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

Every school needs a learning support or "enabling" component that is well-integrated with its instructional component. Such an enabling component addresses barriers to learning and promotes healthy development.

This Resource Aid includes a discussion of comprehensive, integrated approaches for addressing barriers to learning. This presentation is followed by a set of surveys covering six program areas and the leadership and coordination systems every school must evolve to enable learning effectively. Areas covered are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers).

In addition, there is a survey of mechanisms for leadership and coordination of enabling activity, and a survey of School-Community Partnerships.

Reframing Learning Supports – Complex Problems Require a Comprehensive, Multifaceted, Cohesive Systemic Approach

The complexity of factors interfering with learning and teaching underscore the need for a comprehensive, multifaceted, and cohesive system of learning supports. The matter then arises as to how to operationalize such an enabling/learning supports component. To this end, we offer a unifying framework that encompasses (1) an integrated and systemic continuum of interventions and (2) a multifaceted and cohesive set of content arenas.

A Continuum of Integrated School-community Intervention Systems

The intent, over time, is for schools to play a major role in establishing a full range of integrated intervention *systems*, including

* systems for promoting healthy development and preventing problems

* systems for intervening early to address problems as soon after onset as is feasible

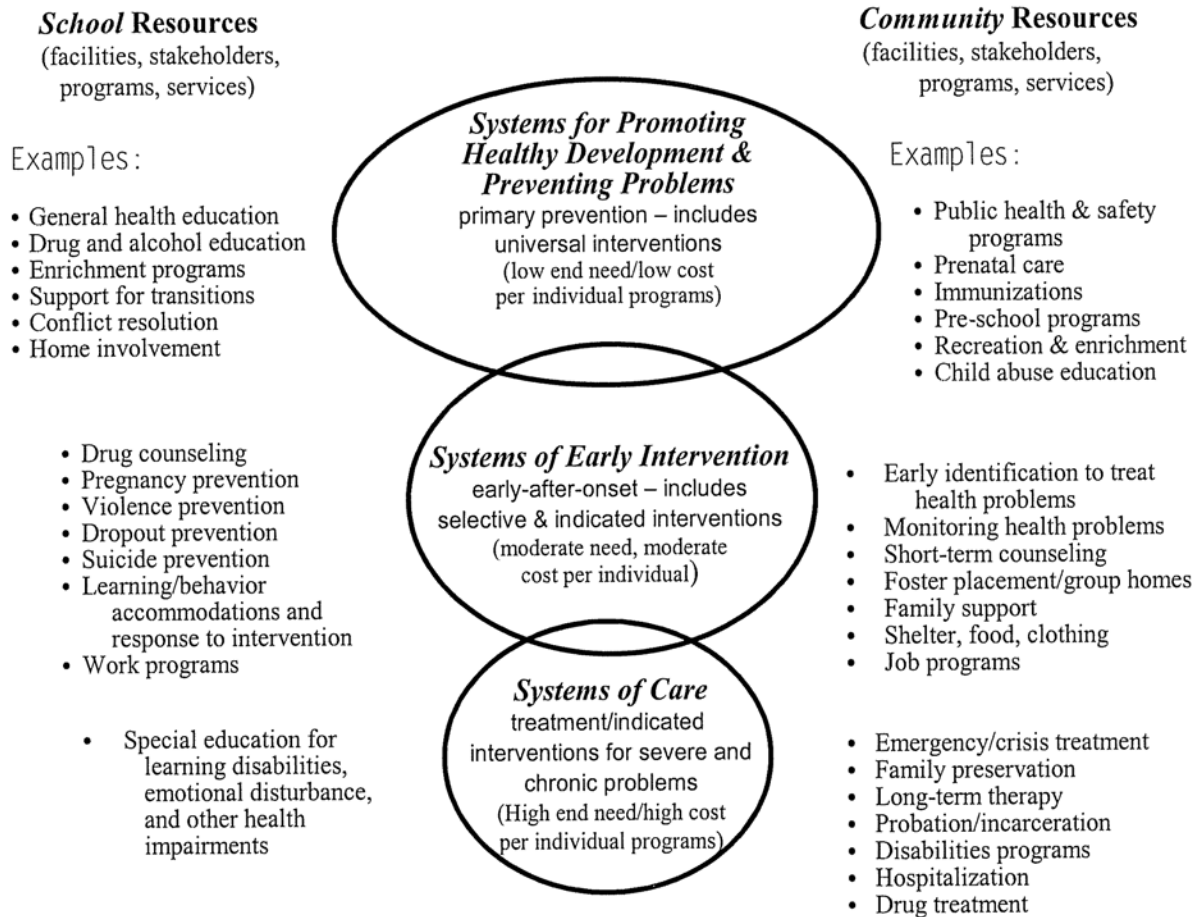* systems for assisting with chronic and severe problems.

As illustrated in Exhibit 1, the desired intervention systems can be conceived along a continuum. In keeping with public education and public health perspectives, such a continuum encompasses efforts to enable academic, social, emotional, and physical development and address behavior, learning, and emotional problems at every school.

Most schools have some programs and services that fit along the entire continuum. However, as stressed, the interventions are not coalesced into integrated systems. Moreover, the tendency to focus mostly on the most severe problems has skewed the process so that too little is done to prevent and intervene early after the onset of a problem. As a result, public education has been characterized as a system that "waits for failure."

The continuum spans the full spectrum of prevention efforts and incorporates a holistic and developmental emphasis that envelops individuals, families, and the contexts in which they live, work, and play. The continuum also provides a framework for adhering to the principle of using the least restrictive and nonintrusive forms of intervention required to appropriately respond to problems and accommodate diversity.

Moreover, given the likelihood that many problems are not discrete, the continuum can be designed to address root causes, thereby minimizing tendencies to develop separate programs for each observed problem. In turn, this enables increased coordination and integration of resources which can increase impact and cost-effectiveness.

Exhibit 1. Interconnected Systems for Meeting the Needs of All Students

School Resources
(facilities, stakeholders, programs, services)

Examples:

- General health education
- Drug and alcohol education
- Enrichment programs
- Support for transitions
- Conflict resolution
- Home involvement

- Drug counseling
- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Suicide prevention
- Learning/behavior accommodations and response to intervention
- Work programs

- Special education for learning disabilities, emotional disturbance, and other health impairments

Systems for Promoting Healthy Development & Preventing Problems
primary prevention – includes universal interventions
(low end need/low cost per individual programs)

Systems of Early Intervention
early-after-onset – includes selective & indicated interventions
(moderate need, moderate cost per individual)

Systems of Care
treatment/indicated interventions for severe and chronic problems
(High end need/high cost per individual programs)

Community Resources
(facilities, stakeholders, programs, services)

Examples:

- Public health & safety programs
- Prenatal care
- Immunizations
- Pre-school programs
- Recreation & enrichment
- Child abuse education

- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs

- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization
- Drug treatment

Systemic collaboration* is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among *systems* of *prevention, systems* of *early intervention*, and *systems of care.*

---

*Such collaboration involves horizontal and vertical restructuring of programs and services
  (a) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters of schools)
  (b) between jurisdictions, school and community agencies, public and private sectors; among schools; among community agencies

Designing the Continuum to Fit School Improvement Efforts

In our work, we operationalize the continuum as part of the concept of an enabling or learning supports component. This helps to coalesce and enhance programs to ensure all students have an equal opportunity to succeed at school. A critical matter is defining what the entire school must do to enable *all* students to learn and *all* teachers to teach effectively. School-wide approaches are especially important where large numbers of students are affected and at any school that is not yet paying adequate attention to equity and diversity concerns.

Moving beyond the laundry list

Pioneering efforts have further operationalized such a component into six programmatic arenas. In doing so, they have moved from a "laundry list" of programs, services, and activities to a defined content or "curriculum" framework that captures the essence of the multifaceted ways schools must address barriers to learning. Exhibit 2 outlines the prototype for the six arenas of an enabling or learning support component

Encompassed are programs to

1. *enhance regular classroom strategies to enable learning* (i.e., improving instruction for students who have become disengaged from learning at school and for those with mild-moderate learning and behavior problems)

2. *support transitions* (i.e., assisting students and families as they negotiate school and grade changes and many other transitions)

3. *increase home and school connections*

4. *respond to, and where feasible, prevent crises*

5. *increase community involvement and support* (outreach to develop greater community involvement and support, including enhanced use of volunteers)

6. *facilitate student and family access to effective services and special assistance as needed.*

Exhibit 2. An Enabling Component to Address Barriers to Learning and Enhance Healthy
Development at a School Site

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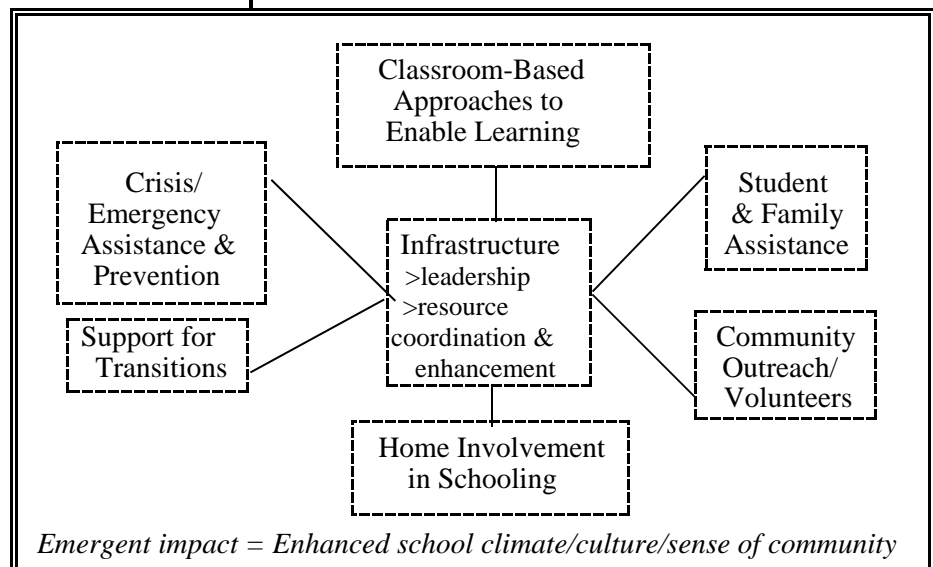at any given point in time)

I = Motivationally
ready & able

No Barriers

Instructional Component

(2)

(a) Classroom Teaching
+
(b) Enrichment Activity

Desired Outcomes

Barriers to Learning

II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/ minor vulnerabilities

(1)

Enabling Component

III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems
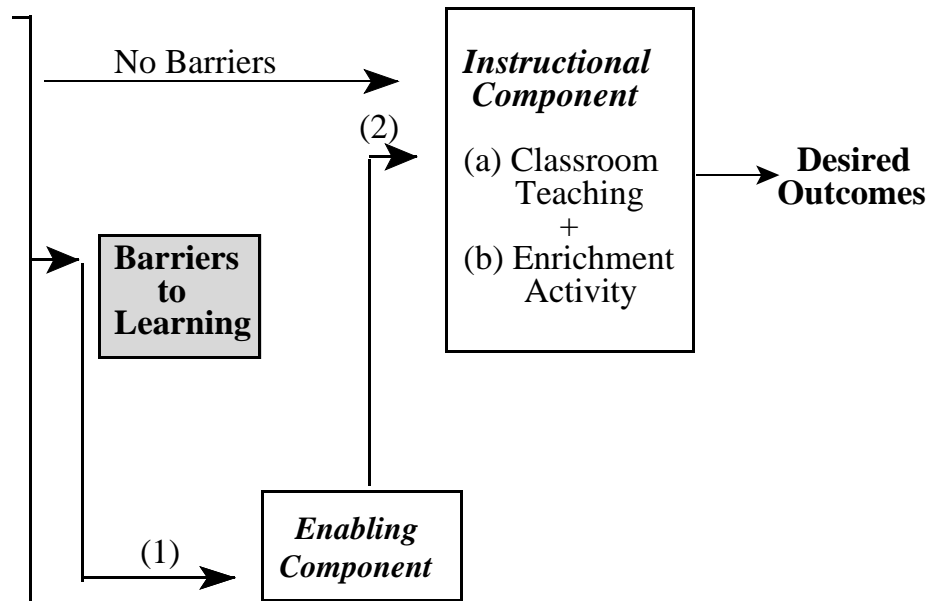
Component to Enable Learning:
*A Comprehensive, Multifaceted Approach
for Addressing Barriers to Learning*

Such an approach weaves six clusters of enabling
activity (i.e., an enabling component curriculum) into
the fabric of the school to address barriers to learning
and promote healthy development for *all* students.

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

Classroom-Based Approaches to Enable Learning

Crisis/ Emergency Assistance & Prevention

Support for Transitions

Infrastructure
>leadership
>resource coordination & enhancement

Student & Family Assistance

Community Outreach/ Volunteers

Home Involvement in Schooling

Emergent impact = Enhanced school climate/culture/sense of community

5

Note in Exhibit 1 that addressing barriers to learning involves two major considerations: (1) helping students around barriers *and* (2) engaging/re-engaging them in classroom instruction. It should be evident that interventions that do not accomplish the second consideration generally are insufficient in sustaining, over time, student involvement, good behavior, and effective learning at school.

Combining the continuum and the content arenas yields a guiding matrix

Combining the six content arenas with the continuum of interventions illustrated in Exhibit 2 provides a comprehensive and multifaceted intervention framework to guide and unify school improvement planning for developing a system of learning supports. The resultant matrix is shown in Exhibit 3. This unifying framework facilitates mapping and analyzing the current scope and content of how a school, a family of schools (e.g., a feeder pattern of schools) a district, and the community at each level addresses barriers to learning and teaching.

Beginning in the classroom with differentiated classroom practices and ensuring school-wide learning supports, such a comprehensive, multifaceted, and cohesive systemic approach

>addresses barriers through a broader view of "basics" and through effective accommodation of individual differences and disabilities

>enhances the focus on motivational considerations with a special emphasis on intrinsic motivation as it relates to individual readiness and ongoing involvement and with the intent of fostering intrinsic motivation as a basic outcome

>adds remediation, treatment, and rehabilitation as necessary, but only as necessary.

For individual youngsters, the intent is to prevent and minimize as many problems as feasible and to do so in ways that maximize engagement in productive learning. For the school and community as a whole, the intent is to produce a safe, healthy, nurturing environment/culture characterized by respect for differences, trust, caring, support, and high expectations. In accomplishing all this, the focus is on reframing support programs and melding school, community, and home resources.

The surveys in this packet provide specifics related to each content arena. They can help in recognizing what a school has and what it needs.

Exhibit 3. Matrix for Reviewing Scope and Content of a Component to
Address Barriers to Learning*

Scope of Intervention

	Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care
Classroom-Focused Enabling			
Crisis/ Emergency Assistance & Prevention			
Support for transitions			
Home Involvement in Schooling			
Community Outreach/ Volunteers			
Student and Family Assistance			

Organizing around the

Content/ "curriculum"

(for addressing barriers to learning & promoting healthy development)

Accommodations for differences & disabilities

Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)

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

7

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 Learning Supports System Status, there are self-study surveys to help think about ways to address barriers to student learning by enhancing

- Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning

- Crisis Assistance and Prevention

- Support for Transitions

- Home Involvement in Schooling

- Community Outreach for Involvement and Support

- Student and Family Assistance Programs and Services

- School-Community Collaboration

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

- working together to understand what is and what might be

- clarifying gaps, priorities, and next steps

Done right it can

- counter fragmentation and redundancy
- mobilize support and direction
- enhance linkages with other resources
- facilitate effective systemic change
- 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 (an enabling or learning supports 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

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

This provides a basis for a discussion that

- 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).

- decides about what resources can be redeployed to enhance current efforts that need embellishment

- identifies gaps with respect to important areas of need.

- establishes priorities, strategies, and timelines for filling gaps.

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

A tool for mapping and planning

Survey of Learning Supports System Status

As a school sets out to enhance the usefulness of learning supports designed to address barriers to learning, 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 in a coordinated way*

- *what procedures are in place for enhancing resource usefulness*

This survey provides a starting point.

The first form provides a template which you can fill in to clarify the people and their positions at your school who provide services and programs related to addressing barriers to learning. This also is a logical group of people to bring together in establishing a resource-oriented team for learning supports at the school.

Following this is a survey designed to help you review how well systems for Learning Supports have been developed and are functioning.

Learning Supports Staff at the School

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

Administrative Leader for Learning Supports
_____

School Psychologist _____
   times at the school _____

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

School Nurse _____
   times at the school_____
   • Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor
_____
   times at the school _____

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

Social Worker _____
   times at the school _____

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

Counselors   times at the school
_____   _____
_____   _____

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

Dropout Prevention Program Coordination
_____
   times at the school _____

   • Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators
_____
_____

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

Resource and Special Education Teachers
_____
_____
_____
   times at the school _____

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

Other important resources:

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

School Improvement Program Planners
_____/_____
_____/_____
_____/_____

Community Resources

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

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

Survey of Learning Supports System Status

Items 1-9 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)

1. Is someone at the school designated as the administrative leader for activity designed to address barriers to learning (e.g., learning supports, health and social services, the Enabling Component)?

    DK 1 2 3 4 5

2. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together?

    DK 1 2 3 4 5

3. Is there a resource-oriented team (e.g., a Learning Supports Resource Team) – as contrasted to a case-oriented team?

    DK 1 2 3 4 5

    (a) Does the team analyze data trends at the school with respect to

    >attendance   DK 1 2 3 4 5
    >drop outs   DK 1 2 3 4 5
    >achievement   DK 1 2 3 4 5

    (b) Does the team map learning supports programs to determine whether

    >identified priorities are being addressed adequately   DK 1 2 3 4 5
    >program quality is up to standards   DK 1 2 3 4 5
    >gaps have been identified and priorities for the future are set   DK 1 2 3 4 5

    (c) Which of the following areas of learning support are reviewed regularly?

    >Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning   DK 1 2 3 4 5

    >Crisis Assistance and Prevention   DK 1 2 3 4 5

    >Support for Transitions   DK 1 2 3 4 5

    >Home Involvement in Schooling   DK 1 2 3 4 5

    >Community Outreach for Involvement and Support   DK 1 2 3 4 5

    >Student and Family Assistance   DK 1 2 3 4 5

4. Are there *written descriptions* of learning supports programs
    available to give

    >staff   DK 1 2 3 4 5
    >families   DK 1 2 3 4 5
    >students   DK 1 2 3 4 5
    >community stakeholders   DK 1 2 3 4 5

5. Are there a case-oriented systems in place for

    (a) concerned parties to use in making referrals?   DK 1 2 3 4 5

    (b) triage (to decide how to respond when a referral is made)?   DK 1 2 3 4 5

    (c) case monitoring and management?   DK 1 2 3 4 5

    (d) a student review team?   DK 1 2 3 4 5

    (e) a crisis team?   DK 1 2 3 4 5

6. Are there *written descriptions* available to give to staff and others
    about

    >how to make referrals   DK 1 2 3 4 5
    >the triage process   DK 1 2 3 4 5
    >the process for case monitoring and management   DK 1 2 3 4 5
    >the process for student review   DK 1 2 3 4 5

7. Are there systems in place to support staff wellness?   DK 1 2 3 4 5

8. Are there processes by which staff and families learn

    (a) What is available in the way of programs/services at school?   DK 1 2 3 4 5

    (b) What is available in the way of programs/services in the   DK 1 2 3 4 5
        community?

    (c) How to access programs/services they need?   DK 1 2 3 4 5

9. Has someone at the school been designated as a representative to   DK 1 2 3 4 5
    meet with the other schools in the feeder pattern to enhance
    coordination and integration of learning supports among the
    schools and with community resources?

Survey of Learning Supports System Status **(cont.)**

The following items ask about effectiveness of existing processes.

Use the following ratings in responding to these items.
   DK   = don't know
   1 = hardly ever effective
   2 = effective about 25 % of the time
   3 = effective about half the time
   4 = effective about 75% of the time
   5 = almost always effective

10. How effective are the processes for

   (a) planning, implementing, and evaluating learning supports system improvements?   DK 1 2 3 4 5

   (b) enhancing learning supports resources (e.g.,through budget decisions, staff development; developing or bringing new programs/services to the site; making formal linkages with programs/services in the community)?   DK 1 2 3 4 5

11. How effective are the processes for ensuring that

   (a) resources are properly allocated and coordinated?   DK 1 2 3 4 5

   (b) community resources linked with the school are effectively coordinated/integrated with related school activities?   DK 1 2 3 4 5

12. How effective are the processes for ensuring that resources available to the whole feeder pattern of schools are properly allocated and shared/coordinated?   DK 1 2 3 4 5

13.   How effective is the

   (a) referral system?   DK 1 2 3 4 5

   (b) triage system?   DK 1 2 3 4 5

   (c) case monitoring and management system?   DK 1 2 3 4 5

   (d) student review team?   DK 1 2 3 4 5

   (e) crisis team?   DK 1 2 3 4 5

14.   List community resources with which you have formal relationships.

   (a) Those that bring program(s) to the school site

   (b) Those not at the school site but which have made a special commitment to respond to the school's referrals and needs.

Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning: A Self-Study Survey

This arena provides a fundamental example not only of how learning supports overlap regular instructional efforts, but how they add value to prevailing efforts to improve instruction. Classroom-based efforts to enable learning can (a) prevent problems, (b) facilitate intervening as soon as problems are noted, (c) enhance intrinsic motivation for learning, and (d) re-engage students who have become disengaged from classroom learning. This is accomplished by increasing teachers' effectiveness so they can account for a wider range of individual differences, foster a caring context for learning, and prevent and handle a wider range of problems when they arise. Effectiveness is enhanced through personalized staff development and opening the classroom door to others who can help. One objective is to provide teachers with the knowledge and skills to develop a classroom infrastructure that transforms a big class into a set of smaller ones. Such a focus is essential for increasing the effectiveness of regular classroom instruction, supporting inclusionary policies, and reducing the need for specialized services.

Work in this arena requires programmatic approaches and systems designed to personalize professional development of teachers and support staff, develop the capabilities of paraeducators and other paid assistants and volunteers, provide temporary out of class assistance for students, and enhance resources. For example: personalized help is provided to increase a teacher's array of strategies for accommodating, as well as teaching students to compensate for, differences, vulnerabilities, and disabilities. Teachers learn to use paid assistants, peer tutors, and volunteers in targeted ways to enhance social and academic support.

As appropriate, support *in the classroom* also is provided by resource and itinerant teachers and counselors. This involves restructuring and redesigning the roles, functions, and staff development of resource and itinerant teachers, counselors, and other pupil service personnel so they are able to work closely with teachers and students in the classroom and on regular activities.

Classroom-based Approaches ...

Indicate all items that apply.

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

I. Opening the Classroom Door

A. Are others invited into the classroom to assist in enhancing classroom approaches?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. aides (e.g., paraeducators; other paid assistants)?	——	——	——	——
2. older students?	——	——	——	——
3. other students in the class?	——	——	——	——
4. volunteers?	——	——	——	——
5. parents?	——	——	——	——
6. resource teacher?	——	——	——	——
7. specialists?	——	——	——	——
8. other? (specify)_____	——	——	——	——

B. Are there programs to train aides, volunteers, and other "assistants" who come into the classrooms to work with students who need help?   —— —— —— ——

II. Redesigning Classroom Approaches to Enhance Teacher Capability to Prevent and Handle Problems and Reduce Need for out of Class Referrals

A. Is instruction personalized (i.e., designed to match each student's motivation and capabilities)?   —— —— —— ——

B. When needed, is in-classroom special assistance provided?   —— —— —— ——

C. Are there small group and independent learning options?   —— —— —— ——

D. Are behavior problems handled in ways designed to minimize a negative impact on student attitudes toward classroom learning?   —— —— —— ——

E. Is there a range of curricular and instructional options and choices?   —— —— —— ——

F. Are prereferral interventions used?   —— —— —— ——

G. Are materials and activities upgraded to
1. ensure there are enough basic supplies in the classroom?   —— —— —— ——
2. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)?   —— —— —— ——
3. include advanced technology?   —— —— —— ——
4. other? (specify) _____   —— —— —— ——

H. Are regular efforts to foster social and emotional development supplemented?   —— —— —— ——

Classroom-based Approaches (cont.)

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

I. Which of the following can teachers request as special intervention?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Family problem solving conferences?	——	——	——	——
2. Exchange of students to improve student-teacher match and for a fresh start?	——	——	——	——
3. Referral for specific services?	——	——	——	——
4. Other (specify) _____	——	——	——	——

J. What programs are there for temporary out-of-class help?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. a family center providing student & family assistance?	——	——	——	——
2. designated problem remediation specialists?	——	——	——	——
3. a "time out" situation?	——	——	——	——
4. Other? (specify) _____	——	——	——	——

K. What is done to assist a teacher who has difficulty with limited English speaking students?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Is the student reassigned?	——	——	——	——
2. Does the teacher receive professional development related to working with limited English speaking students?	——	——	——	——
3. Does a bilingual coordinator offer consultation?	——	——	——	——
4. Is a bilingual aide assigned to the class?	——	——	——	——
5. Are volunteers brought in to help (e.g., parents, peers)?	——	——	——	——
6. Other? (specify) _____	——	——	——	——

III. Enhancing and Personalizing Professional Development

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are teachers clustered for support and staff development?	——	——	——	——
B. Are demonstrations provided?	——	——	——	——
C. Are workshops and readings offered regularly?	——	——	——	——

D. Is consultation available from persons with special expertise such as

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. learning supports staff (e.g., psychologist, counselor, social worker, nurse)?	——	——	——	——
2. resource specialists and/or special education teachers?	——	——	——	——
3. members of special committees?	——	——	——	——
4. bilingual and/or other coordinators?	——	——	——	——
5. other? (specify) _____	——	——	——	——

	Yes	Yes but more of this is needed	No	If no, is this something you want?
E. Is there a formal mentoring program?	——	——	——	——
F. Is team teaching or co-teaching used as an opportunity for teachers to learn on the job?	——	——	——	——
G. Is the school creating a learning community?	——	——	——	——
H. Is there staff social support?	——	——	——	——

Classroom-based Approaches (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
I. Is there formal conflict mediation/resolution for staff?	___	___	___	___
J. Is there a focus on learning how to integrate intrinsic motivation into teaching and classroom management?	___	___	___	___
K. Is there assistance in learning to use advanced technology?	___	___	___	___
L. Other (specify) _____	___	___	___	___

IV. Curricular Enrichment and Adjunct Programs

A. What types of technology are available to the classroom?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Are there computers in the classroom?	___	___	___	___
2. Is there a computer lab?	___	___	___	___
3. Is computer assisted instruction offered?	___	___	___	___
4. Are there computer literacy programs?	___	___	___	___
5. Are computer programs used to address ESL needs?	___	___	___	___
6. Does the classroom have video recording capability?	___	___	___	___
7. Is instructional TV used in the classroom?	___	___	___	___
8. Is there a multimedia lab?	___	___	___	___
9. Other? (specify)_____	___	___	___	___

B What curricular enrichment and adjunct programs do teachers use?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Are library activities used regularly?	___	___	___	___
2. Is music/art used regularly?	___	___	___	___
3. Is health education a regular part of the curriculum?	___	___	___	___
4. Are student performances regular events?	___	___	___	___
5. Are there several field trips a year?	___	___	___	___
6. Are there student council and other leaders opportunities?	___	___	___	___
7. Are there school environment projects such as				
a. mural painting?	___	___	___	___
b. horticulture/gardening?	___	___	___	___
c. school clean-up and beautification?	___	___	___	___
d. other? (specify)_____	___	___	___	___
8. Are there special school-wide events such as				
a. sports	___	___	___	___
b. clubs and similar organized activities?	___	___	___	___
c. publication of a student newspaper?	___	___	___	___
d. sales events?	___	___	___	___
e. poster contests?	___	___	___	___
f. essay contests?	___	___	___	___
g. a book fair?	___	___	___	___
h. pep rallies/contests?	___	___	___	___
i. attendance competitions?	___	___	___	___
j. attendance awards/assemblies?	___	___	___	___
k. other? (specify) _____	___	___	___	___
9. Are guest contributors used (e.g., outside speakers/performers)?	___	___	___	___
10. Other (specify)?_____	___	___	___	___

18

Classroom-based Approaches (cont.)

		Yes but more of this is		If no, is this something

	Yes	needed	No	you want?

V. Classroom and School-wide Approaches Used to Create and Maintain a Caring and Supportive Climate

A. Are there school-wide approaches for

	Yes	Yes but more needed	No	you want?
1. creating and maintaining a caring and supportive climate?	——	——	——	——
2. supporting high standards for positive behavior?	——	——	——	——
3. Other (specify) _____	——	——	——	——

B. Are there classroom approaches for

	Yes	Yes but more needed	No	you want?
1. creating and maintaining a caring and supportive climate?	——	——	——	——
2. supporting high standards for positive behavior?	——	——	——	——
3. Other (specify) _____	——	——	——	——

VI. Capacity Building for Classroom-based Approaches

A. Are there programs to enhance broad stakeholder Involvement in classroom-based approaches?

	Yes	Yes but more needed	No	you want?
A.	——	——	——	——

B. Programs used to meet the educational needs of personnel related to classroom-based approaches –

	Yes	Yes but more needed	No	you want?
1. Is there ongoing training for learning supports staff with respect to classroom-based approaches?	——	——	——	——
2. Is there ongoing training for others involved in providing classroom-based approaches (e.g., teachers, peer buddies, office staff, administrators)?	——	——	——	——
3. Other (specify) _____	——	——	——	——

C. Which of the following topics are covered in educating stakeholders?

	Yes	Yes but more needed	No	you want?
1. How others can work effectively in the classroom?	——	——	——	——
2. Re-engaging students who have disengaged from classroom learning	——	——	——	——
3. Personalizing instruction	——	——	——	——
4. Addressing learning, behavior, and emotional problems	——	——	——	——
5. Enriching options and facilitating student and family Involvement in decision making	——	——	——	——

D. Indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.

Indicate below any other ways used at the school to assist a teacher's efforts to address barriers to students' learning.

Other matters relevant to Classroom-based approaches are found in the surveys on
>Support for Transitions   >Home Involvement in Schooling
          >Community Involvement and Support

Crisis Assistance and Prevention:
A Self-study Survey

Schools must respond to, minimize the impact of, and prevent school and personal crises. This requires school-wide and classroom-based systems and programmatic approaches. Such activity focuses on (a) emergency/ crisis response at a site, throughout a school complex, and community-wide (including a focus on ensuring follow-up care), (b) minimizing the impact of crises, and (c) prevention at school and in the community to address school safety and violence reduction, suicide prevention, child abuse prevention, and so forth.

Desired outcomes of crisis assistance include ensuring immediate emergency and follow-up care so students are able to resume learning without too much delay. Prevention outcome indices reflect a safe and productive environment where students and their families display the type of attitudes and capacities needed to deal with violence and other threats to safety.

A key mechanism in this arena often is development of a crisis team. Such a team is trained in emergency response procedures, physical and psychological first-aid, aftermath interventions, and so forth. The team also can take the lead in planning ways to prevent some crises by facilitating development of programs to mediate and resolve conflicts, enhance human relations, and promote a caring school culture.

Crisis Assistance and Prevention

Indicate all items that apply.

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

I. Ensuring Immediate Assistance in Emergencies/Crises :

A. Is there a plan that details a coordinated response
    1. for all at the school site? ___ ___ ___ ___
    2. with other schools in the complex? ___ ___ ___ ___
    3. with community agencies? ___ ___ ___ ___

B. Are emergency/crisis plans updated appropriately with regard to
    1. crisis management guidelines (e.g., flow charts, check list)? ___ ___ ___ ___
    2. plans for communicating with homes/community? ___ ___ ___ ___
    3. media relations guidelines? ___ ___ ___ ___

C. Are stakeholders regularly provided with information about emergency response plans? ___ ___ ___ ___

D. Is medical first aid provided when crises occur? ___ ___ ___ ___

E. Is psychological first aid provided when crises occur? ___ ___ ___ ___

F. Other? (specify) _____ ___ ___ ___ ___

II. Providing Follow-up Assistance as Necessary

A. Are there programs for *short-term* follow-up assistance? ___ ___ ___ ___

B. Are there programs for *longer-term* follow-up assistance? ___ ___ ___ ___

C. Other? (specify) _____ ___ ___ ___ ___

III. Crisis Team to Formulate Response and Prevention Plans

A. Is there an active Crisis Team? ___ ___ ___ ___

B. Is the Crisis Team appropriately trained? ___ ___ ___ ___

C. Does the team focus on prevention of school and personal crises ___ ___ ___ ___

IV. Mobilizing Staff, Students, & Families to Anticipate Response Plans and Recovery Efforts

With respect to planning and training for crisis response and recovery, are the following stakeholders, are there programs to involve and integrate

A. learning supports staff? ___ ___ ___ ___
B. teachers? ___ ___ ___ ___
C. other school staff? ___ ___ ___ ___
D. students? ___ ___ ___ ___
E. families? ___ ___ ___ ___
F. other schools in the vicinity? ___ ___ ___ ___
G. other concerned parties in the community? ___ ___ ___ ___

Crisis Assistance and Prevention (cont.)

V. Creating a Caring and Safe Learning Environment Through Programs to Enhance Healthy Development and Prevent Problems

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs for				
1. promoting healthy development	___	___	___	___
2. bullying and harassment abatement?	___	___	___	___
3. school and community safety/violence reduction?	___	___	___	___
4. suicide prevention?	___	___	___	___
5. child abuse prevention?	___	___	___	___
6. sexual abuse prevention?	___	___	___	___
7. substance abuse prevention?	___	___	___	___
8. other (specify) _____	___	___	___	___
B. Is there an ongoing emphasis on enhancing a caring and safe learning environment				
1. school-wide	___	___	___	___
2. in classrooms	___	___	___	___

VI. Capacity Building to Enhance Crisis Response and Prevention

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Is there an ongoing emphasis on enhancing a caring and safe learning environment through programs to enhance the capacity of				
1. learning supports staff?	___	___	___	___
2. teachers?	___	___	___	___
3. other school staff?	___	___	___	___
4. students?	___	___	___	___
5. families?	___	___	___	___
6. other schools in the feeder pattern?	___	___	___	___
7. other concerned parties in the community?	___	___	___	___
B. Is there ongoing training for learning supports staff with respect to the area of crisis assistance and prevention?	___	___	___	___
C. Is there ongoing training for others involved in Crisis response and prevention? (e.g., teachers, office staff, administrators)?	___	___	___	___
D. Which of the following topics are covered in educating stakeholders?				
1. anticipating emergencies	___	___	___	___
2. how to respond when an emergency arises	___	___	___	___
3. how to access assistance after an emergency (including watching for post traumatic psychological reactions)	___	___	___	___
4. indicators of abuse & potential suicide & what to do	___	___	___	___
5. how to respond to concerns related to death, dying, and grief	___	___	___	___
6. how to mediate conflicts and minimize violent reactions	___	___	___	___
7. other (specify) _____				

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

Crisis Assistance and Prevention (cont.)

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

- Other matters relevant to crises response are found
  in the survey on student and family assistance.

Support for Transitions:
A Self-study Survey

Students and their families are regularly confronted with a variety of transitions – changing schools, changing grades, encountering a range of other daily hassles and major life demands. Many of these can interfere with productive school involvement. A comprehensive focus on transitions requires school-wide and classroom-based systems and programs designed to (a) enhance successful transitions, (b) prevent transition problems, and (c) use transition periods to reduce alienation and increase positive attitudes toward school and learning. Examples of programs include school-wide and classroom specific activities for welcoming new arrivals (students, their families, staff) and rendering ongoing social support; counseling and articulation strategies to support grade-to-grade and school-to-school transitions and moves to and from special education, college, and post school living and work; and before and after-school and inter-session activities to enrich learning and provide recreation in a safe environment.

Anticipated overall outcomes are reduced alienation and enhanced motivation and increased involvement in school and learning activities. Examples of early outcomes include reduced tardies resulting from participation in before-school programs and reduced vandalism, violence, and crime at school and in the neighborhood resulting from involvement in after-school activities. Over time, articulation programs can reduce school avoidance and dropouts, as well as enhancing the number who make successful transitions to higher education and post school living and work. It is also likely that a caring school climate can play a significant role in reducing student transiency.

Support for Transitions

Indicate all items that apply.

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

I. Programs Establishing a Welcoming and Socially Supportive School Community?

A. Supportive welcoming

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Are there welcoming materials and a welcoming decor?	___	___	___	___
2. Are there welcome signs?	___	___	___	___
3. Are welcoming information materials used?	___	___	___	___
4. Is a special welcoming booklet used?	___	___	___	___
5. Are materials translated into appropriate languages?	___	___	___	___
6. Is advanced technology used as an aid (e.g., a video or computerized introduction to the School and staff)?	___	___	___	___

B. Orientation and Follow-up "Induction"

	Yes	needed	No	want?
1. Are there orientation programs?	___	___	___	___
2. Are there introductory tours?	___	___	___	___
3. Are introductory presentations made?	___	___	___	___
4. Are new arrivals introduced to special people such as the principal and teachers?	___	___	___	___
5. Are special events used to welcome recent arrivals?	___	___	___	___
6. Are different languages accommodated?	___	___	___	___
C. Is special assistance available to those who need help registering?	___	___	___	___

D. Social Supports

	Yes	needed	No	want?
1. Are social support strategies and mechanisms used?	___	___	___	___
2. Are peer buddies assigned?	___	___	___	___
3. Are peer parents assigned?	___	___	___	___
4. Are special invitations used to encourage family involvement?	___	___	___	___
5. Are special invitations used to encourage students to join in activities?	___	___	___	___
6. Are advocates available when new arrivals need them?	___	___	___	___
E. Other? (specify) _____	___	___	___	___

II. Daily Transition Programs for Before and After School and Lunch and Breaks

A. Which of the following are available

	Yes	needed	No	want?
1. subsidized food program	___	___	___	___
2. recreation program	___	___	___	___
3. sports program	___	___	___	___
4. drill team	___	___	___	___
5. student and family assistanc program	___	___	___	___
6. youth groups such as				
>interest groups (e.g., music, drama, career)	___	___	___	___
>service clubs	___	___	___	___
>organized youth programs ("Y," scouts)	___	___	___	___
>Cadet Corps	___	___	___	___
>other (specify)_____	___	___	___	___

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

Support for Transitions (cont.)

7. academic support in the form of
    >tutors
    >homework club
    >study hall
    >homework phone line
    >email and web assistance
    >homework center
    >other (specify) _____

	Yes	Yes but more	No	If no
>tutors	___	___	___	___
>homework club	___	___	___	___
>study hall	___	___	___	___
>homework phone line	___	___	___	___
>email and web assistance	___	___	___	___
>homework center	___	___	___	___
>other (specify)	___	___	___	___

III. Articulation Programs

Which of the following transition programs are in use for grade- to-grade and program-to-program articulation?

	Yes	Yes but more	No	If no
A. Are orientations to the new situation provided?	___	___	___	___
B. Is transition counseling provided?	___	___	___	___
C. Are students taken on "warm-up" visits	___	___	___	___
D. Is there a "survival" skill training program?	___	___	___	___
E. Is information available from previous teachers?	___	___	___	___
F. Is the new setting primed to accommodate the individual's needs?	___	___	___	___
G. Other (specify) _____	___	___	___	___

IV. Vacation and Intersession Programs

Which of the following programs are offered during vacation and/or intersession?

	Yes	Yes but more	No	If no
A. recreation	___	___	___	___
B. sports	___	___	___	___
C. student and family assistance	___	___	___	___
D. youth groups	___	___	___	___
E. academic support	___	___	___	___
F. enrichment opportunities (including classes)	___	___	___	___
G. other (specify) _____	___	___	___	___

V. Transitions to Higher Education/Career

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

	Yes	Yes but more	No	If no
A. vocational counseling	___	___	___	___
B. college counseling	___	___	___	___
C. a mentoring program	___	___	___	___
D. college prep courses and related activity	___	___	___	___
E. job training	___	___	___	___
F. job opportunities on campus	___	___	___	___
G. a work-study program	___	___	___	___
H. life skills counseling	___	___	___	___
I. Other? (specify) _____	___	___	___	___

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

VI. Capacity Building to Enhance Support for Transitions

A. Are there programs to enhance broad stakeholder involvement in transition activity? ___ ___ ___ ___

B. With respect to programs used to meet the educational needs of personnel related to support for transitions
  1. Is there ongoing training for learning supports staff with respect to providing supports for transitions? ___ ___ ___ ___
  2. Is there ongoing training for others involved in providing supports for transitions? (e.g., teachers, peer buddies, office staff, administrators)? ___ ___ ___ ___
  3. Other (specify) _____ ___ ___ ___ ___

C. Which of the following topics are covered in educating stakeholders?
  1. understanding how to create a psychological sense of community ___ ___ ___ ___
  2. developing systematic social supports for students, families, and staff ___ ___ ___ ___
  3. how to ensure successful transitions ___ ___ ___ ___
  4. the value of and strategies for creating before and after school programs ___ ___ ___ ___
  5. Other (specify) _____ ___ ___ ___ ___

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

• Indicate below other ways the school provides supports for transitions.

• Other matters relevant to support for transitions are found in the surveys on

>Classroom-based Approaches ...
>Home Involvement in Schooling
>Community Involvement and Support

Home Involvement in Schooling:
A Self-study Survey

This arena expands concern for parent involvement to encompass anyone in the home who is influencing the student's life. In some cases, grandparents, aunts, or older siblings have assumed the parenting role. Older brothers and sisters often are the most significant influences on a youngster's life choices. Thus, schools and communities must go beyond focusing on parents in their efforts to enhance home involvement.

This arena includes school-wide and classroom-based efforts designed to strengthen the home situation, enhance family problem solving capabilities, and increase support for student well-being. Accomplishing all this requires school-wide and classroom-based systems and programs to (a) address the specific learning and support needs of adults in the home, such as offering them ESL, literacy, vocational, and citizenship classes, enrichment and recreational opportunities, and mutual support groups, (b) help those in the home improve how basic student obligations are met, such as providing guidance related to parenting and how to help with schoolwork, (c) improve forms of basic communication that promote the well-being of student, family, and school, (d) enhance the home-school connection and sense of community, (e) foster participation in making decisions essential to a student's well-being, (f) facilitate home support of student learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a *parent or family center* if one has been established at the site. Outcomes include indices of parent learning, student progress, and community enhancement specifically related to home involvement.

Home Involvement in Schooling

Indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
I. Addressing Specific Learning and Support Needs of the Family				

A. Does the site offer adult classes focused on

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. English As a Second Language (ESL)?	___	___	___	___
2. basic literacy skills?	___	___	___	___
3. GED preparation?	___	___	___	___
4. job preparation?	___	___	___	___
5. citizenship preparation?	___	___	___	___
6. other? (specify) _____	___	___	___	___

B. Are there groups for

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. mutual support?	___	___	___	___
2. discussion?	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C. Are adults in the home offered assistance in accessing outside help for personal needs?	___	___	___	___

D. Which of the following are available to help those in the home meet basic survival needs and basic obligations to the student?
   1. Is help provided for addressing special family needs for

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>food?	___	___	___	___
>clothing?	___	___	___	___
>shelter?	___	___	___	___
>health and safety?	___	___	___	___
>school supplies?	___	___	___	___
>other? (specify) _____	___	___	___	___
2. Are education programs offered on				
>childrearing/parenting?	___	___	___	___
>creating a supportive home environment for students?	___	___	___	___
>reducing factors that interfere with a student's school learning and performance?	___	___	___	___
3. Are guidelines provided for helping a student deal with homework?	___	___	___	___
4. Other? (specify) _____	___	___	___	___

II. Improve Mechanisms for Communication and Connecting School & Home

A. Are there periodic general announcements and meetings such as

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. advertising for incoming students?	___	___	___	___
2. orientation for incoming students and families?	___	___	___	___
3. bulletins/newsletters?	___	___	___	___
4. website	___	___	___	___
5. back to school night/open house?	___	___	___	___
6. parent teacher conferences?	___	___	___	___
7. other? (specify) _____	___	___	___	___

Home Involvement in Schooling (cont.)

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

III. Involving Homes in Making Decisions Essential to the Student?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Families are invited to participate through personal				
1. letters	___	___	___	___
2. phone calls	___	___	___	___
3. email	___	___	___	___
4. other (specify) _____	___	___	___	___

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. Families are informed about schooling choices through				
1. letters	___	___	___	___
2. phone calls	___	___	___	___
3. email	___	___	___	___
4. conferences	___	___	___	___
5. other (specify) _____	___	___	___	___
C. Families are taught skills to participate effectively in decision making.	___	___	___	___
D. With respect to mobilizing problem solving at home related to student needs				
1. Is instruction provided to enhance family problem solving skills(including increased awareness of resources for assistance)?	___	___	___	___
2. Is good problem solving modeled at conferences with the family?	___	___	___	___
E. Other (specify) _____	___	___	___	___

IV. Enhancing Home Support for Student Learning and Development

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are families instructed on how to provide opportunities for students to apply what they are learning?	___	___	___	___
B. Are families instructed on how to use enrichment opportunities to enhance youngsters' social and personal and academic skills and higher order functioning?	___	___	___	___
C. Are family field trips organized?	___	___	___	___
D. Are families provided space and facilitation for meeting together as a community of learners	___	___	___	___
E. Are family literacy programs available?	___	___	___	___
F. Are family homework programs offered?	___	___	___	___
G. Other? (specify) _____	___	___	___	___

V. Recruiting Families to Strengthen School and Community

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

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

1. Improving schooling for students by assisting

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>administrators	___	___	___	___
>teachers	___	___	___	___
>other staff	___	___	___	___
>others in the community	___	___	___	___
>with lessons or tutoring	___	___	___	___
>on class trips	___	___	___	___
>in the cafeteria	___	___	___	___
>in the library	___	___	___	___
>in computer labs	___	___	___	___
>with homework helplines	___	___	___	___
>the front office to welcome visitors and new enrollees and their families	___	___	___	___
>with phoning/emailing home regarding absences	___	___	___	___
>outreach to the home	___	___	___	___
>other? (specify) _____	___	___	___	___

2. Improving school operations by assisting with

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>school and community up-keep and beautification	___	___	___	___
>improving school-community relations	___	___	___	___
>fund raising	___	___	___	___
>PTA	___	___	___	___
>enhancing public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
>school governance	___	___	___	___
>advocacy for school needs	___	___	___	___
>advisory councils	___	___	___	___
>program planning	___	___	___	___
>other? (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
3. Establishing home-community networks to benefit the community	___	___	___	___
4. Other? (specify) _____	___	___	___	___

VI. Capacity Building to Enhance Home Involvement

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs to enhance broad stakeholder involvement in efforts in enhancing home involvement in schools?	___	___	___	___

B. With respect to programs used to meet the educational needs of personnel related to home involvement

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Is there ongoing training for learning supports staff with respect to enhancing home involvement?	___	___	___	___
2. Is there ongoing training for others involved in enhancing home involvement? (e.g., teachers, parent peer buddies, office staff, administrators)?	___	___	___	___
3. Other (specify) _____	___	___	___	___

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C. Which of the following topics are covered in educating stakeholders?				
1. how to facilitate family participation in decision making meetings	___	___	___	___
2. designing an inclusionary "Parent Center"	___	___	___	___
3. overcoming barriers to home involvement	___	___	___	___
4. developing group-led mutual support groups	___	___	___	___
5. developing families as a community of learners	___	___	___	___
6. available curriculum for parent education	___	___	___	___
7.teaching parents to be mentors & leaders at the school	___	___	___	___
8. Other (specify) _____	___	___	___	___
D. Indicate below other things you want the school to do in enhancing home involvement.	___	___	___	___

• Indicate below other ways the school enhances home involvement.

• Other matters relevant to home involvement are found in the surveys on

>Classroom-based Approaches ...
>Support for Transitions
>Community Involvement and Support
>Student and Family Assistance

Community Outreach for Involvement and Support: A Self-study Survey

Schools can do their job better when they are an integral and positive part of the community. For example, it is a truism that learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (not just the school) provide learning opportunities. *Anyone in the community who wants to facilitate learning might be a contributing teacher.* This includes aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, college students, etc. They all constitute what can be called *the teaching community*. When a school successfully joins with its surrounding community, everyone has the opportunity to learn and to teach.

Another key facet of community involvement is opening up school sites as places where parents, families, and other community residents can engage in learning, recreation, enrichment, and find services they need. This encompasses outreach to the community to collaborate to enhance the engagement of young people to directly strengthen youngsters, families, and neighborhoods. In this respect, increasing attention is paid to interventions to promote healthy development, resiliency, and assets.

For schools to be seen as an integral part of the community, outreach steps must be taken to create and maintain linkages and collaborations. The intent is to maximize mutual benefits, including better student progress, an enhanced sense of community, community development, and more. In the long run, the aims are to strengthen students, schools, families, and neighborhoods. Outreach focuses on public and private agencies, organizations, universities, colleges, and facilities; businesses and professional organizations and groups; and volunteer service programs, organizations, and clubs. Greater volunteerism on the part of parents, peers, and others from the community can break down barriers and increase home and community involvement in schools and schooling. Over time, this area can include systems and programs designed to (a) recruit a wide range of community involvement and support, (b) train, screen, and maintain volunteers, (c) reach out to students and families who don't come to school regularly – including truants and dropouts, (d) connect school and community efforts to promote child and youth development, and (e) enhance community-school connections and sense of community.

Community Outreach for Involvement and Support

Indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
I. Planning and Implementing Outreach to Recruit a Wide Range of Community Resources				

A. From which of the following sources are participants recruited?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. public community agencies, organizations, facilities, and providers	___	___	___	___
2. private community agencies, organizations, facilities, and providers	___	___	___	___
3. business sector	___	___	___	___
4. professional organizations and groups	___	___	___	___
5. volunteer service programs, organizations, & clubs	___	___	___	___
6. universities and colleges	___	___	___	___
7. other (specify) _____	___	___	___	___

B. Indicate current types of community involvement at the school

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. mentoring for students and families	___	___	___	___
2. volunteer functions	___	___	___	___
3. a community resource pool that provides expertise as requested, such as				
>artists	___	___	___	___
>musicians	___	___	___	___
>librarians	___	___	___	___
>health and safety programs	___	___	___	___
>other (specify) _____	___	___	___	___
4. formal agency and program linkages that result in community health and social services providers coming to the site, such as				
>after school programs coming to the site	___	___	___	___
>services programs providing direct access to referrals from the site	___	___	___	___
>other (specify) _____	___	___	___	___
5. formal arrangements that involve community agents in				
>school governance	___	___	___	___
>advocacy for the school	___	___	___	___
>advisory functions	___	___	___	___
>program planning	___	___	___	___
>fund raising	___	___	___	___
>sponsoring activity (e.g., adopt-a-school)	___	___	___	___
>creating awards and incentives	___	___	___	___
>providing job-shadowing opportunities	___	___	___	___
>creating jobs	___	___	___	___
>other (specify) _____	___	___	___	___
6. formal arrangements that connect school and community for enhancing child and youth development	___	___	___	___

Community Outreach for Involvement and Support (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C. With specific respect to volunteers				
1. What types of volunteers are used at the site?				
>nonprofessionals				
>>parents	____	____	____	____
>>college students	____	____	____	____
>>senior citizens	____	____	____	____
>>business people	____	____	____	____
>>peer and cross age tutors	____	____	____	____
>>peer and cross age counselors	____	____	____	____
>>paraprofessionals	____	____	____	____
>professionals-in-training (specify)_____	____	____	____	____
>professionals (pro bono) (specify)_____	____	____	____	____
>other (specify) _____	____	____	____	____
2. Who do volunteers assist?				
>administrators	____	____	____	____
>assist teachers	____	____	____	____
>assist other staff	____	____	____	____
>others (specify) _____	____	____	____	____
3. In which of the following ways do volunteers participate?				
>providing general classroom assistance	____	____	____	____
>assisting with targeted students	____	____	____	____
>assisting after school	____	____	____	____
>providing special tutoring	____	____	____	____
>helping students with attention problems	____	____	____	____
>helping with bilingual students	____	____	____	____
>helping address other diversity matters	____	____	____	____
>helping in the cafeteria	____	____	____	____
>helping in the library	____	____	____	____
>helping in computer lab	____	____	____	____
>helping on class trips	____	____	____	____
>helping with homework helplines	____	____	____	____
>working in the front office	____	____	____	____
>helping welcome visitors	____	____	____	____
>helping welcome new enrollees & their families	____	____	____	____
>phoning or emailing home about absences	____	____	____	____
>outreaching to the home	____	____	____	____
>acting as mentors or advocates for students, families, staff	____	____	____	____
>assisting with school up-keep and beautification efforts	____	____	____	____
>helping enhance public support by increasing political awareness about the contributions and needs of the school	____	____	No	____
>other (specify) _____	____	____	____	____

II. Systems to Recruit, Screen, Prepare, and Maintain Community Resource Involvement

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there systems and programs specifically designed to				
1. recruit community stakeholders?	____	____	____	____
2. Orient and welcome community stakeholders who have been recruited for school involvement and support?	____	____	____	____
3. enhance the volunteer pool?	____	____	____	____
4. screen volunteers?	____	____	____	____
5. train volunteers?	____	____	____	____
6. maintain volunteers?	____	____	____	____

Community Outreach for Involvement and Support (cont.)

III. Reaching out to Students and Families Who Don't Come to School Regularly – Including Truants and Dropouts

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

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Home visits to assess and plan ways to overcome barriers to				
1. student attendance	___	___	___	___
2. family involvement in schooling	___	___	___	___
B. Support networks connecting hard to involve				
1. students with peers and mentors	___	___	___	___
2. families with peers and mentors	___	___	___	___
C. Special incentives for				
1. students	___	___	___	___
2. families	___	___	___	___
D. Other (specify) _____	___	___	___	___

IV. Connecting School and Community Efforts to Promote Child and Youth Development and a Sense of Community

Which of the following are used to enhance community-school connections and sense of community?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Orientations and open houses for				
1. newly arriving students	___	___	___	___
2. newly arriving families	___	___	___	___
3. new staff	___	___	___	___
B. student performances for the community	___	___	___	___
C. school sponsored				
1. cultural and sports events for the community	___	___	___	___
2. community festivals and celebrations	___	___	___	___
3. topical workshops and discussion groups	___	___	___	___
4. health fairs	___	___	___	___
5. family preservation fairs	___	___	___	___
6. work fairs	___	___	___	___
D. Other? (specify) _____	___	___	___	___

V. Capacity Building to Enhance Community Involvement and Support

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

A. Are there programs to enhance broad stakeholder involvement in enhancing community involvement and support?

| | ___ | ___ | ___ | ___ |

B. With respect to programs used to meet the educational needs of personnel related to community involvement and support

1. Is there ongoing training for learning supports staff with respect to enhancing community involvement and support?

| | ___ | ___ | ___ | ___ |

2. Is there ongoing training for others involved in enhancing community involvement and support? (e.g., teachers, administrators, volunteers)?

| | ___ | ___ | ___ | ___ |

3. Other (specify) _____

| | ___ | ___ | ___ | ___ |

C. Which of the following topics are covered in educating stakeholders?

1. understanding the local community – culture, needs, resources

| | ___ | ___ | ___ | ___ |

2. how to recruit, train, and retain community resources and volunteers
   >in general
   >for special roles

| | ___ | ___ | ___ | ___ |
| | ___ | ___ | ___ | ___ |

3. how to move toward collaborations with community resources

| | ___ | ___ | ___ | ___ |

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

| | ___ | ___ | ___ | ___ |

5. understanding how to create a psychological sense of community

| | ___ | ___ | ___ | ___ |

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

| | ___ | ___ | ___ | ___ |

7. Other (specify) _____

| | ___ | ___ | ___ | ___ |

D. Indicate below other things you want the school to do in enhancing community involvement and support.

• Indicate below other ways the school enhancing community involvement and support.

• Other matters relevant to enhancing community involvement and support are found in the surveys on

>Classroom-based Approaches ...
>Home Involvement in Schooling
>School-Community Collaboration

Student and Family Assistance Programs and Services:
A Self-study Survey

Specialized assistance for students and their families is for the relatively few problems that cannot be handled without adding special interventions. The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, social, physical and mental health assistance available in the school and community are used. As community outreach brings in other resources, these are linked to existing activity in an integrated manner. Additional attention is paid to enhancing systems for triage, case and resource management, direct services for immediate needs, and referral for special services and special education as appropriate. Ongoing efforts are made to expand and enhance resources. While any office or room can be used, a valuable context for providing such services is a center facility, such as a family, community, health, or parent resource center.

A programmatic approach in this arena requires systems designed to provide special assistance in ways that increase the likelihood that a student will be more successful at school, while also reducing the need for teachers to seek special programs and services. The work encompasses providing all stakeholders with information clarifying available assistance and how to access help, facilitating requests for assistance, handling referrals, providing direct service, implementing case and resource management, and interfacing with community outreach to assimilate additional resources into current service delivery. It also involves ongoing analyses of requests for services as a basis for working with school colleagues to design strategies that can reduce inappropriate reliance on special assistance. Thus, major outcomes are enhanced access to special assistance as needed, indices of effectiveness, *and* the reduction of inappropriate referrals for such assistance.

Student and Family Assistance Programs and Services

Indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
I. Providing extra support as soon as a need is recognized and doing so in the least disruptive ways				
Are there classroom-based approaches to reduce the need for teachers to seek special programs and services (e.g., prereferral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs – see the Survey on Classroom-based Approaches)?	___	___	___	___
II. Timely referral interventions for students & families with problems based on response to extra support				
What activity is there to facilitate and evaluate requests for assistance?				
A. Does the site have a directory that lists services and programs?	___	___	___	___
B. Is information circulated about services/programs?	___	___	___	___
C. Is information circulated clarifying how to make a referral?	___	___	___	___
D. Is information about services, programs, and referral procedures updated periodically?	___	___	___	___
E. Is a triage process used to assess				
1. specific needs?	___	___	___	___
2. priority for service?	___	___	___	___
F. Are procedures in place to ensure use of pre-referral interventions?	___	___	___	___
G.. Do inservice programs focus on teaching the staff ways to prevent unnecessary referrals?	___	___	___	___
H. Other? (specify) _____	___	___	___	___
III. Enhancing access to direct interventions for health, mental health, and economic assistance				
A. After triage, how are referrals handled?				
1. Is detailed information provided about available services (e.g., is an annotated community resource system available)?	___	___	___	___
2. Is there a special focus on facilitating effective decision making?	___	___	___	___
3. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?	___	___	___	___
4. Is there a process to assure referral follow-through?	___	___	___	___

Student & Family Assistance Programs and Services (cont.)

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

B. What types of direct interventions are provided?

1. Which medical services and programs are provided?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>immunizations	____	____	____	____
>first aid and emergency care	____	____	____	____
>crisis follow-up medical care	____	____	____	____
>health and safety education and counseling	____	____	____	____
>health and safety prevention programs	____	____	____	____
>screening for vision problems	____	____	____	____
>screening for hearing problems	____	____	____	____
>screening for health problems (specify)	____	____	____	____
>screening for dental problems (specify)	____	____	____	____
>treatment of some acute problems (specify)	____	____	____	____
>medication monitoring	____	____	____	____
>medication administration	____	____	____	____
>home outreach	____	____	____	____
>other (specify) _____	____	____	____	____

2. Which psychological services and programs are provided?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>psychological first aid	____	____	____	____
>crisis follow-up counseling	____	____	____	____
>crisis hotlines	____	____	____	____
>conflict mediation	____	____	____	____
>alcohol and other drug abuse programs	____	____	____	____
>pregnancy prevention program	____	____	____	____
>programs for pregnant and parenting students	____	____	____	____
>gang prevention program	____	____	____	____
>gang intervention program	____	____	____	____
>dropout prevention program	____	____	____	____
>physical & sexual abuse prevention & response	____	____	____	____
>individual counseling	____	____	____	____
>group counseling	____	____	____	____
>family counseling	____	____	____	____
>mental health education	____	____	____	____
>home outreach	____	____	____	____
>other (specify) _____	____	____	____	____

3. Which of the following are provided to meet basic survival needs?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>Emergency food	____	____	____	____
>emergency clothing	____	____	____	____
>emergency housing	____	____	____	____
>transportation support	____	____	____	____
>welfare services	____	____	____	____
>language translation	____	____	____	____
>legal aid	____	____	____	____
>protection from physical abuse	____	____	____	____
>protection from sexual abuse	____	____	____	____
>child care	____	____	____	____
>employment assistance	____	____	____	____
>other (specify) _____	____	____	____	____

Student & Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
4. Which of the following special education, Special Eligibility, and independent study programs and services are provided?				
>early education program	___	___	___	___
>special day classes (specify) _____	___	___	___	___
>speech and language therapy	___	___	___	___
>adaptive P. E.	___	___	___	___
>occupational and physical therapy	___	___	___	___
>special assessment	___	___	___	___
>Resource Specialist Program	___	___	___	___
>Title I	___	___	___	___
>School Readiness Language Develop. Program	___	___	___	___
>other (specify) _____	___	___	___	___
5. Which of the following adult education programs are provided?				
>ESL	___	___	___	___
>citizenship classes	___	___	___	___
>basic literacy skill	___	___	___	___
>parenting	___	___	___	___
>helping children do better at school	___	___	___	___
>other (specify) _____	___	___	___	___
6. Are services and programs provided to enhance school readiness? specify _____	___	___	___	___
7. Which of the following are provided to address attendance problems?				
>absence follow-up	___	___	___	___
>attendance monitoring	___	___	___	___
>first day calls	___	___	___	___
8. Are discipline proceedings carried out regularly?	___	___	___	___
9. Other? (specify) _____	___	___	___	___

III. Care Monitoring, Management, Information Sharing, and Follow-up Assessment

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Which of the following are used to manage cases and resources?				
1. Is a student information system used?	___	___	___	___
2. Is a system used to trail progress of students and their families?	___	___	___	___
3. Is a system used to facilitate communication for				
>case management?	___	___	___	___
>resource and system management?	___	___	___	___
4. Are there follow-up systems to determine				
>referral follow-through?	___	___	___	___
>consumer satisfaction with referrals?	___	___	___	___
>the need for more help?	___	___	___	___
5. Other? (specify) _____	___	___	___	___

Student & Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. Which of the following are used to help enhance the quality and quantity of services and programs?				
1. Is a quality improvement system used?	___	___	___	___
2. Is a mechanism used to coordinate and integrate services/programs?	___	___	___	___
3. Is there outreach to link-up with community services and programs?	___	___	___	___
4. Is a mechanism used to redesign current activity as new collaborations are developed?	___	___	___	___
5. Other? (specify) _____	___	___	___	___

IV. Mechanisms for *Resource* Coordination and Integration

Is there a resource-oriented mechanism (e.g., a Learning Supports Resource Team) that focuses on

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Coordinating and integrating resources	___	___	___	___
B. Braiding resources	___	___	___	___
C. Pursuing economies of scale	___	___	___	___
D. Filling gaps	___	___	___	___
E. Linking with community providers (e.g., to fill gaps)	___	___	___	___
F. Is there a special facility to house student and family assistance programs and services (e.g., health center, family or parent Center, counseling center)?	___	___	___	___

V. Enhancing Stakeholder Awareness of Programs and Services

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there *written descriptions* of available learning supports programs?	___	___	___	___
B. Are there *written descriptions* about				
1. how to make referrals?	___	___	___	___
2. the triage process?	___	___	___	___
3. the process for case monitoring & management?	___	___	___	___
4. the process for student review?	___	___	___	___
C. Are there communication processes that inform stakeholders about available learning supports programs and how to navigate the systems?	___	___	___	___

V. Capacity Building to Enhance Student and Family Assistance

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs to enhance broad stakeholder involvement in enhancing student and family assistance?	___	___	___	___
B. With respect to programs used to meet the educational needs of personnel related to student and family assistance				
1. Is there ongoing training for learning supports staff with respect to student and family assistance?	___	___	___	___
2. Is there ongoing training for others involved in enhancing student and and family assistance? (e.g., teachers, administrators, volunteers)?	___	___	___	___
3. Other (specify) _____	___	___	___	___
C. Which of the following topics are covered in educating stakeholders?				
1. broadening understanding of causes of learning, behavior, and emotional problems	___	___	___	___
2. broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	___	___	___	___
3. developing systematic academic supports for students in need	___	___	___	___
4. what classroom teachers and the home can do to minimize the need for special interventions	___	___	___	___
5. enhancing resource quality, availability, and scope	___	___	___	___
6. enhancing the referral system and ensuring effective follow through	___	___	___	___
7. enhancing the case management system in ways that increase service efficacy	___	___	___	___
8. other (specify) _____	___	___	___	___

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

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

• Other matters relevant to enhancing student and family assistance are found in the surveys on

>Survey of Learning Supports System Status
>Home Involvement in Schooling
>School-Community Collaboration

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

- *the mechanisms used to enhance collaboration*

- *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 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.

Indicate all items that apply

	Yes	Yes but more of this is needed	No	If no, is this something you want?
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-   DK 1 2 3 4 5
community collaboration?

C. With respect to each entity involved in the school-community   DK 1 2 3 4 5
collaboration have specific persons been designated as
representatives to meet with each other?

D. Do personnel involved in enhancing school-community   DK 1 2 3 4 5
collaboration meet regularly as a team to evaluate current status
and plan next steps?

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

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

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

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

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

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