Want to Work With Schools?

What Is Involved in Successful Linkages?

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Getting Started

Increasingly, it is evident that schools, families, and communities should work closely with each other to meet their mutual goals. Schools are located in communities, but often are islands with no bridges to the mainland. Families live in neighborhoods, often with little connection to each other or to the schools their youngsters attend. Neighborhood resources, such as agencies, youth groups, and businesses, have major stakes in the community. All these entities affect each other, for good or bad. Because of this and because they share goals related to education and socialization of the young, schools, homes, and communities must collaborate with each other if they are to minimize problems and maximize results.

Recent years have seen an expansion in school–community linkages. Initiatives are sprouting in a rather dramatic and ad hoc manner. Such initiatives often are referred to as collaborations. Comprehensive collaboration is seen as a promising direction for generating essential interventions to address barriers to learning, enhance healthy development and learning, and strengthen families and neighborhoods (Adelman & Taylor, 2002b, 2003; Center for Mental Health in Schools, 2002; Franklin & Streeter, 1995; Honig, Kahne, & McLaughlin, 2001; Melaville & Blank, 1998; Southwest Regional Educational Laboratory, 2001; Taylor & Adelman, 2003, 2004; also see Table 93.1). For schools, such links are seen as a way to provide more support for schools, students, and families. For agencies, connection with schools is seen as providing better access to families and youth and thus as providing an opportunity to reach and have an impact on hard-to-reach clients. The interest in collaboration is bolstered by concern about widespread fragmentation of school and community interventions. The hope is that integrated resources will have a greater impact.

A community is not limited to agencies and organization. It encompasses people, businesses, community-based organizations, postsecondary institutions, faith-based and civic groups, programs at parks and libraries, and any facility that can be used for recreation, learning, enrichment, and support (Kretzmann, 1998; Kretzmann & McKnight, 1993). By connecting with schools, community entities can help weave together a critical mass of resources and strategies. This is especially needed in impoverished communities.

While informal linkages are relatively simple to acquire, establishing major long-term connections is complicated. This is particularly so when the aim is to evolve a comprehensive, multifaceted, and integrated intervention approach. Such an approach involves more than informally linking and integrating a few community services and activities to schools. A comprehensive approach requires weaving school and community resources together and doing so in ways that formalize and institutionalize connections and share major responsibilities. Building informal linkages into substantive partnerships requires an enlightened vision, cohesive policy, creative leadership, and new and multifaceted roles for professionals (e.g., see Adelman & Taylor, 2002b, 2003).

Toward enhancing linkages, our purpose here is to share lessons learned in recent years about connecting community and school resources and outline steps for building strong connections.

What We Know

Projects across the country demonstrate how communities and schools connect to improve results for

Table 93.1 *Communities and Schools Working Together*

Key resources	Web site access
Strengthening schools, families, and communities: Community school models (2000) by M. Blank & L. Samberg	Coalition for Community Schools http://www.communityschools.org
School–Community Partnerships: A Guide (2002)	Center for Mental Health in Schools at UCLA http://smhp.psych.ucla.edu/pdfdocs/ Partnership/scpart1.pdf
Schools report five elements for successful partnership programs (2000)	National Network of Partnership Schools http://www.csos.jhu.edu
Fostering school, family, and community involvement (2003)	Northwest Regional Educational Laboratory http://www.safetyzone.org/pdfs/ta_guides/ packet_7.pdf
School–community partnering (2001) by P. Pardini	*The School Administrator* http://www.aasa.org/publications/sa/2001_08/ pardini1.htm
Putting the pieces together: Comprehensive school-linked strategies for children and families (1996)	U.S. Department of Education http://www.ncrel.org/sdrs/areas/issues/ envrnmnt/css/ppt/putting.htm
School-linked comprehensive services for children and families (1994)	U.S. Office of Educational Research and Improvement http://eric-web.tc.columbia.edu/families/ School-Linked

youngsters, families, and neighborhoods (see references in Table 93.1). Some embrace a wide range of stakeholders, including families and community-based organizations and agencies, such as public and private health and human service agencies, schools, businesses, youth and faith organizations, institutions for postsecondary learning, and so forth.

Various levels and forms of collaboration are being tested, including statewide initiatives in California, Florida, Kentucky, Iowa, Missouri, New Jersey, Ohio, and Oregon, among others. Most of these consist of special projects to (a) coordinate and integrate programs and services, (b) improve access to health and social services, (c) expand after-school academic, recreation, and enrichment, (d) build systems of care, (e) reduce delinquency, (f) enhance transitions to work/ career/postsecondary education, and (g) enhance life in school and community. Such "experiments" are driven by diverse and overlapping

initiatives, including efforts to reform, improve, and enhance:

- schools, including restructuring student supports
- community health and social service agencies
- community schools
- youth development
- community development

As community agencies have developed connections with schools, four not mutually exclusive formats have emerged: (1) co-location of community agency personnel and services at schools— sometimes in the context of family and parent resource centers or School-Based Health Centers financed in part by community health organizations, (2) formal linkages with agencies to enhance access and service coordination for students and families at the agency, at a nearby satellite clinic, or in a school-based or linked center,

(3) formal partnerships between community agencies and a school district to establish or expand school-based or linked facilities that include provision of services, and (4) schools contracting with community providers to offer mandated and designated student services.

No complete catalogue of school–community initiatives exists. Analyses outlining trends are summarized in the documents cited in Table 93.1. Examples include approaches designated as school-linked and coordinated services, wraparound, one-stop shopping, full service schools, systems of care, community schools; programs to mobilize community and social capital; and initiatives to build community policies and structures to enhance youth support, safety, recreation, work, service, and enrichment.

A reasonable inference from available data is that school–community collaborations can be successful and cost-effective over the long run. They not only improve service access but also encourage schools to open their doors and enhance opportunities for recreation, enrichment, remediation, and family involvement. Youth development initiatives, for example, expand intervention efforts beyond services and programs. They encourage a view of schools not only as community centers where families can easily access services but also as hubs for community-wide learning and activity. Federal funding for after-school programs at school sites enhances this view by expanding opportunities for recreation, enrichment, academic supports, and child care. Adult education and training at neighborhood school sites also help change the old view that schools close when the youngsters leave. Indeed, the concept of a "second shift" at school sites is beginning to spread in response to community needs and involvements.

At the same time, it has become clear that initiatives focused mainly on integrated school-linked services are too limited in scope and are producing a new form of fragmentation, counterproductive competition, and marginalization (Adelman & Taylor, 2002a). In too many instances, school-linked services result only in co-locating agency staff on school campuses. As these activities proceed, a small number of youngsters receive services, but little connection is made with school staff and programs. The tendency is to link them to schools without integrating them with a school's education support programs and the direct efforts of classroom teachers. Failure to integrate with other services and with key programs at the school probably undermines the efficacy of a service and limits its impact on academic performance. By themselves, use of health and human services is an insufficient strategy for dealing with the biggest problems confronting schools. Services are only one facet of any effort to develop the kind of comprehensive approach that can effectively address barriers to learning and enhance healthy development.

All this underscores the importance of personnel from the school and community devoting a greater proportion of their talents and time to creating a comprehensive, integrated approach (Dryfoos & Maguire, 2002; Council of Chief State School Officers, 2000; McMahon, Ward, Pruett, Davidson, & Griffith, 2000; U.S. Department of Education, 1996). This means connecting in ways that go beyond an agenda for coordinating community services and co-location. It calls for a focus on restructuring the various learning support programs and services that schools own and operate. Such broad agendas tend to reduce tension between school-based staff and their counterparts in community-based organizations. (When "outside" professionals are brought in, school district pupil services personnel often view it as discounting their skills and threatening their jobs.) Such agendas also lead policy makers to the mistaken impression that linking community resources to schools can effectively meet the needs of schools in addressing barriers to learning. In turn, this has led some legislators to view the linking of community services to schools as a way to free up the dollars underwriting school-owned services. The reality is that even when one adds together community and school assets, the total set of resources in impoverished locales is woefully inadequate. In situation after situation, it has become evident that as soon as the first few sites demonstrating school–community collaboration are in place, community agencies find they have stretched their resources to the limit. (One response to the resource problem has been to focus on providing services that can be reimbursed through third party payments, such as Medicaid funds. However, this often results in further limiting the range of interventions and who receives them.)

What We Can Do

For community–school connections to be most beneficial, the efforts must coalesce into a comprehensive, multifaceted, and cohesive component

and use all resources in the most cost-effective manner. The development and maintenance of such a component requires (1) working within the context of a comprehensive intervention framework and (2) rethinking existing infrastructure mechanisms.

A Comprehensive Intervention Framework

A comprehensive approach encompasses a full continuum of programs and services, including efforts to promote positive development, prevent problems, respond as early-after-onset as is feasible, and offer treatment regimens/systems of care. Physical and mental health and psychosocial concerns are a major focus of such a continuum of interventions.

For work with schools, pioneering efforts have pursued such a continuum and also synthesized and operationalized a comprehensive component consisting of six programmatic arenas (Adelman & Taylor, 2002b, 2006a, 2006b; Center for Mental Health in Schools, 2003). The result is a framework that captures the essence of the multifaceted concerns schools must address each day. The six arenas focus intervention on

- enhancing regular classroom strategies to enable learning (e.g., improving instruction for students who have become disengaged from learning at school and for those with mild to moderate learning and behavior problems)
- supporting transitions (e.g., assisting students and families as they negotiate school and grade changes and many other transitions)
- increasing home and school connections
- responding to, and where feasible, preventing crises
- increasing community involvement and support (outreach to develop greater community involvement and support, including enhanced use of volunteers)
- facilitating student and family access to effective services and special assistance as needed

Establishing a comprehensive component requires braiding together many public and private resources. To these ends, a high priority policy commitment is required that promotes the weaving together of school and community resources to support strategic development of comprehensive approaches (see Table 93.2). In communities,

the need is for better ways of connecting agency and other resources to each other and to schools. In schools, the need is for restructuring to combine parallel efforts supported by general funds, compensatory and special education entitlement, safe and drug-free school grants, and specially funded projects. In the process, efficiency and effectiveness can be achieved by connecting families of schools, such as high schools and their feeder schools, with each other and community resources. Such a strengthened policy focus allows personnel to build the continuum of interventions needed to make a significant impact in addressing the health, learning, and well-being of all youngsters through strengthening youngsters, families, schools, and neighborhoods.

Redesigning Infrastructure as a Key to Enhancing Practice

One critical facet of efforts to promote comprehensive, multifaceted, and integrated approaches involves redesigning infrastructure to maximize resources. The focus is on designing resource-oriented mechanisms to reframe how schools provide student support and how they connect with each other and with community resources. The intent is to enhance use of existing resources and evolve a comprehensive approach. In this context, all those interested in connecting with schools are called upon to adopt a broad perspective of intervention. They also are asked to invest in the development and evaluation of interventions that go beyond one-to-one and small group approaches and that incorporate public health and primary prevention initiatives. All this requires infrastructure mechanisms that focus on optimal deployment of resources. In linking with the school, community providers can be a catalyst in stimulating redesign of existing infrastructure to establish essential resource-oriented mechanisms.

A Learning Supports Resource Team

When we suggest establishment of a Learning Supports Resource Team (previously called a Resource Coordinating Team), some school staff quickly respond: *We already have one!* When we explore this with them, we usually find what they have is a *case-oriented team*—that is, a team that focuses on individual students who are having problems. Such a team may be called a student

Table 93.2 *Policy Considerations Related to Enhancing Linkages*

Policy makers concerned with enhancing community–school collaboration need to focus on

1. *Broadening governance.* Existing governance needs to move toward shared decision making and appropriate degrees of local control and private sector involvement. A key facet of this is guaranteeing roles and providing incentives, supports, and training for effective involvement of line staff, families, students, and other community members.

2. *Providing change teams and change agents.* Establishing effective school–community collaboration involves major systemic restructuring. Well-trained change teams and change agents are needed to carry out the daily activities of systemic change related to building essential support and redesigning processes to initiate, establish, and maintain changes over time. Moving beyond initial demonstrations requires policies and processes that ensure what often is called diffusion, replication, roll out, or scale-up. Too often, proposed systemic changes are not accompanied with the resources necessary to accomplish essential changes. Common deficiencies include inadequate strategies for creating motivational readiness among a critical mass of stakeholders, assignment of change agents with relatively little specific training in facilitating large-scale systemic change, and scheduling unrealistically short time frames for building capacity to accomplish desired institutional changes.

3. *Delineating high-level leadership assignments and underwriting essential leadership/management training.* Appropriate leaders must be designated and prepared to accept the vision for change, understand how to effect and institutionalize the changes, and how to generate ongoing renewal.

4. *Establishing and institutionalizing resource-oriented mechanisms to promote community–school connections.* Such mechanisms encompass such functions as analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening resource use and linkages.

5. *Building capacity.* Policy is needed to ensure resources are available to both accomplish desired system changes and enhance intervention quality over time. A key facet of this is a major investment in staff recruitment and development using well-designed, and technologically sophisticated strategies for dealing with the problems of frequent turnover and diffusing information updates; another facet is an investment in technical assistance at all levels and for all aspects and stages of the work.

6. *Ensuring a sophisticated approach to accountability.* The initial emphasis needs to be on data that can help develop effective approaches for collaboration in providing interventions and a results-oriented focus on short-term benchmarks and that evolves into evaluation of long-range indicators of impact. (Here, too, technologically sophisticated and integrated management information systems are essential.)

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study team, student success team, student assistance team, teacher assistance team, and so forth.

To help clarify the difference between resource and case-oriented teams, we contrast the functions of each in Table 93.3.

Two parables help differentiate the two types of mechanisms and the importance of both sets of functions. A *case-orientation* fits the *starfish* metaphor.

The day after a great storm had washed up all sorts of sea life far up onto the beach, a youngster set out to throw back as many of the still-living starfish as he could. After watching him toss one after the other into the ocean, an old man approached him and said: *It's no use your doing that, there are too many, You're not going to make any difference.*

The boy looked at him in surprise, then bent over, picked up another starfish, threw it in, and then replied: *It made a difference to that one!*

This parable, of course, reflects all the important efforts to assist specific students.

The *resource-oriented* focus is captured by what can be called the *bridge* parable.

In a small town, one weekend a group of school staff went fishing together down at the

Table 93.3 Contrasting Team Functions

A Case-Oriented Team	*A Resource-Oriented Team*
Focuses on specific *individuals* and discrete *services* to address barriers to learning Sometimes called: • Child Study Team • Student Study Team • Student Success Team • Student Assistance Team • Teacher Assistance Team • IEP Team	Focuses on *all* students and the *resources, programs, and systems* to address barriers to learning and promote healthy development Possibly called: • Learning Supports Resource Team • Resource Coordinating Team • Resource Coordinating Council • School Support Team • Learning Support Team
Examples of functions: • triage • referral • case monitoring/management • case progress review • case reassessment	*Examples of functions:* • aggregating data across students and from teachers to analyze school needs • mapping resources • analyzing resources • enhancing resources • program and system planning/development • including emphasis on establishing a full continuum of intervention • redeploying resources • coordinating and integrating resources • social "marketing"

river. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out. Minutes later another, then another, and then many more children were coming down the river. Soon every one was diving in and dragging children to the shore and then jumping back in to save as many as they could. In the midst of all this frenzy, one of the group was seen walking away. Her colleagues were irate. How could she leave when there were so many children to save? After long hours, to everyone's relief, the flow of children stopped, and the group could finally catch their breath.

At that moment, their colleague came back. They turned on her and angrily shouted: *How could you walk off when we needed everyone here to save the children?*

She replied: *It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they couldn't make it and fell through into the river. So I got someone to fix the bridge.*

Fixing and building better bridges is a good way to think about prevention, and it helps underscore the importance of taking time to improve and enhance resources, programs, and systems.

Contrasting functions differentiate the two separate teams. However, one team carefully separating the two agendas can do the work, since the talents of many of the same individuals will be called upon (e.g., a school social worker, school psychologist, counselor, nurse, behavioral specialist, special education teacher, a school administrator, and representatives from the community).

In sum, a resource-oriented team is needed to take charge of school resources used for learning support programs and systems and for weaving these together in strategic ways with community resources (Adelman, 1996; Lim & Adelman, 1997; Rosenblum, DiCecco, Taylor, & Adelman, 1995). It is a key element in managing and enhancing programs and systems in ways that integrate and strengthen interventions and connect community and school. The effectiveness of such a mechanism depends on how well it is integrated into a school's decision making.

A Resource-Oriented Mechanism for a Family of Schools

Schools in the same neighborhood or geographic area have a number of shared concerns, and schools in the feeder pattern often interact with students from the same family. Some school programs and personnel and community resources can be shared by several neighboring schools, thereby minimizing redundancy and reducing costs. A mechanism connecting schools can help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources to reduce costs. Such a mechanism can be particularly useful for integrating the efforts of high schools, their feeder middle and elementary schools, and community resources. This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster or feeder pattern. It is neither cost-effective nor good intervention for several schools separately to contact the same family in instances where several children from the family need special attention. With respect to linking with community resources, a resource-oriented mechanism connecting a family of school and its surrounding community is especially attractive to community agencies that often do not have the time or personnel to make independent arrangements with every school. Such a mechanism can provide leadership, facilitate communication and connection, and ensure quality improvement across schools. For example, a Complex Learning Supports Resource *Council* might consist of representatives from the high school and its feeder middle and elementary schools. It brings together one to two representatives from each school's resource *team* along with community representatives (see Figure 93.1).

A mechanism such as a Learning Supports Resource *Council* helps (a) coordinate and integrate programs serving multiple schools, (b) identify and meet common needs with respect to guidelines and staff development, and (c) create linkages and collaborations among schools and with community agencies. In this last regard, it can play a special role in community outreach both to create formal working relationships and ensure that all participating schools have access to such resources. Natural starting points for councils are the sharing of need assessments, resource mapping, analyses, and recommendations for reform and restructuring. An initial focus may be on local, high priority concerns, such as developing prevention programs and safe school plans to address community–school violence.
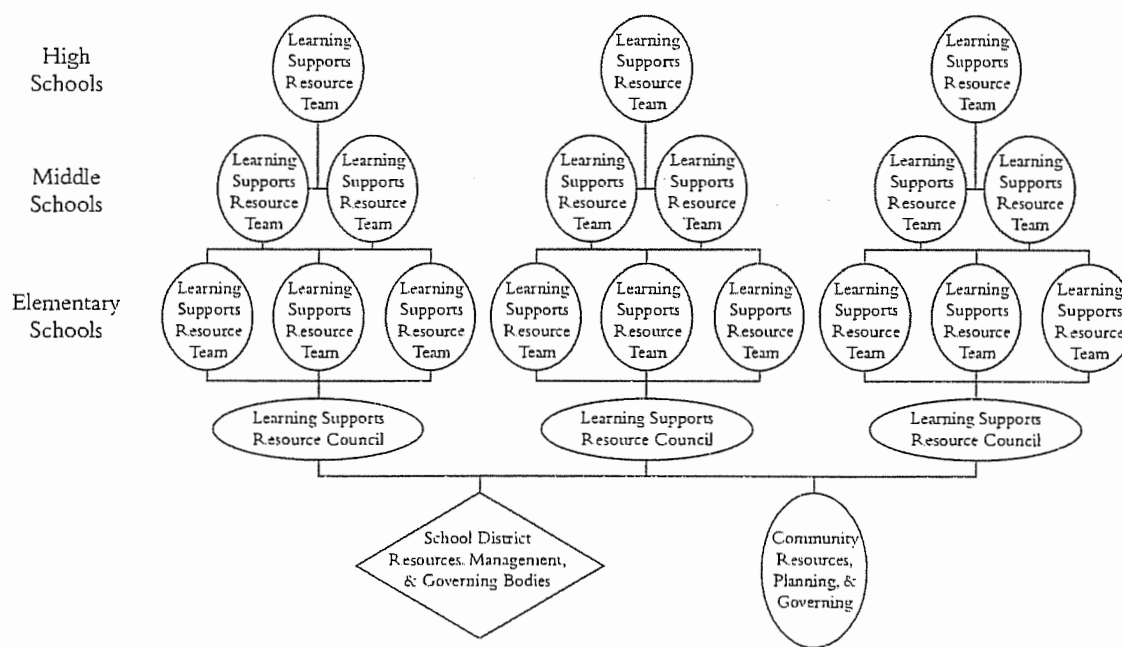

Figure 93.1. Resource-Oriented Mechanisms Across a Family of Schools

About Leadership and Infrastructure

It is clear that building a comprehensive component linking community and school requires strong leadership and new roles and functions to help steer systemic changes and construct the necessary infrastructure. Establishment and maintenance of the component requires continuous, effective teaming, organization, and accountability.

Administrative leadership at every level is key to the success of any initiative in schools that involves systemic change (Adelman & Taylor, 2006a). It is imperative that such leadership is at a high enough level to be at key decision making tables when budget and other fundamental decisions are discussed. Besides facilitating initial development of a potent component, the administrative leaders must guide and be accountable for daily implementation, monitoring, and problem solving.

Establishing Resource-oriented Teams and Councils

Guides to establishing resource teams and councils are listed in the Tools and Practice Examples section. To provide a sense of what is involved, a benchmark checklist that outlines basic phases and steps is appended. Review that checklist now. Below we underscore a few other points. And, in chapter 95, we discuss mapping the school's resources.

Building Infrastructure From Localities Outward

To ensure that interventions are implemented at the school level, it is a good idea to conceive from localities outward. The focus, first, is on mechanisms at the school-neighborhood level. Then, based on analyses of what is needed to facilitate and enhance efforts at a school, mechanisms are conceived that enable several school-neighborhood collaborations to work together to increase efficiency and effectiveness and achieve economies of scale. Then, system-wide mechanisms can be redesigned to provide support for what each locality is trying to develop.

Building Capacity

A redesigned infrastructure involves systemic changes. Systemic changes require policy support, leadership, capacity building, and nurturing. As stressed in Table 93.2 and the appendix, policy is needed to ensure resources are available to both accomplish desired systemic changes and enhance intervention quality over time. A key facet of this is a major investment in staff recruitment and development using well-designed and technologically sophisticated strategies for dealing with the problems of frequent staff turnover and diffusing information updates (Adelman & Taylor, 2006b). Another facet is an investment in technical assistance at all levels and for all aspects and stages of the work (tools and resources to aid in capacity building are highlighted in the following section).

A Caveat

In building a comprehensive, multifaceted component, teams will be confronted by the complementary challenges surrounding the needs for *evidence-based strategies* and *demonstrating results.* These matters must be addressed in ways that enhance rather than hinder development of a comprehensive component for system-wide effectiveness. The dilemma arises because of the limited nature and scope of interventions that currently have strong research support. The best (not always to be equated with good) evidence-based strategies for identifying and working with student problems are for a small number of non-comorbid disorders. Clearly, before such narrow-band strategies are seen as the answer, they must be widely implemented in community and school settings, and they must generate data that demonstrate broad impact and enhanced cost-effectiveness.

Tools and Practice Examples

Resource-oriented mechanisms are a key to establishing and sustaining effective community–school connections. Thus, community entities should focus on helping to create such mechanisms. At each site, key stakeholders and their leadership must understand and commit to restructuring, and the commitment must be reflected in policy statements and capacity building.

The checklist in Table 93.4 is designed to aid those involved in the process of organizing at a

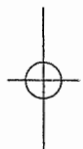**Table 93.4** *Benchmark Checklist: Steps in Establishing a Learning Supports Resource Team and Council*

Site name	Date started	Date completed	Current status
I. ORIENTATION AND CREATING READINESS			
A. Building interest and consensus for developing a comprehensive component and reframing infrastructure			
B. Introducing basic ideas to relevant stakeholders			
(1) "Social marketing" strategies used to introduce basic ideas and relevant research base to key stakeholders >administrators >staff >parent representatives >business and community stakeholders			
(2) Opportunities for interchange provided and additional in-depth presentations made to build a critical mass of consensus for systemic changes			
(3) Ongoing evaluation indicates a critical mass of stakeholders are ready to pursue a policy commitment			
(4) Ratification and sponsorship by critical mass of stakeholders			
C. Establishing Policy Commitment and Framework (follow-up meetings with decision makers to clarify the dimensions of the work and agree on how to proceed)			
(1) Negotiation of policy commitment and conditions for engagement (e.g., high-level policy established and assurance of leadership commitment for developing a comprehensive component and related resource-oriented mechanisms)			
(2) Policy translated into vision, a framework, and a strategic plan that phases in changes using a realistic time line			
(3) Policy translated into appropriate resource allocations (leadership, staff, space, budget, time for change agents and staff to work together)			

Table 93.4 (*Continued*)

Site name	Date started	Date completed	Current status
(4) Incentives for change established (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)			
(5) Procedural options established that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable			
(6) Infrastructure and processes established for facilitating change efforts			
(7) Change agent(s) identified—indicate name(s) below			
(8) Initial capacity-building—essential skills developed among stakeholders to begin implementation			
(9) Benchmarks used to provide feedback on progress and to make necessary improvements in creating readiness			
D. Development of specific start-up and phase-in plan			
II. START-UP AND PHASE-IN			
A. Identification of a site leader assigned to ensure development of a comprehensive component and related resource-oriented mechanisms Name: Position:			
B. Leadership and systemic change training for all who who take a lead in developing the component and new infrastructure			
C. ESTABLISH RESOURCE-ORIENTED MECHANISM (e.g., Learning Supports Resource Team)			
(1) Make the case and start with schools that indicate readiness (After initial presentations have been made to potential school sites, elicit responses regarding possible interest)			
(2) At sites that are highly interested in proceeding, clarify processes and potential outcomes			
(3) Identification of potential team members			

(continued)

Table 93.4 (*Continued*)

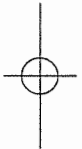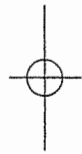| Site name	Date started	Date completed	Current status
(4) Recruitment of team members. Name: Position:			
(5) Meet with key individuals at the site to discuss their role and functions as leaders for the intended systemic changes (e.g., meet with the site administrative leader who has been designated for this role; meet with each person who will initially be part of a resource team)			
(6) Before having the first team meeting, work with individuals to clarify specific roles and functions for making the group effective (e.g., Who will be the meeting facilitator? time keeper? record keeper?). Provide whatever training is needed to ensure that these groups are ready and able to work productively			
(7) Initial team meeting			
(8) Ongoing training and nurturing of team. It may take several meetings before a group functions well. A change agent can help them coalesce into a working group			
D. INITIAL MAPPING AND ANALYSIS OF EXISTING RESOURCES			
(1) Initial mapping—The group's first substantive task is to map learning support resources at the site (programs, services, "who's who," schedules—don't forget recreation and enrichment activities such as those brought to or linked with the school). The mapping should also clarify the systems used to ensure that staff, parents, and students learn about and gain access to these resources. The group should plan to update all of above as changes are made			
(2) Initial analyses (of needs, gaps, efficacy, coordination)—Mapping is followed by an analysis of what's worth maintaining and what should be shelved so that resources can be redeployed. Then, the focus shifts to planning to enhance and expand in ways that better address barriers to learning and promote healthy development. ("What don't we have that we need? Do we have people/programs that could be more effective if used in other ways? Do we have too much in one area, not enough in others? major gaps?")			

(continued)

Table 93.4 (*Continued*)

Site name	Date started	Date completed	Current status
(3) Initial plans and steps to improve existing activity and move on in developing a comprehensive component—It helps if the focus initially is on doing some highly visible things that can payoff quickly. Such products generate a sense that system improvement is feasible and allows an early sense of accomplishment. It also can generate some excitement and increase the commitment and involvement of others			
(4) Initial maps and plans distributed—It helps if the resource maps and plans are organized into a delineated set of intervention arenas, rather than a "laundry list"			
E. REFINING INFRASTRUCTURE AND PURSUING DEEPER MAPPING AND ANALYSES			
(1) Standing work groups developed for designated intervention arenas—These work groups go into depth in mapping and analyzing resources related to each designated arena of intervention and formulate initial recommendations for enhancing interventions and related systems			
(2) Ad hoc work groups developed to enhance component visibility, communication, sharing, and problem solving			
(3) Training of Area work groups Specify Areas:			
F. ESTABLISH A RESOURCE-ORIENTED MECHANISM FOR THE FEEDER PATTERN OF SCHOOLS AND LOCAL COMMUNITY (e.g., a Learning Supports Resource Council) AND TRAIN THOSE WHO STAFF IT			
(1) Identification of representatives to the Council (specify)			
(2) Training for Council members			
(3) Initial meeting			
(4) Ongoing training and nurturance of Council			

(*continued*)

Table 93.4 *(Continued)*

Site name	Date started	Date completed	Current status
(5) Council works on filling program/service gaps and pursuing economies of scale through outreach designed to establish formal collaborative linkages with other schools in the feeder pattern and with district-wide and community resources			
G. SYSTEM FOR QUALITY IMPROVEMENT AND EVALUATION OF IMPACT			
(1) Decisions about indicators to be used.			
(2) Indicate those responsible for Quality Improvement and Impact Evaluation processes. Name: Position:			
(3) Training of those responsible for processes			
(4) Initial Quality Improvement recommendations. Made. Acted upon.			
(5) Initial Impact Evaluation Report and recommendations			
III. MAINTENANCE AND EVOLUTION			
IV. PLANS FOR ONGOING RENEWAL			
A. Indications of planning for maintenance			
(1) Policy commitments			
(2) Regular budget allocations			
(3) Ongoing administrative leadership	·		
(4) A key facet of school improvement plans			
B. Strategies in use for maintaining momentum/ progress (sustainability) (List most prominent examples)			
C. Strategies in use and future plans for generating renewal (List most prominent examples)			

site and establishing coordination among multiple sites in the same locale. It was developed as a formative evaluation tool to aid planning and implementation. The items should be modified to fit local strategic and action plans.

Guides to Aid Practice

Specific guides and tools have been created by the Center for Mental Health in Schools at UCLA to aid development and sustainability of school– community connections. These are packaged in a variety of resource documents. Below is a brief description of the major resources and how to access them (at no cost) on the Internet.

- *Resource-oriented Teams: Key Infrastructure Mechanisms for Enhancing Supports.* Describes resource-oriented mechanisms designed to ensure schools systematically address how they use resources for addressing barriers to student learning and promoting health development. (http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource_oriented-mechanisms.pdf)
- *Introduction to a Component for Addressing Barriers to Learning.* A brief overview of the needs for a component that supports learning. Useful in clarifying the "big picture" for all stakeholders. (http://smhp.psych.ucla.edu/pdfdocs/briefs/introductionbrief.pdf)
- *Organization Facilitators: A Change Agent for Systemic School and Community Changes.* Outlines the roles and functions of a change agent to guide, support, and sustain systemic changes (http://smhp.psych.ucla.edu/pdfdocs/Report/orgfacrep.pdf).
- *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and Needs.* Provides surveys to use as tools in the process of building a collaborative team with a shared vision for a school. Explores the systems in place at a school and focuses on six program arenas to promote what is already occurring and generate enthusiasm for expanding programs for prevention and early interventions related to (1) classrooms, (2) support for transitions, (3) home involvement in schooling, (4) community outreach for involvement and support, (5) crisis assistance and prevention, and (6) student and family assistance programs

and services. (http://smhp.psych.ucla.edu/pdfdocs/Surveys/ Set1.pdf)
- *Sustaining School–Community Partnerships to Enhance Outcomes for Children & Youth.* Outlines phases and steps and provides a variety of tools to use in strategic efforts to plan, implement, sustain, and go-to-scale. (http://smhp.psych.ucla.edu/pdfdocs/sustaining.pdf)

Other useful guides and tools are provided through the Internet's *Community Tool Box* (http://ctb.lsi.ukans.edu/). This site, created in 1995, by the University of Kansas Work Group on Health Promotion and Community Development in Lawrence, Kansas, 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.

Key Points to Remember

Fulfilling the promise of community and school collaboration requires:

- *eliciting a policy commitment*—one that supports community and school linkages for development of comprehensive approaches to addressing barriers to learning and development and promoting healthy development
- *adopting a comprehensive framework for intervention*—encompassing (a) a continuum ranging from efforts to promote positive development, prevent problems, respond as early-after-onset as is feasible, through treatment regimens/systems of care and (b) a well-delineated programmatic approach to addressing the multifaceted concerns confronting schools each day
- *redesigning infrastructure*—establishing resource-oriented mechanisms from the locality outward and focused on weaving together community and school resources to support the strategic development of comprehensive approaches, sustaining linkages, and generating renewal
- *designing systemic change*—planning change strategically and using well-trained change agents.

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