

What Would You Add?

Again referring to the two self-study surveys - (1) *School-Community Partnerships* and (2) *Community Outreach for Involvement & Support*, list below any additional activities you think you would want in place at your school to enhance community involvement and support.

Note: The survey itself can be used at a school in a number of ways (see the introductory page entitled: "About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning").

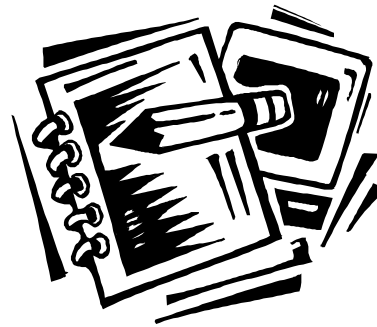


Excerpt From

*From the Center's Clearinghouse . . . **

A Resource Aid Packet on

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



This document is a harcopy version of a resource that can be downloaded at no cost from the Center's webiste (<http://smhp.psych.ucla.edu>).

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Surveying and Planning to Enhance Efforts to Address Barriers to Learning at a School Site

The following resource aides were designed as a set of self-study surveys to aid school staff as they try to map and analyze their current programs, services, and systems with a view to developing a comprehensive, multifaceted approach to addressing barriers to learning.

In addition to an overview Survey of System Status, there are status surveys to help think about ways to address barriers to student learning by enhancing

- classroom-based efforts to enhance learning and performance of those with mild-moderate learning, behavior, and emotional problems
- support for transitions
- prescribed student and family assistance
- crisis assistance and prevention
- home involvement in schooling
- outreach to develop greater community involvement and support-- including recruitment of volunteers
- Finally, included is a special survey focusing on School-Community Partnerships.

About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning

This type of self-study is best done by teams.

However, it is *NOT* about having another meeting and/or getting through a task!

It is about moving on to better outcomes for students through

- C working together to understand what is and what might be
- C clarifying gaps, priorities, and next steps

Done right it can

- C counter fragmentation and redundancy
- C mobilize support and direction
- C enhance linkages with other resources
- C facilitate effective systemic change
- C integrate all facets of systemic change and counter marginalization of the component to address barriers to student learning

A group of school staff (teachers, support staff, administrators) could use the items to discuss how the school currently addresses any or all of the areas of the component to address barriers (the enabling component). Members of a team initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help to clarify

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

This provides a basis for a discussion that

- C analyzes whether certain activities should no longer be pursued (because they are not effective or not as high a priority as some others that are needed).
- C decides about what resources can be redeployed to enhance current efforts that need embellishment
- C identifies gaps with respect to important areas of need.
- C establishes priorities, strategies, and timelines for filling gaps.

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

School-Community Collaboration: A Self-study Survey

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

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

- C the mechanisms used to enhance collaboration*
- C clarifying what resources already are available*
- C how the resources are organized to work together*
- C what procedures are in place for enhancing resource usefulness*

The following survey is designed as self-study instrument related to school-community collaboration. Stakeholders can use such surveys to map and analyze the current status of their efforts.

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

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

I. List Current School-Community Collaboration

Make two lists:

- 1) activity and collaborators that are focused on improving the *school* and
- 2) those focused on improving the *neighborhood* (through enhancing links with the school, including use of school facilities and resources)

II. Overview: Areas for School-Community Collaboration

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

	Yes	Yes but more of this is needed	No	If no, is this something you want?
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Indicate all items that apply

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

- | | | | | |
|---|-----|-----|-----|-----|
| 1. the instructional component of schooling | ___ | ___ | ___ | ___ |
| 2. the governance and management of schooling | ___ | ___ | ___ | ___ |
| 3. financial support for schooling | ___ | ___ | ___ | ___ |
| 4. stakeholder development | ___ | ___ | ___ | ___ |
| 5. school-based programs and services to address barriers to learning | ___ | ___ | ___ | ___ |

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

- | | | | | |
|---|-----|-----|-----|-----|
| 1. youth development programs | ___ | ___ | ___ | ___ |
| 2. youth and family recreation and enrichment opportunities | ___ | ___ | ___ | ___ |
| 3. physical health services | ___ | ___ | ___ | ___ |
| 4. mental health services | ___ | ___ | ___ | ___ |
| 5. programs to address psychosocial problems | ___ | ___ | ___ | ___ |
| 6. basic living needs services | ___ | ___ | ___ | ___ |
| 7. 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 | ___ | ___ | ___ | ___ |

III. Overview: *System Status for Enhancing School-Community Collaboration*

Items 1-7 ask about what processes are in place. Use the following ratings in responding to these items. DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for a while; 5 = well institutionalized (well established with a commitment to maintenance)

- | | | | | | | |
|---|----|---|---|---|---|---|
| A. Is there a stated policy for enhancing school-community collaboration (e.g., from the school, community agencies, government bodies)? | DK | 1 | 2 | 3 | 4 | 5 |
| B. Is there a designated leader or leaders for enhancing school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| C. With respect to each entity involved in the school-community collaboration have specific persons been designated as representatives to meet with each other? | DK | 1 | 2 | 3 | 4 | 5 |
| D. Do personnel involved in enhancing school-community collaboration meet regularly as a team to evaluate current status and plan next steps? | DK | 1 | 2 | 3 | 4 | 5 |
| E. Is there a written plan for capacity building related to enhancing the school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| F. Are there written descriptions available to give all stakeholders regarding current school-community collaboration efforts? | DK | 1 | 2 | 3 | 4 | 5 |
| G. Are there effective processes by which stakeholders learn | | | | | | |
| 1. what is available in the way of programs/services? | DK | 1 | 2 | 3 | 4 | 5 |
| 2. how to access programs/services they need? | DK | 1 | 2 | 3 | 4 | 5 |
| H. In general, how effective are your local efforts to enhance school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| I. With respect to enhancing school-community collaboration, how effective are each of the following: | | | | | | |
| 1. current policy | DK | 1 | 2 | 3 | 4 | 5 |
| 2. designated leadership | DK | 1 | 2 | 3 | 4 | 5 |
| 3. designated representatives | DK | 1 | 2 | 3 | 4 | 5 |
| 4. team monitoring and planning of next steps | DK | 1 | 2 | 3 | 4 | 5 |
| 5. capacity building efforts | DK | 1 | 2 | 3 | 4 | 5 |

IV. School-Community Collaboration to Improve the School

Indicate the status of collaboration between a given school or family of schools and community (name of school(s): _____)

Indicate all items that apply

A. Collaboration to improve school

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. the instructional component of schooling				
>kindergarten readiness programs	___	___	___	___
>tutoring	___	___	___	___
>mentoring	___	___	___	___
>school reform initiatives	___	___	___	___
>homework hotlines	___	___	___	___
>media/technology	___	___	___	___
>service learning	___	___	___	___
>career mentoring	___	___	___	___
>career academy programs	___	___	___	___
>adult education, ESL, literacy, citizenship classes	___	___	___	___
>others _____	___	___	___	___
2. the governance and management of schooling				
>PTA/PTSA	___	___	___	___
>shared leadership	___	___	___	___
>advisory bodies	___	___	___	___
>others _____	___	___	___	___
3. school-based programs and services to address barriers to learning				
>student and family assistance programs/services*	___	___	___	___
>transition programs*	___	___	___	___
>crisis response and prevention programs*	___	___	___	___
>home involvement programs*	___	___	___	___
>community involvement programs*	___	___	___	___
>classroom-based approaches*	___	___	___	___
>pre and inservice staff development programs	___	___	___	___
>others _____	___	___	___	___
4. stakeholder development				
>school staff	___	___	___	___
>staff from community programs and services	___	___	___	___
>family members	___	___	___	___
>others _____	___	___	___	___
3. financial support for schooling				
a. adopt-a-school	___	___	___	___
b. grant programs and funded projects	___	___	___	___
c. donations/fund raising	___	___	___	___
d. other _____	___	___	___	___

*See surveys for each of these arenas of school intervention.

B. Collaboration to improve *neighborhood*

	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 and 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	___	___	___	___
>others _____	___	___	___	___

B. Collaboration to improve *neighborhood* (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
6. basic living needs services				
>food	___	___	___	___
>clothing	___	___	___	___
>housing	___	___	___	___
>child care	___	___	___	___
>transportation assistance	___	___	___	___
>others _____	___	___	___	___
7. work/career/higher education programs				
>college prep programs	___	___	___	___
>job mentoring	___	___	___	___
>job shadowing	___	___	___	___
>job programs and employment opportunities	___	___	___	___
>others _____	___	___	___	___
8. social services				
>school-based/linked family resource centers	___	___	___	___
>integrated services initiatives	___	___	___	___
>budgeting/financial management counseling	___	___	___	___
>family preservation and support	___	___	___	___
>foster care school transition programs	___	___	___	___
>case management	___	___	___	___
>immigration and cultural transition assistance	___	___	___	___
>language translation	___	___	___	___
>others _____	___	___	___	___
9. crime and juvenile justice programs				
>camp returnee programs	___	___	___	___
>children's court liaison	___	___	___	___
>truancy mediation	___	___	___	___
>juvenile diversion programs with school	___	___	___	___
>probation services at school	___	___	___	___
>police protection programs	___	___	___	___
>others _____	___	___	___	___
10. legal assistance				
>legal aide programs	___	___	___	___
>others _____	___	___	___	___
11. support for development of neighborhood organizations				
>neighborhood protective associations	___	___	___	___
>emergency response planning and implementation	___	___	___	___
>neighborhood coalitions and advocacy groups	___	___	___	___
>volunteer services	___	___	___	___
>welcoming clubs	___	___	___	___
>social support networks	___	___	___	___
>others _____	___	___	___	___
12. economic development and housing programs				
>empowerment zones	___	___	___	___
>urban village programs	___	___	___	___
>accessing affordable housing	___	___	___	___
>others _____	___	___	___	___

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.