, and more. In the long run, the aims are to strengthen students, schools, families, and neighborhood.

A school/district approach to enhancing community connections is conceived as involving four types of activities:

- (a) outreaching to a broad range of community entities (e.g., developing a social marketing campaign, pursuing interventions to engage/re-engage students and families who don't interact with the school on a regular basis; targeting facets of outreach to increase the number of volunteers available to the schools)
- (b) developing immediate links and connections with community resources that can help fill critical intervention gaps for addressing shared problems (e.g., expanding school improvement planning to include analysis of critical gaps in school efforts to develop a unified and comprehensive system of learning supports; establishing and training a multi-school workgroup to focus on recruiting and equitably integrating individuals and agencies who can add resources to fill critical gaps)
- (c) establishing an effective operational infrastructure for a school-community collaborative (e.g., identifying community stakeholders interested in establishing a school-community collaborative; organizing participants into an effective operational infrastructure and establishing formal working agreements about roles and responsibilities; forming and training workgroups to accomplish immediate objectives, monitoring and facilitating progress)
- (d) blending/weaving/redeploying school and community resources together where feasible and appropriate to help with system development (e.g., mapping school and community resources used to address barriers to student success; analyzing resource use to determine redundancies and inefficiencies; identifying ways resources can be redeployed and interwoven to meet current priorities)

Because community resources in many neighborhoods are sparse, a school-by-school approach often leads to inequities (e.g., the first school to contact an agency might tie up all that a given agency can bring to a school). Therefore, district leadership needs to (a) help develop mechanisms that connect a "family" of schools (e.g., a high school feeder pattern, schools in the same neighborhood) and (b) play a role in outreaching and connecting community resources equitably to schools. A family of schools also provides a good nucleus for creating a school-community collaborative .

Community Outreach & Collaborative Engagement

Use the following ratings in responding to items 1-5.

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

1. Is there a stated policy for enhancing school-community connections
 - >at the district level? DK 1 2 3 4 5
 - >at the school level? DK 1 2 3 4 5
2. Is there a designated leader for enhancing school-community connections
 - >at the district level? DK 1 2 3 4 5
 - >at the school level? DK 1 2 3 4 5
3. Do personnel involved in enhancing school-community connections meet regularly as a workgroup to evaluate current status and plan next steps
 - >at the district level? DK 1 2 3 4 5
 - >at the school level? DK 1 2 3 4 5
4. Is there a written plan for capacity building related to enhancing the school-community connections
 - >at the district level? DK 1 2 3 4 5
 - >at the school level? DK 1 2 3 4 5
5. Are there written descriptions available to give all stakeholders regarding current school-community connections? DK 1 2 3 4 5

Use the following ratings in responding to the next items.

- DK = don't know
- 1 = hardly ever effective
- 2 = effective about 25 % of the time
- 3 = effective about half the time
- 4 = effective about 75% of the time
- 5 = almost always effective

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

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

- >current policy DK 1 2 3 4 5
- >designated leadership DK 1 2 3 4 5
- >workgroup monitoring and planning of next steps DK 1 2 3 4 5
- >capacity building efforts DK 1 2 3 4 5

Community Outreach & Collaborative Engagement (cont.)

Indicate all items that apply.

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

Ia. Outreach to a Broad Range of Community Entities

A. From which of the following community sources are resources recruited?				
1. public community agencies, organizations, facilities, and providers	___	___	___	___
2. private community agencies, organizations, facilities, and providers	___	___	___	___
3. business sector	___	___	___	___
4. professional organizations and groups	___	___	___	___
5. volunteer service programs, organizations, & clubs	___	___	___	___
6. universities and colleges	___	___	___	___
7. other (specify) _____	___	___	___	___
B. What types of school-community connections currently are in place?				
1. mentoring for students and families	___	___	___	___
2. volunteers with no special expertise	___	___	___	___
3. community members with special expertise who help as requested, such as				
>artists	___	___	___	___
>musicians	___	___	___	___
>librarians	___	___	___	___
>health and safety programs	___	___	___	___
>other (specify) _____	___	___	___	___
4. formal agency and program linkages that result in community health and social services providers coming to schools, such as				
>after school programs	___	___	___	___
>service providers collocating at schools	___	___	___	___
>other (specify) _____	___	___	___	___
5. formal arrangements that involve community representatives in				
>school governance	___	___	___	___
>advocacy for the school	___	___	___	___
>advisory functions	___	___	___	___
>program planning	___	___	___	___
>fund raising	___	___	___	___
>sponsoring activity (e.g., adopt-a-school)	___	___	___	___
>creating awards and incentives	___	___	___	___
>providing job-shadowing opportunities	___	___	___	___
>creating jobs	___	___	___	___
>other (specify) _____	___	___	___	___
6. formal arrangements that connect school and community for enhancing child and youth development	___	___	___	___

Community Outreach & Collaborative Engagement (cont.)

C. With specific respect to volunteers

1. What types of volunteers are used at the site?

- >nonprofessionals
 - parents
 - college students
 - senior citizens
 - business people
 - peer and cross age tutors
 - peer and cross age counselors
 - paraprofessionals
- >professionals-in-training (specify) _____
- >professionals (pro bono) (specify) _____
- >other (specify) _____

2. Who do volunteers assist?

- >administrators
- >teachers
- >student and learning supports staff
- >office staff
- >other staff
- >others (specify) _____

3. In which of the following ways do volunteers participate?

- >providing general classroom assistance
- >assisting with targeted students
- >assisting after school
- >providing special tutoring
- >helping students with attention problems
- >helping with bilingual students
- >helping address other diversity matters
- >helping in the cafeteria
- >helping in the library
- >helping in computer lab
- >helping on class trips
- >helping with homework helplines
- >working in the front office
- >helping welcome visitors
- >helping welcome new enrollees & their families
- >phoning or emailing home about absences
- >outreaching to the home
- >acting as mentors or advocates for students, families, staff
- >assisting with school up-keep and beautification
- >helping enhance public support by increasing political awareness about the contributions and needs of the school
- >other (specify) _____

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

Community Outreach & Collaborative Engagement (cont.)

Ib. Outreach to Students/Families Who Don't Come to School Regularly – including truants/dropouts

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

Which of the following are used to enhance school involvement of hard to involve students and families

A. Home visits to assess and plan ways to overcome barriers to

- 1. student attendance
- 2. family involvement in schooling

—	—	—	—
—	—	—	—

B. Support networks connecting hard to involve

- 1. students with peers and mentors
- 2. families with peers and mentors

—	—	—	—
—	—	—	—

C. Special incentives for

- 1. students
- 2. families

—	—	—	—
—	—	—	—

D. Other (specify) _____

—	—	—	—
---	---	---	---

II. Developing Mechanisms to Link and Connect with Community Entities

A. Are the following in place:

- 1. designated leadership for enhancing school-community connections?
- 2. workgroup for developing how connections contribute to school and community?
- 3. specific representatives from the school and community designated to meet with each other?

—	—	—	—
—	—	—	—
—	—	—	—

B. Are there processes specifically designed to

- 1. recruit community stakeholders?
- 2. orient & welcome community stakeholders recruited for school involvement and support?
- 3. enhance the volunteer pool?
- 4. screen volunteers?
- 5. train volunteers?
- 6. maintain volunteers?

—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—

C. Which of the following are used to encourage ongoing community-school connections?

- 1. Orientations and open houses for
 - >newly arriving students
 - >newly arriving families
 - >new staff

—	—	—	—
—	—	—	—
—	—	—	—

2. School sponsored

- >student performances for the community
- >cultural and sports events for the community
- >community festivals and celebrations
- >topical workshops and discussion groups
- >health fairs
- >family preservation fairs
- >work fairs

—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—
—	—	—	—

3. Offer use of campus facilities

—	—	—	—
---	---	---	---

Community Outreach & Collaborative Engagement (cont.)

D. In helping improve schools, do the school-community connections enhance

- 1. the instructional component of schooling
 - >kindergarten readiness
 - >tutoring
 - >mentoring
 - >school reform initiatives
 - >homework hotlines
 - >media/technology
 - >service learning
 - >career mentoring
 - >career academies
 - >adult education, ESL, literacy, citizenship classes
 - >others _____
- 2. the governance/management of schooling
 - >PTA/PTSA
 - >shared leadership
 - >advisory bodies
 - >others _____
- 3. the learning supports component
 - >student and family special assistance
 - >supports for transitions
 - >crisis response and prevention
 - >home involvement & engagement
 - >community involvement & collab. engagement
 - >classroom-based learning supports
 - >others _____
- 4. stakeholder development
 - >school staff
 - >staff from community programs and services
 - >family members
 - >others _____
- 5. financial support for schooling
 - >adopt-a-school
 - >grant programs and funded projects
 - >donations/fund raising
 - >other _____

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

Community Outreach & Collaborative Engagement (cont.)

E. In helping improve the neighborhood, do the school-community connections enhance

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

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

Community Outreach & Collaborative Engagement (cont.)

III. Establishing an effective operational infrastructure for a school-community collaborative

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are the following in place:				
4. designated leadership for establishing a school-community collaborative?	___	___	___	___
5. formal working agreements about mutual roles and responsibilities?	___	___	___	___
6. workgroup for developing the collaborative infrastructure?	___	___	___	___
7. specific representatives from the school and community designated to be part of the collaborative?	___	___	___	___
8. a steering group?	___	___	___	___
9. standing and ad hoc workgroups to pursue ongoing functions?	___	___	___	___
10. executive director for the collaborative?	___	___	___	___
11. collaborative staff?	___	___	___	___
12. regular meetings for the collaborative as a whole?	___	___	___	___
B. Are there processes for				
1. identifying community stakeholders interested in establishing a school-community collaborative?	___	___	___	___
2. forming and training workgroups to accomplish immediate objectives?	___	___	___	___
3. monitoring and facilitating progress?	___	___	___	___
C. In its focus on school improvement, does the collaborative				
1. the instructional component of schooling	___	___	___	___
2. the governance and management of schooling	___	___	___	___
3. financial support for schooling	___	___	___	___
4. stakeholder development	___	___	___	___
5. school-based programs and services to address barriers to learning	___	___	___	___
D. In its focus on improving the neighborhood, does the collaborative stress				
1. youth development programs	___	___	___	___
2. youth and family recreation & enrichment opportunities	___	___	___	___
3. physical health services	___	___	___	___
4. mental health services	___	___	___	___
5. programs to address psychosocial problems	___	___	___	___
6. basic living needs services	___	___	___	___
7. college prep programs	___	___	___	___
8. work/career programs	___	___	___	___
9. social services	___	___	___	___
10. crime and juvenile justice programs	___	___	___	___
11. legal assistance	___	___	___	___
12. support for development of neighborhood organizations	___	___	___	___
13. economic development programs	___	___	___	___

Community Outreach & Collaborative Engagement (cont.)

IV. Blending/weaving/redeploying school and community resources together

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

Has a workgroup from the school-community collaborative

>mapped school and community resources that are used to address barriers to student success?

___ ___ ___ ___

>analyzed critical gaps and recommended priorities for filling these gaps?

___ ___ ___ ___

>analyzed resource use to determine redundancies and inefficiencies?

___ ___ ___ ___

>identified ways school and community resources can be redeployed and interwoven to meet current priorities?

___ ___ ___ ___

V. Capacity Building to Enhance Community Outreach and Collaborative Engagement

A. Are resources budgeted to enhance to enhance community outreach and collaborative engagement?

___ ___ ___ ___

B. Are steps taken to enhance broad stakeholder involvement in community outreach and collaborative engagement?

___ ___ ___ ___

C. Is there ongoing personnel preparation related to community outreach and collaborative engagement for

1. teachers?

___ ___ ___ ___

2. student and learning supports staff?

___ ___ ___ ___

3. administrators?

___ ___ ___ ___

4. office staff?

___ ___ ___ ___

5. other (specify) _____

___ ___ ___ ___

D. Which of the following topics are covered in educating staff and other key stakeholders?

1. understanding the local community (e.g., culture, needs, resources)

___ ___ ___ ___

2. how to recruit, train, and retain community resources and volunteers

>in general

___ ___ ___ ___

>for special roles

___ ___ ___ ___

3. how to outreach to hard-to-involve students and families

___ ___ ___ ___

4. understanding how to create a psychological sense of community

___ ___ ___ ___

5. developing systematic social supports for students, families, and staff

___ ___ ___ ___

6. how to develop a school-community collaborative

___ ___ ___ ___

7. Other (specify) _____

___ ___ ___ ___

E. Are there ongoing processes for training, support, and quality improvement of participants in the school-community collaborative?

___ ___ ___ ___

Community Outreach & Collaborative Engagement (cont.)

Indicate below other things you want the school to do in enhancing community outreach and collaborative engagement.

Indicate below other ways the school is enhancing community outreach and collaborative engagement.

Note: Other matters relevant to *Community Outreach and Collaborative Engagement* are included in the other self-study surveys.

Crises Assistance and Prevention

Schools must respond to, minimize the impact of, and prevent school and personal crises. This requires school-wide and classroom-based approaches for

- A. immediate emergency response** – at a site and with other local schools and the surrounding community
- (b) immediate aftermath assistance**
- (c) follow-up** – in the days and weeks after an event,
- (d) prevention in the future** – taking steps at school and in the community to prevent those future events that are preventable and reduce the impact when crises occur (e.g., enhancing school safety, violence reduction, suicide prevention, child abuse prevention, processes to mediate and resolve conflict, a emphasis on improving human relations, promoting a caring school culture, enhancing coping, resilience, problem solving, refining institutional response to crises).

Key overlapping mechanisms in this arena are a planning and development workgroup and a crisis response team. All those involved in this work need preparation related to emergency response procedures, physical and psychological first-aid, aftermath interventions, and so forth.

After a crisis, the first concern is to ensure physical safety and medical first aid; this is followed immediately by attention to psychological considerations. Then, the emphasis is on the school's need to regain stability and a sense of normality so that students and staff can resume learning and teaching. Included here is attention to follow-up care as needed.

Clearly, the scope of the event (major school-wide crises as contrasted to small group or individual crises) profoundly shapes how many responders are needed during the various phases of the crisis. Also, difficulties that must be dealt with during the crisis itself raise many problems that are quite distinct from those arising in the immediate aftermath and in the days and weeks following the event (e.g., hysteria and fear as contrasted with grief reactions and post traumatic stress).

The proper handling of school crises is essential to minimizing negative impact on learning and mental health. Comprehensive crisis intervention planning and implementation provides ways for school personnel, students, and families to return to normalcy as quickly as feasible, address residual (longer-term) psychosocial problems, and explore preventive measures for the future.

Crises Assistance and Prevention

Use the following ratings in responding to the item 1-5.

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

- 1. Is there a stated policy for enhancing Crises Assistance and Prevention? DK 1 2 3 4 5
- 2. Is there a designated leader or leaders for enhancing Crises Assistance and Prevention? DK 1 2 3 4 5
- 3. Do personnel involved in enhancing Crises Assistance and Prevention meet regularly as a workgroup to evaluate current status and plan next steps? DK 1 2 3 4 5
- 4. Is there a written plan for capacity building related to enhancing Crises Assistance and Prevention? DK 1 2 3 4 5
- 5. Are there written descriptions available to give all stakeholders regarding current Crises Assistance and Prevention? DK 1 2 3 4 5

Use the following ratings in responding to the next items.

- DK = don't know
- 1 = hardly ever effective
- 2 = effective about 25 % of the time
- 3 = effective about half the time
- 4 = effective about 75% of the time
- 5 = almost always effective

With respect to enhancing Crises Assistance and Prevention, how effective are each of the following:

- >current policy DK 1 2 3 4 5
- >designated leadership DK 1 2 3 4 5
- >workgroup monitoring and planning of next steps DK 1 2 3 4 5
- >capacity building efforts DK 1 2 3 4 5

Crisis Assistance and Prevention

Indicate all items that apply.

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

I. Ensuring Immediate Assistance in Emergencies/Crises

- A. Is there a plan that details a coordinated response
 - 1. for all at the school site?
 - 2. with other schools in the complex?
 - 3. with community agencies?
- B. Are emergency/crisis plans updated appropriately with regard to
 - 1. crisis management guidelines (e.g., flow charts, check list)?
 - 2. plans for communicating with homes/community?
 - 3. media relations guidelines?
- C. Are stakeholders regularly provided with information about emergency response plans?
- D. Are there sufficient emergency response practices and quality improvements?
- E. Are responders properly prepared to
 - 1. handle the overall situation?
 - 2. provide medical first aid?
 - 3. provide psychological first aid?
- F. Other? (specify) _____

II. Immediate Aftermath

- A. Is there a plan for
 - 1. stabilizing the situation?
 - 2. providing information to all concerned parties?
 - 3. responding to the media?
- B. Are there processes for implementing the aftermath plan?
- C. Are there plans and processes for providing aftermath assistance to all who need it?
- D. Are there plans and processes for providing aftermath assistance to the emergency responders?
- E. Other? (specify) _____

III. Providing Follow-up Assistance as Necessary

- A. Are there plans and processes for providing *short-term* follow-up assistance?
- B. Are there plans and processes for providing *longer-term* follow-up assistance?
- C. Other? (specify) _____

Crisis Assistance and Prevention (cont.)

IV. Prevention

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

A. Is there an ongoing emphasis on enhancing a caring and safe learning environment	___	___	___	___
1. school-wide?	___	___	___	___
2. in classrooms?	___	___	___	___
3. in the neighborhood?	___	___	___	___
B. Are there plans and processes for				
1. refining the institutional response to crises?	___	___	___	___
2. enhancing coping, resilience, problem solving?	___	___	___	___
3. improving human relations?	___	___	___	___
4. mediating/resolving conflicts?	___	___	___	___
5. bullying and harassment abatement?	___	___	___	___
6. school and community violence reduction?	___	___	___	___
7. suicide prevention?	___	___	___	___
8. child abuse prevention?	___	___	___	___
9. sexual abuse prevention?	___	___	___	___
10. substance abuse prevention?	___	___	___	___
11. other (specify) _____	___	___	___	___

V. Capacity Building to Enhance Crisis Assistance and Prevention

A. Are resources budgeted to enhance to enhance Crisis Assistance and Prevention?	___	___	___	___
B. Are steps taken to enhance broad stakeholder involvement in Crisis Assistance and Prevention?	___	___	___	___
C. Which of the following are involved in Crisis Assistance and Prevention planning:				
1. learning supports staff?	___	___	___	___
2. teachers?	___	___	___	___
3. other school staff?	___	___	___	___
4. students?	___	___	___	___
5. families?	___	___	___	___
6. other schools in the vicinity?	___	___	___	___
7. other concerned parties in the community?	___	___	___	___
D. Is the Crisis Response team appropriately trained?	___	___	___	___
E. Are there plans and processes to enhance the capacity of the following stakeholders to pursue prevention strategies:				
1. learning supports staff?	___	___	___	___
2. teachers?	___	___	___	___
3. other school staff?	___	___	___	___
4. students?	___	___	___	___
5. families?	___	___	___	___
6. other schools in the feeder pattern?	___	___	___	___
7. other concerned parties in the community?	___	___	___	___

Crisis Assistance and Prevention (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
F. Is there ongoing personnel preparation related to Crisis Assistance and Prevention for				
1. teachers?	___	___	___	___
2. student and learning supports staff?	___	___	___	___
3. administrators?	___	___	___	___
4. office staff?	___	___	___	___
5. other (specify) _____	___	___	___	___
G. Are staff, students, and families well-informed about response and recovery plans and processes?	___	___	___	___
H. Which of the following topics are covered in educating staff and other key stakeholders?				
1. anticipating emergencies	___	___	___	___
2. how to respond when an emergency arises	___	___	___	___
3. how to access assistance after an emergency (including watching for post traumatic psychological reactions)	___	___	___	___
4. indicators of abuse & potential suicide & what to do	___	___	___	___
5. how to respond to concerns related to death, dying, and grief	___	___	___	___
6. how to mediate conflicts and minimize violent reactions	___	___	___	___
7. medical first aid	___	___	___	___
8. psychological first aid	___	___	___	___
9. other (specify) _____	___	___	___	___

Indicate below other things you want the school to do in responding to and preventing crises

Indicate below other ways the school responds to and prevents crises.

Note: Other matters relevant to *Crisis Assistance and Prevention* are included in the other self-study surveys.

Student and Family Special Assistance

Before providing special assistance to a student, the logical first step is to address general environmental factors that may be causing problems. In schools, this first step involves developing the other five arenas of the learning supports component. This can be sufficient for addressing conditions affecting a large proportion of students, and this reduces the need for further special attention. A few students, however, will continue to manifest learning, behavior, and emotional problems, and they and their families require extra assistance, perhaps including referral for specialized services and even a special education program.

Student and family special assistance includes a focus on such matters as

- Using responses to intervention (RtI) to initially identify and triage those who need such assistance
- Conducting additional assessment to the degree necessary – including diagnosis and planning of an Individual education program (IEP) when appropriate
- Providing consultation, triage, and referrals
- Conducting ongoing management of care
- Enhancing special assistance availability and quality

With specific respect to severe and chronic problems and students mandated for special education programs, special assistance includes connecting what the school offers with whatever is available in the community and facilitating access. In implementing the activity, the emphasis is on enhancing a “system of care” and ensuring the special assistance is integrated with the other facets of the comprehensive system of learning supports.

Student and Family Special Assistance

Use the following ratings in responding to the item 1-5.

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

1. Is there a stated policy for enhancing Student and Family Special Assistance? DK 1 2 3 4 5
2. Is there a designated leader or leaders for enhancing Student and Family Special Assistance? DK 1 2 3 4 5
3. Do personnel involved in enhancing Student and Family Special Assistance meet regularly as a workgroup to evaluate current status and plan next steps? DK 1 2 3 4 5
4. Is there a written plan for capacity building related to enhancing Student and Family Special Assistance? DK 1 2 3 4 5
5. Are there written descriptions available to give all stakeholders regarding current Student and Family Special Assistance? DK 1 2 3 4 5

Use the following ratings in responding to the next items.

- DK = don't know
- 1 = hardly ever effective
- 2 = effective about 25 % of the time
- 3 = effective about half the time
- 4 = effective about 75% of the time
- 5 = almost always effective

With respect to enhancing Student and Family Special Assistance, how effective are each of the following:

- >current policy DK 1 2 3 4 5
- >designated leadership DK 1 2 3 4 5
- >workgroup monitoring and planning of next steps DK 1 2 3 4 5
- >capacity building efforts DK 1 2 3 4 5

Student and Family Special Assistance (cont.)

Indicate all items that apply.

I. Before a student is referred for student and family special assistance:

- A. Are personalized instruction and classroom-based learning supports (including in-class special assistance) provided?
- B. Is response to intervention (RtI) used to assess and address problems?
- C. If problems persist, is RtI used as a triage process to assess
 - >specific needs?
 - >priority for such assistance?
- D. Is information circulated clarifying how to make a referral?

II. Is additional assessment readily provided when needed – including diagnosis and planning of an Individual education program (IEP) when appropriate?

IIIa. Related to formal consultations about referral:

- A. Is the focus on student and family decision making?
- B. Are referrals made in a timely manner?
- C. Are referrals responded to in a timely manner?
- D. Is there are triage process to determine priority for school services?
- E. When referral to a community service is necessary, is a regularly up-dated directory of services and locations available?
- F. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?
- G. Is there a process to assure referral follow-through?

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

Student & Family Special Assistance (cont.)

IIIb. Which of the following are provided by the district/school for possible referral:

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

A. Medical interventions?				
>immunizations	___	___	___	___
>first aid and emergency care	___	___	___	___
>crisis follow-up medical care	___	___	___	___
>health and safety education and counseling	___	___	___	___
>health and safety prevention programs	___	___	___	___
>screening for vision problems	___	___	___	___
>screening for hearing problems	___	___	___	___
>screening for health problems (specify)	___	___	___	___
>screening for dental problems (specify)	___	___	___	___
>treatment of some acute problems (specify)	___	___	___	___
>medication monitoring	___	___	___	___
>medication administration	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
B. Psychological interventions?				
>psychological first aid	___	___	___	___
>crisis follow-up counseling	___	___	___	___
>crisis hotlines	___	___	___	___
>conflict mediation	___	___	___	___
>alcohol and other drug abuse programs	___	___	___	___
>pregnancy prevention program	___	___	___	___
>programs for pregnant and parenting students	___	___	___	___
>gang prevention program	___	___	___	___
>gang intervention program	___	___	___	___
>dropout prevention program	___	___	___	___
>physical & sexual abuse prevention & response	___	___	___	___
>individual counseling	___	___	___	___
>group counseling	___	___	___	___
>family counseling	___	___	___	___
>mental health education	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
C. Basic survival needs interventions?				
>Emergency food	___	___	___	___
>emergency clothing	___	___	___	___
>emergency housing	___	___	___	___
>transportation support	___	___	___	___
>welfare services	___	___	___	___
>language translation	___	___	___	___
>legal aid	___	___	___	___
>protection from physical abuse	___	___	___	___
>protection from sexual abuse	___	___	___	___
>child care	___	___	___	___
>employment assistance	___	___	___	___
>other (specify) _____	___	___	___	___

Student & Family Special Assistance (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
D. Specialized school interventions?				
>early education program	___	___	___	___
>special day classes (specify) _____	___	___	___	___
>speech and language therapy	___	___	___	___
>adaptive P. E.	___	___	___	___
>occupational and physical therapy	___	___	___	___
>special assessment	___	___	___	___
>Resource Specialist Program	___	___	___	___
>Title I	___	___	___	___
>ESL	___	___	___	___
>School Readiness Language Develop. Program	___	___	___	___
>alternative school	___	___	___	___
>student assistance team	___	___	___	___
>IEP team	___	___	___	___
>other (specify) _____	___	___	___	___
E. Attendance interventions?				
>absence follow-up	___	___	___	___
>attendance monitoring	___	___	___	___
>first day calls	___	___	___	___
F. Discipline interventions?				
>time out	___	___	___	___
>counseling	___	___	___	___
>exclusion	___	___	___	___
G. Adult education programs?				
>ESL	___	___	___	___
>citizenship classes	___	___	___	___
>basic literacy skill	___	___	___	___
>parenting	___	___	___	___
>helping children do better at school	___	___	___	___
>other (specify) _____	___	___	___	___
H. Other? (specify) _____	___	___	___	___
IV. How is special assistance managed and monitored?				
A. Is student information data management used?	___	___	___	___
B. Is a process used to trail progress of students and their families?	___	___	___	___
C. Is a process used to facilitate communication for				
1. care management?	___	___	___	___
2. resource and process management?	___	___	___	___
E. Are there follow-ups to determine				
1. referral follow-through?	___	___	___	___
2. consumer satisfaction with referrals?	___	___	___	___
3. the need for more help?	___	___	___	___
F. Other? (specify) _____	___	___	___	___

Student & Family Special Assistance (cont.)

V. How is the availability and quality of student and family special assistance enhanced?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. To enhance stakeholders' awareness,				
A. Are there <i>written descriptions</i> of available learning supports programs?	—	—	—	—
2. Are there <i>written descriptions</i> about				
>how to make referrals?	—	—	—	—
>the triage process?	—	—	—	—
>the process for case monitoring/management?	—	—	—	—
>the process for student review?	—	—	—	—
3. Are there communication processes that inform stakeholders about available learning supports programs and how to navigate the systems?	—	—	—	—
4. Other? (specify) _____	—	—	—	—
B. To enhance resource use and system development,				
1. Is there a system development-oriented mechanism (e.g., a Learning Supports Leadership Team) that focuses on				
>Coordinating and integrating resources	—	—	—	—
>Braiding resources	—	—	—	—
>Pursuing economies of scale	—	—	—	—
>Filling gaps	—	—	—	—
>Linking with community providers (e.g., to fill gaps)	—	—	—	—
>quality improvement	—	—	—	—
C. Is there a special facility to house student and family special assistance interventions (e.g., health center, family or parent Center, counseling center)?	—	—	—	—
3. Other? (specify) _____	—	—	—	—
D. To build capacity for growth and sustainability,				
1. Are resources budgeted to enhance to enhance student and family special assistance?	—	—	—	—
2. Are steps taken to enhance broad stakeholder involvement in student and family special assistance?	—	—	—	—
3. Is there ongoing personnel preparation related to student and family special assistance for				
>teachers?	—	—	—	—
>student and learning supports staff?	—	—	—	—
>administrators?	—	—	—	—
>office staff?	—	—	—	—
>other (specify) _____	—	—	—	—
4. Which of the following topics are covered in educating staff and other key stakeholders?				
>broadening understanding of causes of learning, behavior, and emotional problems	—	—	—	—
>broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	—	—	—	—

(Cont.)

Student & Family Special Assistance (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>developing systematic academic supports for students in need	—	—	—	—
>what classroom teachers and the home can do to minimize the need for special interventions and prevent unnecessary referrals	—	—	—	—
>enhancing resource quality, availability, scope	—	—	—	—
>enhancing the referral system and ensuring effective follow through	—	—	—	—
>enhancing the case management system in ways that increase service efficacy	—	—	—	—
>other (specify) _____	—	—	—	—

Indicate below other things you want the school to do in providing student and family special assistance.

Indicate below other ways the school enhancing student and family special assistance.

Note: Other matters relevant to *Student and Family Special Assistance* are included in the other self-study surveys.

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

Analyzing Gaps; Reviewing Resources; Planning Action

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

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

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

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

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

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

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

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