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Mapping a School's Resources to Improve Their Use in Preventing and Ameliorating Problems

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CHAPTER
95

Getting Started

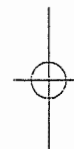
To function well, every system must fully understand and manage its resources. Mapping is a first and essential step toward these ends, and done properly, it is a major intervention in efforts to enhance systemic effectiveness and change for addressing barriers to learning and teaching.

Schools have a variety of programs and services for students who manifest learning, behavior, and emotional problems. These range from entitlement programs for economically impoverished students, through extra help for low performing students/schools, to special education interventions. In some places, the resources devoted to such efforts may account for as much as 30% of a school's budget. However, because school improvement initiatives continue to marginalize these "learning supports," the resources are deployed in a fragmented manner. The result is that essential resources often are deployed in redundant and wasteful ways and the overall impact is undermined. And, the problem usually is compounded when efforts are made to connect community resources to schools. Given that an effective system of learning supports is fundamental to improving student achievement, greater attention must be paid to using all learning support resources effectively and efficiently (Adelman & Taylor, 1997, 2002, 2006a; Marx, Wooley, & Northrop, 1998; Rosenblum, DiCecco, Taylor, & Adelman, 1995). This means that school improvement efforts must place a high priority on mapping, analyzing, and managing these resources.

What We Know

Our particular focus here is on clarifying the mapping process. However, it should be emphasized from the outset that mapping is not an end in itself. Mapping provides a basis for resource analyses in order to make informed decisions about resource deployment. Analysis of what is needed, available, and effective provides the foundation for improving cost-efficiency and setting priorities. In a similar fashion, mapping and analyses of a complex or family of schools (e.g., a high school and its feeder middle and elementary schools) provides information for decision making that can lead to strategies for cooperation and integration to enhance intervention effectiveness and garner economies of scale.

In our work, mapping provides the basis for developing a comprehensive, multifaceted, and cohesive system of learning supports. The immediate challenges in such work are to move from piecemeal approaches by coordinating and integrating existing activity and then strengthening such activity. Then, the emphasis is on filling gaps over time. To these ends, resources must be redeployed from poorly conceived activities to enhance the potency of well-conceived programs. At the same time, resources are directed at ensuring programs are in place to reduce unnecessary referrals and to follow through more effectively with necessary referrals. Over time, the 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 (Adelman & Taylor, 2006a, 2006b).

Mapping Resources for Learning Supports

In discussing resource mapping, our concern is with those assets currently at a school or that can be accessed for use by the school to provide support for students who are manifesting learning, behavior, or emotional problems. Such assets are money, personnel, programs, services, material, equipment, facilities, social and human capital, leadership, infrastructure mechanisms, and more. The focus is on detailing first what the school currently has in terms of the resources it directly “owns” and controls and then those it has access to from other schools, the district, and the surrounding community.

Why is it important to map *both* school and community resources? Schools and communities share: (a) goals and problems with respect to children, youth, and families, (b) the need to develop cost-effective systems, programs, and services, (c) accountability pressures related to improving outcomes, and (d) the opportunity to improve effectiveness by coordinating and eventually integrating resources to develop a full continuum of systemic interventions.

What We Can Do

Appreciating the importance of resource mapping often creates a desire to accomplish the work quickly. Generally speaking, however, 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 detailing what exists with a view to coordinating resource use. Over time, the focus is on spread-sheet type analyses, priority recommendations, and deploying, redeploying, and braiding resources to enhance cost-effectiveness and fill programmatic gaps. Ultimately, the work can provide the basis for evolving a comprehensive, multifaceted, and cohesive system of learning supports through systemic improvements and changes and enhancing collaborative arrangements.

Who Does It?

Resource mapping can be pursued by almost anyone. Indeed, one individual could accomplish a great deal. No matter how many are involved, the key to doing it effectively is to establish a formal mechanism for ongoing mapping and providing training and support so that it can be done well.

In chapter 93, we discuss use of a Learning Supports Resource Team (previously called a Resource Coordinating Team) as a prototype mechanism for accomplishing tasks such as resource mapping. Given that establishing yet another team can be difficult, an existing team can divide its time to encompass the work. For example, a school could expand the role and functions of a school-based Student Study/Success Team or a Crisis Team to focus on mapping and related resource-oriented functions. Of course, in doing so, care must be taken to keep agendas separate and to include additional stakeholders, such as parent, community, and student representatives, when a resource focus is the agenda.

How to Do It

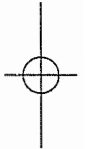
As noted above, mapping should be done in stages, starting with a simple task and building over time.

1. A first step is to clarify people/agencies to carry out relevant roles/functions.
2. Next, clarify specific programs, activities, and services (including information on how many students/families can be accommodated).
3. Delineate the systemic mechanisms involved in processing and decision making.
4. Identify the dollars and other related resources (e.g., facilities, equipment) that are being expended from various sources.
5. Collate the various policies that are relevant to the endeavor.

At each stage, develop a set of benchmarks to guide the work. As the information is gathered, establish a computer file. In the later stages, create spreadsheet formats.

Clarify Who’s Who and What They Do

One of the first mapping tasks is to develop a list that describes who provides learning supports at the school, including any representatives from



community agencies who come to the school. The resulting product spells out names, titles, general functions. Because many support staff serve several schools, it also clarifies when each individual is at the school. While it seems common sense that every school would have such a list, we find too few do.

Figure 95.1 provides a template for clarifying who's who and what they do. Once the resources are mapped, the product can be widely distributed to stakeholders as an information guide and a "social marketing" tool.

Map All Programs, Activities, and Services

After doing the above, the next mapping task is to specify all existing school-based and linked learning support activities that address barriers to learning and teaching, as well as those designed to promote healthy development. This can be done initially as a "laundry list," but as soon as feasible, it needs to be organized into a logical framework. One empirically developed framework is the six areas that have been conceived as the "curriculum" of an enabling component (e.g., see Adelman & Taylor, 1997, 2002, 2006a, 2006b). These six areas are:

1. Classroom-focused enabling—helping teachers learn and develop an increasingly wide array of strategies for preventing and handling problems in the classroom.
2. Crisis response and prevention—responding to schoolwide crises, minimizing their impact, and developing prevention strategies to reduce the number of schoolwide and personal crises.
3. Support for transitions—facilitating 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.
4. Home Involvement in schooling—facilitating 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. Community Involvement—facilitating comprehensive volunteer and community involvement—including formal linkages with community-based health and human services, local businesses, and various sources for volunteer recruitment.

6. Student and family assistance—assisting 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).

The Center for Mental Health in Schools at UCLA has developed a set of self-study instruments that delineate many activities related to each of the above areas. These provide templates to aid school personnel in mapping the status of current school site activities. Additional instruments are also available for mapping: (a) a school's systems for coordinating and monitoring student and family services and schoolwide activities and (b) school–community partnerships. All these tools are available for downloading at no cost from the Center's web site (<http://smhp.psych.ucla.edu>). For illustrative purposes, the school–community partnership survey is included in the Tools and Practice Examples section of this chapter.

Delineate the Systemic Mechanisms Involved in Processing and Decision Making

It is essential to clarify the "who, what, and how" of decision making related to allocating and using resources for learning support. This includes decisions about handling specific students, about establishing, maintaining, or ending programs, and about overall budget and space allocations. How many mechanisms are there? How are they connected to each other? Are the decisions made by an individual or a group? If a group, who on the group represents learning supports? Understanding mechanism deficiencies is a key to enhancing practices for specific students and their families (e.g., minimizing inappropriate referrals, providing best practice assistance) and is a critical step in taking action to end the marginalization and fragmentation of learning supports.

How Much Is Being Spent?

By this point, it should be obvious why we say mapping usually will have to be done in stages. After all the above has been accomplished, it is time to translate existing efforts into dollar expenditures and create spread sheet formats. In some schools,



Figure 95.1. Mapping Who's Who at School

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

| | | | |
|--|--|--|--------------|
| <i>School Psychologist:</i> | | <i>Resource and Special Education Teachers:</i> | |
| Times at School: | | Times at 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 | | Provides information on program modifications for students in regular classrooms as well as providing services for special education | |
| <i>School Nurse:</i> | | <i>Other important resources:</i> | |
| Times at School: | | <i>School-based Crisis Team (list by name and title)</i> | |
| 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 | | | |
| | | | |
| | | | |
| <i>Pupil Services & Attendance Counselor:</i> | | | |
| Times at School: | | <i>School Improvement Program Planners</i> | |
| Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities | | | |
| | | | |
| | | | |
| <i>Social Worker:</i> | | | |
| Times at School: | | <i>Community Resources</i> | |
| Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed | | Providing school-linked or school-based interventions and resources | |
| <i>Counselor:</i> | | Who | What They Do |
| Times at School: | | | |
| General and special counseling/guidance services. Consultation with parents and school staff | | | |
| <i>Dropout Prevention Program Coordination:</i> | | | |
| Times at School | | | |
| Coordinates activity designed to promote dropout prevention | | | |
| <i>Title I and Bilingual Coordinators:</i> | | | |
| Times at School: | | | |
| Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth) | | | |

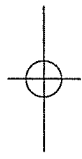


Figure 95.2. Mapping resources for student transitions and family-school involvement

| | |
|---|--|
| <p>Support for Transitions Enhancing school capacity to handle the variety of transition concerns confronting students and their families</p> | <p>Current Committee Members (Names of those who work regularly to enhance this area of activity throughout the school)</p> |
| <p>Current Programs/Resources</p> <ul style="list-style-type: none"> • 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 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 • Design a transition program to be and support staff to identify and assist and students who are having difficulty with transition into a new grade or school | <p>Priorities for Future Development in this Area</p> <ul style="list-style-type: none"> • In-service 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 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 |
| <p>Home Involvement in Schooling Enhancing school capacity to provide those in the home with opportunities for learning, special assistance, and participation</p> | <p>Current Committee Members (Names of those who work regularly to enhance this area of activity throughout the school)</p> |
| <p>Current Programs/Resources</p> <ul style="list-style-type: none"> • Adult education programs at the school and neighborhood <ul style="list-style-type: none"> ◦ ESL ◦ Literacy ◦ Job skills ◦ Child care certification program ◦ Citizenship exam preparation classes ◦ Parenting and helping their youngster with school work ◦ Aerobics/sewing | <p>Priorities for Future Development in this Area</p> |



(continued)



Figure 95.2. (Continued)

| | |
|---|--|
| <ul style="list-style-type: none"> • 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 e-mail discussions, in-person conferences on request, monthly newsletter) • School “beautification” program • Planning for community involvement | <ul style="list-style-type: none"> • 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 in-service for all staff to increase motivation and capability for enhancing home involvement |
|---|--|

Note: Figure 95.2 illustrates examples of two areas, student transitions and family-school involvement, at a school that categorizes its learning support programs based on the six aspects of an enabling component. For examples of other products, see *Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change* ([http:// smhp.psych.ucla.edu](http://smhp.psych.ucla.edu)).

the large proportion of students who are not doing well has resulted in learning supports becoming a large percentage of the budget. However, because the actual dollars spent tend to be masked in various ways, decision making and accountability related to learning supports are not a major focus of school improvement planning. Mapping the dollars is a fundamental step in changing all this. It is, of course, just one step. It provides the information for the analyses that clarify how to rethink allocations to improve resource use in preventing and ameliorating problems with the aim of enhancing student achievement.

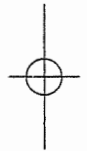
Mapping Policies

With all the above accomplished, it is time to clarify each of the policies that determine how resources are used. The focus is on policy that positively and/or negatively affects learning support practices at a school and in the surrounding community. Such policy is found in the regulations and guidelines that direct the work. The picture that evolves usually is a set of unconnected regulations and guidelines that were developed in an ad hoc and piecemeal manner. The lack of cohesive policy tends to work against good practice and tends to produce redundancy and waste. In

formulating recommendations for enhancing resource use, a policy map helps to identify what is feasible under existing policy, where waivers should be sought, and what should be pursued to enhance policy cohesion.

At this point, it should be evident that mapping resources is, in effect, an intervention for systemic change. By identifying and analyzing existing resources, awareness is heightened about their value in helping students engage and re-engage in learning at school. Analyses also can lead to sophisticated recommendations for deploying and redeploying resources to improve programs, enhance cost-effectiveness, and fill programmatic gaps in keeping with priorities. And, a focus on these matters often highlights the reality that the school's current infrastructure requires some revamping to ensure the necessary functions are carried out.

The products of mapping activity provide information for analyses and recommendations. They also can be invaluable for “social marketing” efforts designed to inform teachers, parents, and other community stakeholders about all that the school is doing to address barriers to learning and promote healthy development. One example is the document that emerges from mapping who's who and what they do (see Figure 95.1). Another source of such information is the school-community partnerships self-study survey.



Tools and Practice Examples

School–Community Partnerships Self-Study Survey

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

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

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

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

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

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

I. Overview: Areas for School–Community Partnership

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

II. List Current School–Community Partnerships—Make two lists: (1) those 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).

III. School–Community Partnerships to Improve the School

Indicate the status of partnerships between a given school or family of schools and community (Name of school(s) _____
_____).

Key Points to Remember

Why Mapping Resources Is So Important

To function well, every system must fully understand and manage its resources. Mapping is a first and essential step toward these ends, and done properly, it is a major intervention in efforts to enhance systemic effectiveness and change for addressing barriers to learning and teaching.

What Are Resources?

Money, personnel, programs, services, material, equipment, real estate, facilities, social and human capital, leadership, infrastructure mechanisms, and more.

What Do We Mean by Mapping and Who Does It?

A representative group of informed stakeholders is asked to undertake the process of identifying those assets currently at a school or that can be ac-

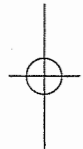


Table 95.1

| <i>Please indicate all items that apply</i> | <i>Yes</i> | <i>Yes, but more of this is needed</i> | <i>No</i> | <i>If no, is this something you want?</i> |
|--|------------|--|-----------|---|
| A. Improving the school (name of school(s)): | | | | |
| 1. the instructional component of schooling | | | | |
| 2. the governance and management of schooling | | | | |
| 3. financial support for schooling | | | | |
| 4. school-based programs and services to address barriers to learning | | | | |
| B. Improving the neighborhood (through enhancing linkages with the school, including use of school facilities and resources) | | | | |
| 1. youth development programs | | | | |
| 2. youth and family recreation and enrichment opportunities | | | | |
| 3. physical health services | | | | |
| 4. mental health services | | | | |
| 5. programs to address psychosocial problems | | | | |
| 6. basic living needs services | | | | |
| 7. work/career programs | | | | |
| 8. social services | | | | |
| 9. crime and juvenile justice programs | | | | |
| 10. legal assistance | | | | |
| 11. support for development of neighborhood organizations | | | | |
| 12. economic development programs | | | | |

cessed for use by the school to provide support for students who are manifesting learning, behavior, or emotional problems. The focus is on detailing first what the school currently has in terms of the resources it directly “owns” and controls and then those it has access to from other schools, the district, and the surrounding community.

Why Mapping Both School and Community Resources Is So Important

Schools and communities share: (a) goals and problems with respect to children, youth, and families, (b) the need to develop cost-effective systems, programs, and services, (c) accountability pressures related to improving outcomes, and (d) the opportunity to improve effectiveness by coordinating

and eventually integrating resources to develop a full continuum of systemic interventions.

Doing Resource Mapping

Do it in stages (start simple and build over time). Steps include: (a) clarifying who’s who and what they do, (b) mapping all programs, activities, and services, (c) delineating systemic mechanisms involved in processing and decision making, (d) clarifying how much is being spent, and (e) mapping policies.

What Does This Process Lead To?

Products that can be used for analyses, recommendations, and social marketing.

Table 95.2 Overview: System Status for Enhancing School-Community Partnership

| <p><i>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</i></p> | | | | | | |
|---|----|---|---|---|---|---|
| 1. Is there a stated policy for enhancing school-community partnerships (e.g., from the school, community agencies, government bodies)? | DK | 1 | 2 | 3 | 4 | 5 |
| 2. Is there a designated leader or leaders for enhancing school-community partnerships? | DK | 1 | 2 | 3 | 4 | 5 |
| 3. With respect to each entity involved in the school-community partnerships, have persons been designated as representatives to meet with each other? | DK | 1 | 2 | 3 | 4 | 5 |
| 4. Do personnel involved in enhancing school-community partnerships meet regularly as a team to evaluate current status and plan next steps? | DK | 1 | 2 | 3 | 4 | 5 |
| 5. Is there a written plan for capacity building related to enhancing the school-community partnerships? | DK | 1 | 2 | 3 | 4 | 5 |
| 6. Are there written descriptions available to give all stakeholders regarding current school-community partnerships? | DK | 1 | 2 | 3 | 4 | 5 |
| 7. Are there effective processes by which stakeholders learn? | | | | | | |
| (a) what is available in the way of programs/services? | DK | 1 | 2 | 3 | 4 | 5 |
| (b) how to access programs/services they need? | DK | 1 | 2 | 3 | 4 | 5 |
| 8. In general, how effective are your local efforts to enhance school-community partnerships? | DK | 1 | 2 | 3 | 4 | 5 |
| 9. With respect to enhancing school-community partnerships, how effective are each of the following: | | | | | | |
| (a) current policy? | DK | 1 | 2 | 3 | 4 | 5 |
| (b) designated leadership? | DK | 1 | 2 | 3 | 4 | 5 |
| (c) designated representatives? | DK | 1 | 2 | 3 | 4 | 5 |
| (d) team monitoring and planning of next steps? | DK | 1 | 2 | 3 | 4 | 5 |
| (e) capacity building efforts? | DK | 1 | 2 | 3 | 4 | 5 |



Table 95.3

| <i>Please indicate all items that apply</i> | Yes | <i>Yes, but more of this is needed</i> | No | <i>If no, is this something you want?</i> |
|--|-----|--|----|---|
| Partnerships to improve | | | | |
| 1. <i>The instructional component of schooling</i> | | | | |
| a. kindergarten readiness programs | | | | |
| b. tutoring | | | | |
| c. mentoring | | | | |
| d. school reform initiatives | | | | |
| e. homework hotlines | | | | |
| f. media/technology | | | | |
| g. career academy programs | | | | |
| h. adult education, ESL, literacy, citizenship classes | | | | |
| i. other _____ | | | | |
| 2. <i>The governance and management of schooling</i> | | | | |
| a. PTA/PTSA | | | | |
| b. shared leadership | | | | |
| c. advisory bodies | | | | |
| d. other _____ | | | | |
| 3. <i>Financial support for schooling</i> | | | | |
| a. adopt-a-school | | | | |
| b. grant programs and funded projects | | | | |
| c. donations/fund raising | | | | |
| d. other _____ | | | | |
| 4. <i>School-based programs and services to address barriers to learning</i> | | | | |
| a. student and family assistance programs/services | | | | |
| b. transition programs | | | | |
| c. crisis response and prevention programs | | | | |
| d. home involvement programs | | | | |
| e. pre- and in-service staff development programs | | | | |
| f. other _____ | | | | |
| Partnerships to improve | | | | |
| 1. <i>Youth development programs</i> | | | | |
| a. home visitation programs | | | | |
| b. parent education | | | | |
| c. infant and toddler programs | | | | |
| d. child care/children's centers/preschool programs | | | | |
| e. community service programs | | | | |
| f. public health and safety programs | | | | |
| g. leadership development programs | | | | |
| h. other _____ | | | | |
| 2. <i>Youth and family recreation and enrichment opportunities</i> | | | | |
| a. art/music/cultural programs | | | | |
| b. parks' programs | | | | |
| c. youth clubs | | | | |
| d. scouts | | | | |
| e. youth sports leagues | | | | |
| f. community centers | | | | |
| g. library programs | | | | |

(continued)



Table 95.3 (Continued)

| Please indicate all items that apply | Yes | Yes, but more of this is needed | No | If no, is this something you want? |
|---|-----|---------------------------------|----|------------------------------------|
| h. faith community's activity | | | | |
| i. camping programs | | | | |
| j. other _____ | | | | |
| 3. <i>Physical health services</i> | | | | |
| a. school-based/linked clinics for primary care | | | | |
| b. immunization clinics | | | | |
| c. communicable disease control programs | | | | |
| d. EPSDT programs | | | | |
| e. pro bono/volunteer programs | | | | |
| f. AIDS/HIV programs | | | | |
| g. asthma programs | | | | |
| h. pregnant and parenting minors programs | | | | |
| i. dental services | | | | |
| j. vision and hearing services | | | | |
| k. referral facilitation | | | | |
| l. emergency care | | | | |
| m. other _____ | | | | |
| 4. <i>Mental health services</i> | | | | |
| a. school-based/linked clinics w/ mental health component | | | | |
| b. EPSDT mental health focus | | | | |
| c. pro bono/volunteer programs | | | | |
| d. referral facilitation | | | | |
| e. counseling | | | | |
| f. crisis hotlines | | | | |
| g. other _____ | | | | |
| 5. <i>Programs to address psychosocial problems</i> | | | | |
| a. conflict mediation/resolution | | | | |
| b. substance abuse | | | | |
| c. community/school safe havens | | | | |
| d. safe passages | | | | |
| e. youth violence prevention | | | | |
| f. gang alternatives | | | | |
| g. pregnancy prevention and counseling | | | | |
| h. case management of programs for high-risk youth | | | | |
| i. child abuse and domestic violence programs | | | | |
| j. other _____ | | | | |
| 6. <i>Basic living needs services</i> | | | | |
| a. food | | | | |
| b. clothing | | | | |
| c. housing | | | | |
| d. transportation | | | | |
| e. other _____ | | | | |
| 7. <i>Work/career program</i> | | | | |
| a. job mentoring | | | | |
| b. job programs and employment opportunities | | | | |
| c. other: _____ | | | | |



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—
—

(continued)

Table 95.3 (Continued)

| Please indicate all items that apply | Yes | Yes, but more of this is needed | No | If no, is this something you want? |
|--|-----|---------------------------------|----|------------------------------------|
| 8. <i>Social services</i> | | | | |
| a. school-based/linked family resource centers | | | | |
| b. integrated services initiatives | | | | |
| c. budgeting/financial management counseling | | | | |
| d. family preservation and support | | | | |
| e. foster care school transition programs | | | | |
| f. case management | | | | |
| g. immigration and cultural transition assistance | | | | |
| h. language translation | | | | |
| i. other _____ | | | | |
| 9. <i>Crime and juvenile justice programs</i> | | | | |
| a. camp returnee programs | | | | |
| b. children's court liaison | | | | |
| c. truancy mediation | | | | |
| d. juvenile diversion programs with school | | | | |
| e. probation services at school | | | | |
| f. police protection programs | | | | |
| g. other _____ | | | | |
| 10. <i>Legal assistance</i> | | | | |
| a. legal aide programs | | | | |
| b. other _____ | | | | |
| 11. <i>Support for development of neighborhood organizations</i> | | | | |
| a. neighborhood protective associations | | | | |
| b. emergency response planning and implementation | | | | |
| c. neighborhood coalitions and advocacy groups | | | | |
| d. volunteer services | | | | |
| e. welcoming clubs | | | | |
| f. social support networks | | | | |
| g. other _____ | | | | |
| 12. <i>Economic development programs</i> | | | | |
| a. empowerment zones. | | | | |
| b. urban village programs | | | | |
| c. other _____ | | | | |

Resources

Here is a sample of web sites describing processes and providing tools for mapping school and community resources.

1. *Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change*. Center for Mental Health in Schools. <http://sinhp.psych.ucla.edu>
2. *Building Communities from the Inside Out*. Asset-based Community Development Institute. <http://www.northwestern.edu/IPR/abcdci.html>

Discusses the processes and provides a set of self-study surveys designed to aid school staff as they map and analyze their current programs, services, and systems for purposes of developing a comprehensive, multifaceted approach to addressing barriers to learning.

Uses a "Capacity Inventory," which 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.

3. *Moving Through Change, Communication, Engaging People in Community, Strategic Thinking*. <http://www.ael.org/rel/rural/pdf/mapping.pdf>

Determine what assets are available to help improve local education and quality of life, and to help match needs and assets. Includes instructions on generating a community profile.

4. *Asset Mapping: A Powerful Tool for Communities*. Northwest Regional Educational Laboratory. <http://www.nwrel.org/nwreport/dec98/article8.html>

This is 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.

5. *Community Building Resources: Community Capacity Building & Asset Mapping*©. http://www.cbr-aimhigh.com/What_cbr_Does/philosophy.htm

Designed as a 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 it engages people who have not participated in the life of the community.

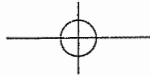
6. *Building Communities Through Strengths*. The Madii Institute. <http://www.madii.org/amhome/amhome.html>

Identify and involve all the capabilities or capacities of a community to create community transformation or to build community self-reliance. Many communities find they have all the resources they have hoped for during the asset mapping process.

7. *A Cultural Path*. The Madii Institute. <http://www.madii.org/culture/culture.html>

Examines the importance of different aspects of culture in asset mapping. Including cultural knowledge as an asset extends the current asset mapping and other community development models and broadens the possibilities for building community.

Below are some additional resources relevant to mapping school and community.



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