IV. Tools for Gap Analysis and Action Planning

As first steps toward longer-range strategic planning, it is helpful to revisit the big picture vision and what is currently taking place in order to clarify the gaps.

> Such a gap analysis provides another basis for highlighted, in context, the need to sustain specific functions and to have a long-range plan for their maintenance and renewal.

Tool:

Gap Analysis/Build Consensus

Clarifying the Gap Between the Vision and What's Actually Happening

In responding to the following questions, think in terms of what's in place and what may be missing with respect to the vision, policy, infrastructure, leadership, staff, capacity building mechanisms and resources, etc.

Process (if done by group):

> C First jot down your own answers.
> C Group members then can share their respective responses.
> C Discuss similarities and differences.
> C Finally, to the degree feasible arrive at a working consensus.

(1) Where are things currently in terms of policy and practice for addressing barriers to student learning?

(2) What is the nature and scope of the gap between the vision and the current state of affairs?

Work Sheet
Clarifying Assets and Barriers for Collaboration

School Staff (including District staff)	
Assets (e.g., What talents, strengths, opportunities, etc. of the school staff can help with collaboration?)	*Barriers* (e.g., What barriers may arise related to mobilizing school staff to help?)

Community Stakeholders (including family members and students)	
Assets (e.g., What talents, strengths, opportunities, etc. of the community stakeholders can help?)	*Barriers* (e.g., What barriers may arise related to mobilizing community stakeholders to help?)

Action Planning Work Sheets:

Getting From Here to There

(1) What do group members think must be done in order to "get from here to there?"
   (i.e., General Steps and Timetable -- e.g., long-range perspective -- What actions must be taken?
   By who? What must be done so that the necessary steps are taken? etc.)

   Process:
   > C   First brainstorm;
   >
   > C   Then, arrive at consensus.

(2) Planning Specific Objectives and Strategies (e.g., for each step to be accomplished in the
      immediate future)

   What do you see as the first/next steps that must be taken?

   Process: Use flip charts to specify:

   a) objectives to be accomplished

   b) specific strategies for accomplishing the objectives

Action Planning (cont.)

    c) who will carry out the strategies

    d) timeline for accomplishing each strategy and plans for monitoring progress and making revisions

    e) factors that need to be anticipated as possible problems and how they will be dealt with.

Action Planning Summary

Objectives (What immediate tasks need to be accomplished to promote collaboration?)	Specific Strategies (What are the specific ways each objective can be achieved?)	Who? (Persons who are willing and able to carry out the strategies)	Timeline & Monitoring (When will each objective be accomplished? How and when will progress be monitored?)	Concerns to be addressed (How will anticipated problems be averted or minimized?)

V. Using Data for Planning, Implementation, & Evaluation

Planners must understand the environment in which they work and acknowledge the chaos that is present
W. Sybouts

*A*ll collaboratives need data to enhance the quality of their efforts and to monitor their outcomes in ways that promote appropriate accountability. While new collaboratives often do not have the resources for extensive data gathering, sound planning and implementation requires that some information be amassed and analyzed. And, in the process, data can be collected that will provide a base for a subsequent evaluation of impact. All decisions about which data are needed should reflect clarity about how the data will be used.

Whatever a collaborative's stated vision (e.g., violence prevention), the initial data to guide planning are those required for making a "gap" analysis. Of concern here is the gap between what is envisioned for the future and what exists currently. Doing a gap analysis requires understanding

> C the nature of the problem(s) to be addressed (e.g., a "needs" assessment and analysis, including incidence reports from schools, community agencies, demographic statistics)

> C available resources/assets (e.g., "assets" mapping and analysis; school and community profiles, finances, policies, programs, facilities, social capital)

> C challenges and barriers to achieving the collaborative's vision.

The data for doing a gap analysis may already have been gathered and accessible by reviewing existing documents and records (e.g., previous needs assessments, resource directories, budget information, census data, school, police, hospital, and other organization's reports, grant proposals). Where additional data are needed, they may be gathered using procedures such as checklists, surveys, semi-structured interviews, focus group discussions, and observations.

*Appendices C, D, and E contain tools and references to other resources for doing a gap analysis, establishing priorities and objectives, and developing strategic and action plans.

In connection with planning and implementation, it is important to establish a set of benchmarks and related monitoring procedures. An example of such a set of benchmarks is offered at the end of this section.

As soon as feasible, the collaborative should gather data on its impact and factors that need to be addressed to enhance impact. The focus should be on all arenas of impact – youngsters, families, schools, and neighborhoods (people, programs, and systems). The first emphasis should be on direct indicators related to the collaborative's goals and objectives. For example, if the primary focus is on violence reduction, then violence indicators are of greatest interest (e.g., incidence reports from schools, police, emergency rooms). The needs assessment data gathered initially provide a base level for comparison. In addition, if any positive changes in the schools, neighborhood, and homes have contributed to a reduction in violence, data should be gathered on these and on the role of the collaborative in bringing about the changes (see Exhibit 6).

Effective use of data maximizes use of resources

In planning the evaluation, it is essential to clarify what information is most relevant. This involves specifying intended outcomes and possible unintended outcomes. It also involves plans for assessing how well processes have been implemented and where improvements are needed.

Obviously, a well-designed information management system can be a major aid (e.g., storing and providing data on identified needs and current status of individuals and resources). As schools and agencies in the community enhance their systems, the collaborative should participate in the discussions so that helpful data are included and properly safeguarded. In this respect, advanced technology can play a major role (e.g., a computerized and appropriately networked information management system). Moreover, such systems should be designed to ensure data can be disaggregated during analysis to allow for appropriate baseline and subgroup comparisons (e.g., to make differentiations with respect to demographics, initial levels of motivation and development, and type, severity, and pervasiveness of problems).

Exhibit 6

Other Indicators of Impact

Students

Increased knowledge, skills, & attitudes to enhance
 •acceptance of responsibility (including attending, following directions & agreed upon rules/laws)
 •self-esteem & integrity
 •social & working relationships
 •self-evaluation & self-direction/regulation
 •physical functioning
 •health maintenance
 •safe behavior

Reduced barriers to school attendance and functioning by addressing problems related to
 •health
 •lack of adequate clothing
 •dysfunctional families
 •lack of home support for student improvement
 •physical/sexual abuse
 •substance abuse
 •gang involvement
 •pregnant/parenting minors
 •dropouts
 •need for compensatory learning strategies

Families & Communities

Increased social and emotional support for families

Increased family access to special assistance

Increased family ability to reduce child risk factors that can be barriers to learning

Increased bilingual ability and literacy of parents

Increased family ability to support schooling

Increased positive attitudes about schooling

Increased home (family/parent) participation at school
Enhance positive attitudes toward school and community

Increased community participation in school activities

Increased perception of the school as a hub of community activities

Increased partnerships designed to enhance education & service availability in community

Enhanced coordination & collaboration between community agencies and school programs & services

Enhanced focus on agency outreach to meet family needs

Increased psychological sense of community

Programs & Systems

Enhanced processes by which staff and families learn about available programs and services and how to access those they need

Increased coordination among services and programs

Increases in the degree to which staff work collaboratively and programmatically

Increased services/programs at school site

Increased amounts of school and community collaboration

Increases in quality of services and programs because of improved systems for requesting, accessing, and managing assistance for students and families (including overcoming inappropriate barriers to confidentiality)

Establishment of a long-term financial base

Using Data for Social Marketing

Social marketing is an important tool for fostering a critical mass of stakeholder support for efforts to change programs and systems. Particularly important to effective marketing of change is the inclusion of the evidence base for moving in new directions. All data on the collaborative's positive impact needs to be packaged and widely shared as soon as it is available. Social marketing draws on concepts developed for commercial marketing. But in the context of school and community change, we are not talking about selling products. We are trying to build a consensus for ideas and new approaches that can strengthen youngsters, families, and neighborhoods. Thus, we need to reframe the concept to fit our aim, which is to influence action by key stakeholders.

    C To achieve this aim, essential information must be communicated to key stakeholders and strategies must be used to help them understand that the benefits of change will outweigh the costs and are more worthwhile than competing directions for change.

    C The strategies used must be personalized and accessible to the subgroups of stakeholders (e.g., must be "enticing," emphasize that costs are reasonable, and engage them in processes that build consensus and commitment).

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

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

One caution: Beware of thinking of social marketing as just an event. It is tempting to plan a "big day" to bring people together to inform, share, involve, and celebrate. This can be a good thing if it is planned as one facet of a carefully thought ought strategic plan. It can be counterproductive if it is a one-shot activity that drains resources and energy and leads to a belief that "We did our social marketing."

Benchmarks for Monitoring and Reviewing Collaborative Progress

	Date Started	Date Completed	Current Status
I. Creating Readiness			
A. Steering committee established			
B. Orienting Stakeholders (1) Basic ideas and relevant research base are introduced to key stakeholders using "social marketing" strategies >school administrators >school staff >families in the community >business stakeholders _____ _____			
(2) Opportunities for interchange are provided & additional in-depth presentations are made to build a critical mass of consensus for systemic changes			
(3) Ongoing evaluation of interest is conducted until a critical mass of stakeholders indicate readiness to pursue a policy commitment			
(4) Ratification and sponsorship are elicited from a critical mass of stakeholders			
C. Establishing Policy Commitment & Framework (1) Establishment of a high level policy and assurance of leadership commitment			
(2) Policy is translated into an inspiring vision, a framework, and a strategic plan that phases in changes using a realistic time line			
(3) Policy is translated into appropriate resource allocations (leadership, staff, space, budget, time)			
(4) Establishment of incentives for change (e.g., intrinsically valued outcomes, expectations for success, recognitions, rewards)			
(5) Establishment of procedural options that reflect stakeholder strengths and from which those expected to implement change can select strategies they see as workable			
(6) Establishment of an infrastructure and processes that facilitate change efforts			
(7) Establishment of a change agent position			
(8) Establishment of temporary infrastructure mechanisms for making systemic changes			
(9) Initial capacity-building – developing essential skills among stakeholders to begin implementation			
(10) Benchmarks are used to provide feedback on progress and to make necessary improvements in the process for creating readiness			

II. Start-up and Phase-in	Date Started	Date Completed	Current Status
A. Change Team members identified			
B. Leadership training for all who will be taking a lead in developing the collaborative			
C. Development of a phase-in plan			
D. Preparation for doing gap analysis >problem ("needs") assessment and analysis >mapping and analysis of resources & assets >identification of challenges & barriers			
E. Gap analysis, recommendations, & priority setting			
F. Strategic planning			
G. Action planning			
H. Establishment of ad hoc work groups			
I. Establishment of mechanisms for >communication, >problem solving >social marketing			
J. Outreach to other potential participants			

III. Institutionalization (maintaining/sustaining/ creative renewal)	Date Started	Date Completed	Current Status
A. Ratification by policy makers of long-range strategic plan of operation			
B. Establishment of regular budget support			
C. Leadership positions and infrastructure mechanisms incorporated into operational manuals			
D. Formation of procedural plans for ongoing renewal			

An overarching benchmark involves the monitoring of the implementation of evaluation plans.

VI. Legal Issues Involved in Sharing Info

*C*onfidentiality is a major concern in collaboratives involving various community agencies and schools. It is both an ethical and a legal concern. All stakeholders must value privacy concerns and be aware of legal requirements to protect privacy. (See the Fact Sheet on the Family Educational Rights and Privacy Act in Appendix F.) At the same time, certain professionals have the legal responsibility to report endangering and illegal acts. Such reporting requirements naturally raise concerns about confidentiality and privacy protections.

Clearly, there is a dilemma. On the one hand, care must be taken to avoid undermining privacy (e.g., confidentiality and privileged communication); on the other hand, appropriate information should be available to enable schools and agencies and other collaborative members to work together effectively. It is tempting to resolve the dilemma by reasserting that all information should be confidential and privileged. Such a position, however, ignores the fact that failure to share germane information can seriously hamper efforts to help. For this reason, concerns about privacy must be balanced with a focus on how to facilitate appropriate sharing of information.

Responsible professionals want to avoid both surrendering the confidentiality surrounding their relationships and overreacting to necessary limitations on confidences

In trying to combat encroachments on privileged communication, interveners' recognize that the assurance of confidentiality and legal privilege are meant to protect privacy and help establish an atmosphere of safety and trust. At the same time, it is important to remember that such assurances are not meant to encourage anyone to avoid sharing important information with significant others. Such sharing often is essential to helping and to personal growth. (It is by learning how to communicate with others about private and personal matters that those being helped can increase their sense of competence, personal control, and interpersonal relatedness, as well as their motivation and ability to solve problems.)

In working with minors and their families it is important to establish the type or working relationship where they learn to take the lead in sharing information when appropriate. This involves enhancing their motivation for sharing and empowering them to share information when it can help solve problems. In addition, steps are taken to minimize the negative consequences of divulging confidences.

In working as a collaborative, it is essential for agencies and schools to share information: see exmaple of authorization form on the following page.

3610 Eucalyptus Avenue **(English Version**)
Riverside, California 92507
Interagency Project SMART Program
Authorization to Release Information

We have many services here at Longfellow to help you and your family. To receive this help and to make sure that you get all the help you and your family needs we may need to share information. I,_____
hereby authorize release of all records, documents and information on my son, my daughter, and/or my family which is or may come on file with the agencies here at Longfellow Elementary School/Project SMART.

The following agencies may or will provide the services:
- The Youth Service Center   - GAIN Worker
- Mental Health Counselor   - AFDC Eligibility Technicianr
- Public Health Nurses   - MediCal Technician
- Public Health Van   - Day Care
- Social Worker   - The Family Advocate
- Psychologist   - School personnel
- State Evaluator

I understand that the following information may be released to the above stated providers:
1. The full name and other identifying information regarding my child and our family.
2. Recommendations to other providers for further assistance.
3. Diagnostic and assessment information including psychological and psychiatric evaluations, medical histories, educational and social histories. These evaluations may include some or all family members.

The purpose of this disclosure shall be to facilitate service delivery to my child(ren) and my family. I further understand that the information generated or obtained by the project can be shared with the agencies or providers that are a part of this project.

I also understand that this Authorization for Release of Information will be in effect for the duration of services provided to my child(ren) and my family and will expire upon the termination of the services. I understand I can revoke this consent at any time and this consent shall be reviewed annually.

I certify that I have read and understood the consent of this form. _____**Yes, I agree to sign.** _____**No, I do not agree to consent. Please list all children attending Longfellow School.**

Parent or Guardian Name (Please Print)   **Parent or Guardian Signature**

Student's Name   **Room #**   **Authorized Project SMART Staff**

Students Name   **Room #**   **Date**

Student's Name   **Room #**

OJJDP FACT SHEET

Shay Bilchik, Administrator   May 1998 #78

A Guide to the Family Educational Rights and Privacy Act

by Michael Medaris

For many children, growing up in America isn't easy. Some are abused or neglected. Others lack proper nutrition or positive role models to emulate. Many live in impoverished neighborhoods that are rife with drugs and violent crime. Children are confronted daily with negative influences that jeopardize their opportunity to grow into healthy and productive citizens. The threats to children vary widely and no one agency has the expertise to effectively respond to all of them.

Growing concerns regarding delinquency, particularly violent juvenile crime, have prompted communities across America to reassess their juvenile justice systems. Many communities are broadening their juvenile justice system by including educators in the development of multiagency, interdisciplinary responses to at-risk and delinquent youth as part of this effort.

To implement comprehensive strategies for addressing juvenile delinquency, State and local agencies need the cooperation of schools in sharing information about students. Teachers can play a vital role in ensuring the delivery of needed interventions for troubled youth at the time such action is likely to be effective.

While State laws generally govern the disclosure of information from juvenile court records, a Federal law—the Family Educational Rights and Privacy Act (FERPA)—restricts disclosure of information from a student's education records. Enacted in 1974 and amended seven times since then, FERPA protects the privacy interests of parents and students by restricting the unwarranted disclosure of personally identifiable information from education records. Noncompliance with FERPA can result in the loss of Federal education funds.

FERPA broadly defines an education record to include all records, files, documents, and other materials, such as films, tapes, or photographs, containing information directly related to a student that an education agency maintains. School officials should consider any personal student information to be an education record unless a statutory exception applies.

In 1994, the Improving America's Schools Act established what is known as the State law juvenile justice system exception. With that legislation, Congress recognized that schools can have a crucial role in extended juvenile justice systems by authorizing States to enact legislation permitting disclosure of education records under certain circumstances. Under this exception, educators may disclose information from a student's record when all of the following conditions are met: (1) State law specifically authorizes the disclosure; (2) the disclosure is to a State or local juvenile justice system agency; (3) the disclosure relates to the juvenile justice system's ability to provide preadjudication services to a student; and (4) State or local officials certify in writing that the institution or individual receiving the information has agreed not to disclose it to a third party other than another juvenile justice system agency.

With parental consent, educators can disclose information from a juvenile's education record at any time. Absent parental consent, FERPA authorizes disclosure only under specified circumstances. The chart on the back of this Fact Sheet provides a handy summary of situations in which disclosure can be made.

For Further Information

A more indepth look at FERPA and its impact on information sharing can be found in *Sharing Information: A Guide to the Family Educational Rights and Privacy Act and Participation in Juvenile Justice Programs.* This 1997 document is the result of collaboration between the U.S. Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the U.S. Department of Education's Family Policy Compliance Office (FPCO). Free copies of the *Guide* are available from the Juvenile Justice Clearinghouse (JJC) at 800–638–8736 or OJJDP's World Wide Web page at www.ncjrs.org/ojjhome.htm. *Information Sharing and the Family Educational Rights and Privacy Act* (FS–9639), an OJJDP Fact Sheet, is also available from JJC and OJJDP's World Wide Web page.

Michael Medaris is a Program Manager in OJJDP's Missing and Exploited Children's Program.

FS–9878

FERPA at a Glance

**No Restrictions
on Dissemination**

**Circumstances That
Allow the Release
of Restricted Information**

Information based on educator's personal observation	Records transfer to new schools
Information from records created/maintained by school law enforcement unit	Teachers, school officials with legitimate educational interest
Reports of criminal activity on campus	Parental consent

**Public School
U.S.A.**

Without parental consent

State law allows disclosure prior to juvenile justice system adjudication

Court order/subpoena

Emergency (threat to safety)

Designated directory information

JJC	800–638–8736 (Publications)
FPCO	202–260–3887 (Policy)
OJJDP	202–307–5914 (Training/Technical Assistance)

VII. Agencies and Online Resources Relevant to School-Community Partnerships
revised 8/2002

A Guide to Promising Practices in Educational Partnerships
http://ed.gov/pubs/PromPract/
> Site is sponsored by the Office of Research and Educational Improvement (OREI) and compiled by the Southwest Regional Laboratory (SWRL) and the Institute for Educational Leadership (EL). The guide includes examples of two types of practices: practices that support partnership building, and practices that represent partnership activities. Examples cover a range of topics such as: educational and community needs assessments; approaches to recruiting partners and volunteers; staff development for social service agency, school, and business personnel; student support services; activities involved in school-to-work transition programs, including job skills workshops, job shadowing, and internships; and community involvement, including parent education and "town hall" meetings.

Alliance for Parental Involvement in Education
http://www.croton.com/allpie/
> This nonprofit organization assists and encourages parental involvement in education, wherever that education takes place: in public school, in private school, or at home. Offers a newsletter (Options in Learning), annual conferences and retreats, a book catalog, workshops, lending library and more. Also provides Links to Education Resources on the Web.

Annie E. Casey Foundation
http://www.aecf.org/
> A private charitable organization dedicated to helping build better futures for disadvantaged children in the United States. Its primary mission is to foster public policies, human-service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. Makes grants that help states, cities, and neighborhoods fashion more innovative, cost-effective responses to these needs.

Aspen Institute Roundtable on Comprehensive Community Initiatives
http://www.aspenroundtable.org/
> Comprehensive Community Initiatives (CCls) are neighborhood-based efforts that seek improved outcomes for individuals and families, as well as improvements in neighborhood conditions, by working comprehensively across social, economic, and physical sectors. This forum enables those engaged in the field of CCls --including foundation sponsors, directors, technical assistance providers, evaluators, and public officials --to meet to discuss lessons learned across the country and to work on common problems.
> Contact: The Aspen Institute Roundtable, 281 Park Avenue South, New York, NY 10010
> Phone: (212) 677-5510; fax: (212) 677-5680.

Building Coalitions
http://ohioline.osu.edu/bc-fact/
> The Ohioline has a series of fact sheets about building coalitions and discussion papers for groups looking at establishing collaborative approaches.

(CECP) Center for Effective Collaboration and Practice (of the American Institute for Research)
http://www.air.org/cecp/
> This Center's mission is to support and to promote a reoriented national preparedness to foster development and adjustment of children with or at risk of developing serious emotional disturbances (SED). To this end. the Center is dedicated to a policy of collaboration at federal, state. and local levels that contributes to and facilitates the production, exchange, and use of knowledge about effective practices. The Center identifies promising programs, promotes exchange of information, and facilitates collaboration among stakeholders and across service system disciplines.

Center for Community Partnerships
http://www.upenn.edu/ccp
> This center has an online data base on school-college partnerships nationwide.

Center for Family-School Collaboration
http://www.ackerman.org/school.htm
> The Center for Family-School Collaboration is a nationally recognized program founded by Howard Weiss and Arthur Maslow in 1981. Our primary goal is to establish genuinely collaborative family-school partnerships to maximize children's academic success and social-emotional development. We seek to change the overall climate of schools, a large-scale organizational change, so as to have a positive impact on thousands of children and their families.

Center for Health and Health Care in Schools
http://www.healthinschools.org/home.asp
> CHHCS was established to explore ways to strengthen the well being of children and youth through effective health programs and health care services in schools.

Center for Mental Health in Schools
http://smhp.psych.ucla.edu
> This national center offers a wide-range of technical assistance, training, and resource materials relevant to school-community partnerships. It also circulates an electronic newsletter entitled ENEWS monthly (to subscribe, send an E-mail request to: listserv),listserv.ucla.edu -- leave the subject line blank, and in the body of the message type: subscribe mentalhealth-l).
> Contact: by e-mail: smhp@ucla.edu Ph.: (310) 825-3634 Write: Center for Mental Health in Schools, Department of Psychology, UCLA, Los Angeles, CA 90095-1563

Center for Schools & Communities
http://www.center-school.org/
> This Center's work focuses on prevention and intervention initiatives operated by schools, organizations and agencies serving children, youth and families. The Center to provides customized technical assistance to support the development of innovative programs in schools and communities. The center also offers services & resources, training & conferences, technical assistance, evaluations, publications, and a resource library.
> Contact: 1300 Market Street // Lemoyne, PA 17043; phone (717) 763-1661 // fax (717) 763-2083

Center for Substance Abuse Prevention
http://www.samhsa.gov/centers/csap/csap.html
> This site includes model programs, access to training and technical assistance, links to prevention and funding resources and free publications.

Center on School, Family, and Community Partnerships
http://www.csos.jhu.edu/p2000/center.htm
>   This center at Johns Hopkins University has as its mission to conduct and disseminate research, development, and policy analyses that produce new and useful knowledge and practices that help families, educators, and members of communities work together to improve schools, strengthen families, and enhance student learning and development. Current projects include the development of and research on the Center's National Network of Partnership Schools. The Center also organizes an International Network of Scholars including researchers from the U. S. and over 40 nations who are working on topics of school, family, and community partnerships. International roundtables, conferences, and opportunities for visiting scholars are supported by the Center.

Children and Family Futures
http://www.cffutures.com
>   Children and Family Futures is dedicated to improving outcomes for children and families, particularly those affected by alcohol and other drugs, by providing technical assistance and training to government, community-based organizations, and schools on strategic planning, evaluation, and measures of effectiveness.

Child and Family Policy Center
http://www.cfpciowa.org
>   This Center is a state-based, policy-research implementation organization. Its mission is to better link research with public policy on issues vital to children and families, thus strengthening families and providing full development opportunities for children.

Children First: The Website of the National PTA
http://www.pta.org
>   The National PTA supports and speaks on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children. It assists parents in developing the skills they need to raise and protect their children and encourages parent and public involvement in the public schools. Site provides info on annual conventions, periodical subscriptions updates on legislative activity, links to other PTAs and children advocacy groups, as well as chats, bulletin boards, and more.

Children, Youth and Families Education and Research Network (CYFER Net)
http://www.cyfernet.org/
>   CYFERnet is a national network of Land Grant university faculty and county extension educators working to support community-based educational programs for children, youth, parents and families. Through CYFERnet, partnering institutions merge resources into a "national network of expertise" working collaboratively to assist communities. CYFERnet provides program, evaluation and technology assistance for children, youth and family community-based programs. CYFERnet is funded as a joint project of the U.S. Department of Agriculture's Cooperative State Research, Education, and Extension Service and the Cooperative Extension System.

Coalition for Community Schools
http://www.communityschools.org/
> The Coalition for Community Schools works toward improving education and helping students learn and grow while supporting and strengthening their families and communities.

<div style="border:1px solid black;padding:1em;">

From the Coalition for Community Schools
Evaluation of Community Schools: An Early Look
http://www.communityschools.org/evaluation/evalbrieffinal.html

excerpt from the report...
> "The first question usually asked about community schools is "what are they?" and the second is "do they work?" This brief describes what a community school looks like, summarizes what we know about the impact of community schools on a range of results, and highlights three recent evaluations of community school initiatives. At this stage we know that community school initiatives are beginning to produce positive results, and increasing numbers of principals and teachers are testifying to their value in helping to improve student learning and strengthen families and communities."

includes:
> How do we know if community schools are effective?

</div>

Collaboration Framework - Addressing Community Capacity
http://www.cyfernet.org/nnco/framework.html
> Prepared by the Cooperative Extension System's children, youth, and family information service. Discusses a framework model for developing community collaboration and outlines outcomes, process. and contextual factors for success.

Communities In Schools
http://www.cisnet.org
> Network for effective community partnerships. Site provides information on connecting needed community resources with schools to help young people successfully learn.

Early Childhood Programs that Encourage Family Involvement
http://www.ed.gov/offices/OERI/ECI/digests/98may.html
> What is family involvement and how can families choose early childhood programs that encourage it? This issue of The Early Childhood Digest looks at these questions, and provides information on how to choose an early childhood program that encourages family involvement.

ERIC
www.eric.ed.gov
The Educational Resources Information Center (ERIC) is a national information system designed to provide ready access to an extensive body of education-related literature.

<div style="border:1px solid black;padding:1em;">

Perspectives in Urban and Rural Schools and Their Communities: Making Connections
The ERIC Review Volume 8 Issue 2 Winter 2001
http://www.eric.ed.gov/resources/ericreview/review.html

For more information about ERIC or a free subscription to The ERIC Review, call ACCESS ERIC at 1-800-LET-ERIC

</div>

EZ/EC Community Toolbox
http://www.ezec.gov/
The Empowerment Zone and Enterprise Community program is a presidential initiative designed to afford communities opportunities for growth and revitalization.

Family and Youth Services Bureau (FYSB)
http://www.acf.dhhs.gov/programs/fysb
Focus on national leadership related to youth issues and for effective, comprehensive services for youth in at-risk situations and their families. A primary goal of FYSB programs is to provide positive alternatives for youth, ensure their safety, and maximize their potential to take advantage of available opportunities. Site includes information on teen run away, children's health insurance, policy and funding.

Family Involvement in Children's Education
http://www.ed.gov/pubs/FamInvolve
Features strategies that 20 local Title I programs use to overcome barriers to parent involvement, including family resource centers.

Family Support America
http://www.familysupportamerica.org/content/home.htm
Includes: news affecting families and communities; the latest family support legislation and policy alerts; finding family support programs; bulletin boards. Access to books and other resources; on-line membership sign-up.

Future of Children
http://www.futureofchildren.org/
This electronic access to the journal allows for downloading articles on various issues including research and policy issues related to children's well-being, education, parent involvement, etc..

Healthy People 2000
http://odphp.osophs.dhhs.gov/pubs/hp2000/default.htm
A national prevention initiative to improve the health of all Americans. A cooperative venture between government, voluntary and professional organizations, business and individuals. Charts the progress of this initiative and provides reviews, a publications list, and priority areas.

Higher Education Curricula for Integrated Services Providers
http://www.tr.wou.edu/isp/
A project to assist selected colleges and universities to develop educational offerings that will cross-train their students in the various disciplines of medicine, education and social services so that upon completion they can affect integrated services at the local level. The National Commission on Leadership in Interprofessional Education was a co-developer.

Institute for Educational Leadership (IEL), Inc.
http://www.iel.org
A nonprofit organization dedicated to collaborative problem-solving strategies in education and among education, human services, and other sectors. The Institute's programs focus on leadership development, cross-sector alliances, demographic analyses, business-education partnerships, school restructuring, and programs concerning at-risk youth.

Interprofessional Initiative
http://www.ssu.missouri.edu/muii/index.shtml
The Univ. of Missouri's Interprofessional Initiative is focused on a collaborative community environment. Site offers extensive list of links/resources on interprofessional education.

Invitation to Your Community: Building Community Partnerships for Learning
http://www.ed.gov/pubs/CommInvite/
    Outlines the education agenda, the Goals 2000: Education America Act. Provides Questions that can help
    analyze what needs to be done to improve learning in schools and communities.

Join Together
http://www.jointogether.org/
    Join Together is a national resource for communities fighting substance abuse and gun violence.

Join Together for Kids! How Communities Can Support Family Involvement in Education
http://www.ed.gov/pubs/PFIE/commnity.html
    Strategies for communities to use to support schools and family involvement in education. Information on how
    to combat alcohol, drugs and violence; teach parent skills; set up mentor programs; enlist volunteers; offer
    summer learning programs; and support preschool programs.

Keeping Schools Open As Community Learning Centers
http://www.ed.gov/pubs/LearnCenters/
    This web based publication discusses strategies for extending learning in a safe, drug-free environment,
    before and after school.

Increasing the School Involvement of Hispanic Parents
http://npin.org/library/pre1998/n00313.html
    Provides information on the resource of Hispanic families and links to similar sites.

Increasing Parental Involvement: A Key to Student Achievement
http://www.mcrel.org/resources/noteworthy/danj.asp
    Article gives easily understandable information on how to positively affect children's education.

Learn and Serve America
http://www.learnandserve.org
    A grant program that funds service-learning programs. Has two components: I) School and Community-based
    programs for elementary through high school-based service-learning programs 2)Higher Education programs for
    post secondary school-based service-learning programs.

The National Association of Community Health Centers
http://www.nachc.com/
    The National Association of Community Health Centers is the national trade association serving and
    representing the interests of America's community health centers

National Center for Family and Community Connections with Schools
http://www.sedl.org/connections/
    Provides practitioners across the country with research- and practice-based resources about how families and
    communities can work with schools to support student achievement, especially in reading and mathematics.
    Working in partnership with leaders in the field, the Center gathers information about the latest research and the
    most innovative thinking about family and community connections with schools. The Center also gathers
    lessons from the field: the policies, strategies and programs that people are using to make meaningful
    connections that make a real difference for students. All of this information — the research, theory, and practice
    — is collected in an extensive database at the Center and made available to people working to make school,
    family, community connections.

National Center for Schools and Communities
http://www.ncscatfordham.org/
   The mission of the National Center for Schools and Communities is to build the power and capacity of
   low-income parents and communities to improve their children's schools. They strive to create research and
   action partnerships with grassroots organizing groups, parents, civic and community leaders, public school
   teachers, university faculty, and other community stakeholders dedicated to closing the achievement gap
   between poor children and other students.

National Center for Services Integration (NCSI)
http://eric-web.tc.columbia.edu/families/TWC/ncsi.html/
   The Clearinghouse, operated by the National Center on Children in Poverty at Columbia University, collects and
   disseminates information and materials on service integration issues and related topics. They have developed a
   computer directory of service integration programs, a separate directory of organizations, and an extensive
   research library collection that can provide information and support to community-based programs.

National Clearinghouse for Alcohol and Drug Information - NCADI
http://www.health.org/
   Site is the information service of the Center for Substance Abuse Prevention, the U.S Department of Health and
   Human Services. Services include answers to common questions distribution of free materials; searches from the
   alcohol and drug databases maintained at the NCADI Site features publications, research findings, on-line
   forums, and more.

National Clearinghouse of Families and Youth (NCFY)
http://aspe.os.dhhs.gov/progsys/homeless/ncfy.htm
   A central source of information on youth and family policy and practice. Established by the Family and Youth
   Services Bureau; Administration on Children, Youth and Families; U.S Department of Health and Human
   Service Produces technical assistance publications on youth and family programming, manages an Information
   Line through which individuals and organizations can access information on youth and family issues, and sends
   materials for distribution at conferences and training events. Site contains information for professionals, policy
   makers, researchers, and media on new youth- and family-related materials and initiatives, grant
   announcements; publications can be downloaded.
   Contact: Box 13505, Silver Spring, MD 20911-3505 Ph.: (301) 608-8098 Fax: (301) 608-8721

National Education Association (NEA)
http://www.nea.org/
   Committed to advancing the cause of public education; includes school-community partnerships; active at the
   local, state, and national level. Site has links to useful resources.

National Families in Action
http://www.emory.edu/NFIA/index.html
   Goal is to help parents prevent drug abuse in their families and communities. Includes up-to-date news.
   cultural/ethnic connections, drug information, a publications catalog, and resource links.

National Institute for Urban School Improvement
http://www.edc.org/urban
   Designed to support inclusive urban communities school and families to develop sustainable successful urban
   schools. Site includes facilitated discussion forums; a searchable resource database; a calendar database of
   upcoming events; electronic newsletter; and links.

National Library of Education
http://www.ed.gov/NLE/
> Site is the federal government's principal one for information and referrals on education. Its purpose is to ensure the improvement of educational achievement at all levels through the collection, preservation, and effective use of research. Includes interlibrary loan services, publications, bibliographies, and more.

National Network of Partnership Schools
http://www.csos.jhu.edu/p2000/default.htm
> Established by researchers at Johns Hopkins University, the National Network of Partnership Schools brings together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school-family-community partnerships.

National Parent Information Network (NPIN)
http://www.npin.org
> Provides information to parents and those who work with parents and fosters the exchange of parenting materials, numerous great links here including to Parents AskERIC.

National Resource Center for Safe Schools (NRCSS)
http://www.safetyzone.org
> The National Resource Center for Safe Schools works with schools, communities, state and local education agencies, and other concerned individuals and agencies to create safe learning environments and prevent school violence.

New Skills for New Schools
http://www.ed.gov/pubs/NewSkills
> Offers a framework and examples for improving teacher training in family involvement.

North Central Regional Education Lab (NCREL)
http://www.ncrel.org
> The mission of the North Central Regional Educational Lab (NCREL) is to strengthen and support schools and communities in systemic change so that all students achieve standards of educational excellence. Using the best available information and expertise of professionals, the laboratory identifies solutions to education problems, tries new approaches, furnishes research results and publications, and provides training to teachers and administrators.

Northwest Regional Educational Laboratory
http://www.nwrac.org
> This center provides information about coordination and consolidation of federal educational programs and general school improvement to meet the needs of special populations of children and youth, particularly those programs operated in the Northwest region through the United States Department of Education. The website has an extensive online library containing articles, publications, multimedia, etc. They also have listings for other agencies and advocacy groups that address multiple issues, such as school safety, alcohol and drug abuse.

Office of Educational Research and Improvement Centers and Laboratories
http://www.ed.gov/offices/OERI/
   This Office (OERI) of the U.S. Department of Education helps educators and policy makers solve pressing
   education problems in their schools through a network of 10 regional educational laboratories. Using the best
   available information and the experiences and expertise of professionals, the laboratories identify solutions, try
   new approaches, furnish research results and publications, and provide training. As part of their individual
   regional programs, all laboratories pay particular attention to the needs of at-risk students and small rural
   schools.

PAL / Federation of Families for Children's Mental Health
http://www.ffcmh.org/
   The Parent Professional Advocacy League (PAL) is a statewide network of families, local family support
   groups, and professionals who advocate on behalf of children and adolescents with mental emotional or
   behavioral special needs and their families to effect family empowerment and systems change. Current focuses
   and activities include the following: I) Medicaid managed care advocacy, 2) statewide anti-stigma and positive
   awareness campaign, and 3) special education defense.
   Contact: 1101 King Street, Alexandria, VA 22314
   Phone: (703) 684-7710 Fax: (703) 836-1040 E-mail: ffcmh@ffcmh.org.

Parents as Teachers (PAT) National Center
http://www.patnc.org/
   Site describes the PAT program, a parent education program that supports parents as their children's first
   teachers; and presents an evaluation of the program

Partnerships for Change
http://mchneighborhood.ichp.edu/pfc
   Goal is to improve service delivery to children with special health needs and their families. Site offers a list of
   publications, bibliographies of family authored and family/professional co-authored literature, and their semi-
   annual bulletin/newsletter on-line.

Partnership for Family Involvement in Education
http://pfie.ed.gov
   Department of Education's online resource on creating school and home partnerships.

Pathways to School Improvement
http://www.ncrel.org/sdrs/pathwayg.htm
   Research-based information a variety of categories including: assessing, at-risk children and youth, goals and
   standards, governance/management, leadership, learning, literacy, mathematics, parent and family involvement,
   professional development, safe and drug-free schools, school-to-work transition, science, technology.

Policy Matters
http://www.policymatters.org
   Site offers practical prevention ideas for healthier communities. The interactive software on this site allows
   users to generate detailed maps with self-selected statistical information.

Reaching All Families: Creating Family-Friend Schools
http://www.ed.gov/pubs/ReachFam/
   A government booklet which presents ideas on school outreach strategies.

Research and Training Center on Family Support and Children's Mental Health
http://www.rtc.pdx.edu
   This Center offers research and training focused on family support issues (including an annual research conference), family and professional collaboration, and diverse cultural groups. Publications are available on a wide variety of topics, including family advocacy and support organizations, parent/professional partnerships, therapeutic case advocacy, respite care, and youth in transition. Center offers a 24 -hour information recording, a computerized data bank, a state-by-state resource file, an issue-oriented national bulletin *(Focal Point)*. Contact: Portland State University, P.O. Box 751, Portland, OR 97207-0751
   Phone.: (503) 725-4040 Fax (503) 725-4180

Schools as Centers of Community: A Citizen's Guide for Planning and Design
http://www.ed.gov/inits/construction/ctty-centers.html
   This detailed guide outlines the six principles for designing and planning new schools that grew out of the National Symposium on School Design held in October of 1998. This helpful guide provides citizens with ten examples of innovative school designs and outlines a step-by-step process about how parents, citizens and community groups can get involved in designing new schools.

School-Linked Comprehensive Services for Children and Families
http://eric-web.tc.columbia.edu/families/School_Linked/
   This resource identifies a research and practice agenda on school-linked, comprehensive services for children and families created by a meeting of researchers/evaluators, service providers, family members and representatives from other Federal agencies. It summarizes the proceedings from a 1994 conference sponsored by the office of Educational Research and Improvement (OREI) and the American Association of Educational Researchers (AERA).

Southwest Educational Development Laboratory (SEDL)
http://www.sedl.org/
   SEDL is a private, not-for-profit education research and development (R&D) corporation based in Austin, Texas. SEDL works with educators, parents, community members, and policymakers to build or find strategies and tools addressing pressing educational problems. Then, SEDL works with them to put the strategies into practice so they can improve education for all students.

Strong Families, Strong Schools: Building Community Partnerships for Learning
http://eric-web.tc.columbia.edu/families/strong
   Summarizes research and offers tips to parents, schools, businesses, and community groups about how to connect families to the learning process.

Team up for Kids! How Schools Can Support Family Involvement in Education
http://www.ed.gov/pubs/PFIE/schools.html
   Outlines strategies for schools to use to promote family involvement in education. Offers suggestions on how to: learn to communicate better; encourage parental participation in school improvement efforts; involvement parents in decision making; make parents feel welcome; and use technology to link parents to the classroom.

Technical Assistance Center for Professional Development Partnership Projects http://www.dssc.org/pdp/
   Technical Assistance Center for Professional Development Partnership Projects at the Academy for Educational Development is committed to facilitating and supporting development of collaborative partnerships for the preparation of educators.
   Contact: Technical Assistance Center, Academy for Educational Development, 1875 Connecticut Avenue, NW, Suite 900, Washington, DC 20009, Tel: (202) 884-8182; email: pdp@aed.org

Together We Can
http://www.togetherwecan.org/
   Leaders across America -- from neighborhoods to state houses, from parent groups to public and private agencies, from schools and social welfare organizations to economic development and community organizing groups -- are endeavoring to work together toward a shared vision for their communities and improved results for their children and families. The mission of Together We Can is to strengthen and sustain the capacity of community collaboratives and state initiatives to move toward that shared vision.

Urban/Minority Families
http://eric-web.tc.columbia.edu/families/
   Links to publications, digests, and parent guides relevant to parent, school, and community collaborations which support diverse learners in urban settings.

U.S. Department of Education's (ED) General Website
http://www.ed.gov
   Provides useful and timely information about programs, policies, people, and practices that exist at the Department. A major entry point to the information not only at the U.S. Department of Education but also in much of the education community.

U.S Department of Education: Back to School
http://www.ed.gov/Family/agbts/
   This government resource encourages parents, grandparents, community leaders, employers and employees, members of the arts community, religious leaders, and every caring adult to play a more active role in improving education. Site includes links to online forums, activity kits.

W. K. Kellogg Foundation: Rural Community Development Resources
http://www.unl.edu/kellogg
   Contains high quality rural community development materials funded by the Kellogg Foundation and other selected sponsors of recognized rural programs. Guidebooks, manuals, workshop materials, reports, books, and videos are included.

Working Together
http://www.west.net/~bpbooks/
   Site for working parents features the Working Together Question of the Week and the Working Together Forum. Several resources for parents are also described that deal with work and family issues experienced by many employed parents. Statistics on working families are also included.

A Center Response:

The following reflects our most recent response for technical assistance related to SCHOOL AND COMMUNITY COLLABORATION. This list represents a sample of information to get you started and is not meant to be an exhaustive list.

(Note: Clicking on the following links causes a new window to be opened. To return to this window, close the newly opened one).

If you go online and access the Quick Find, you can simply click over to the various sites to access documents, agencies, etc. For your convenience here, the website addresses for various Quick Find entries are listed in a table at the end of this document in order of appearance, cross-referenced by the name of the resource.

Center Developed Resources and Tools

- About School-Community-Higher Education Connections
- Building Relationships Between Schools and Social Services
- Coalition for Cohesive Policy in Addressing Barriers to Development & Learning: report from the Steering Committee
- Coalition for Cohesive Policy in Addressing Barriers to Development and Learning
- Establishing school-based collaborative teams to coordinate resources: A case study
- Examples of Interprofessional Education Programs
- Examples of Model School Based Collaboratives
- Guiding Parents in Helping Children Learn
- Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together
- Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations
- Parent and Home Involvement in Schools
- Reframing Mental Health in Schools and Expanding School Reform
- Resource Aids for the Enabling Component
- School-Community Collaboration
- School-Community Partnerships: A guide
- School Community Partnerships from the School's Perspective
- School-Linked Services and Beyond
- Sustaining School-Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit
- Upgrading School Support Programs Through Collaboration: Resource Coordinating Teams
- Working Together: From School-Based Collaborative Teams to School-Community-Higher Education Connections
- Working Together With Others to Enhance Programs & Resources
- Working Together With School & Community
- Upgrading School Support Programs through Collaboration: Resource Coordinating Teams

Relevant Publications on the Internet

- Building a Highway to Higher Ed: How Collaborative Efforts are Changing Education in America
- ERIC Review: Perspectives on Urban and Rural Schools and their Communities
- Evaluation of Community Schools: An Early Look
- Evalutaion of Community Schools: An Early Look

- **Growing Up Drug-Free: A Parent's Guide to Prevention**
- **The New Community Collaboration Manual**
- **Perspectives in Urban and Rural Schools and Their Communities: Making Connections**
- **Union-District Partnerships**
- **A Vision of Protected Schools**

Selected Materials from our Clearinghouse

- **5 Steps to Collaborative Teaching and Enrichment Remediation**
- **A Compact for Learning: An Action Handbook for Family-School-Community Partnerships**
- **A Framework for Improving Outcomes for Children and Families**
- **Beyond Collaboration to Results: Hard Choices In The Future of Services To Children And Families**
- **Building a Community School: A Revolutionary Design in Public Education**
- **Building Full-Service School**
- **Caring Communities Through State and Local Partnerships**
- **Collaborating with Teachers, Parents, and Others to Help Youth At Risk**
- **Collaboration For Kids: The School Board's Role in Improving Children's Services**
- **Collaboration: A Key to Success For Community Partnerships For Children**
- **Collaborative Strategies in Five Communities of the National Alliance for Restructuring Education**
- **Community as Extended Family: An Idea Whose Time has Come**
- **Community Based Development and Local Schools: A Promising Partnership**
- **Community Collaboration: If It Is Such a Good Idea, Why Is It So Hard To Do?**
- **Expanding the Goodlad/NNER Agenda: Interprofessional Education and Community Collaboration in Service of Vulnerable Children & Youth Families**
- **Family Collaboration in Systems Evaluation**
- **Framework for an Integrated Approach**
- **Guide to Creating Comprehensive School-Linked Supports and Services for California Children and Families**
- **School-Community Partnerships: Effectively Integrating Community Building and Education Reform**
- **School/Community Collaboration: Comparing Three Initiatives**
- **Serving Children, Youth and Families Through Interprofessional Collaboration and Service Integration: A Framework for Action**
- **Strong Families, Strong Schools: Building Community Partnerships for Learning**
- **TA Brief: Family Collaboration in Systems Evaluation**
- **The Effectiveness of Collaborative School-Linked Services**
- **Toward Collaboration in The Growing Education-Mental Health Interface**
- **Walking Fine Lines: A Foundation and Schools Collaborate to Improve Education**

Related Agencies and Websites

- **At Risk Youth: School-Community Collaborations Focus on Improving Student Outcomes**
- **Coalition for Community Schools Website**
- **The Center for Effective Collaboration and Practice (CECP)/ American Institute for Research**
- **The Center for Family-School Collaboration**
- **The Madii Institute**
- **Schools as Centers of Community: A Citizen's Guide for Planning and Design**

We hope these resources met your needs. If not, feel free to contact us for further assistance. For additional resources related to this topic, use our **search** page to find people, organizations, websites and documents. You may also go to our **technical assistance page** for more specific technical assistance requests.

If you haven't done so, you may want to contact our sister center, the **Center for School Mental Health Assistance** at the University of Maryland at Baltimore.

If our website has been helpful, we are pleased and encourage you to use our site or contact our Center in the future. At the same time, you can do your own technical assistance with **"The fine Art of Fishing"** which we have developed as an aid for do-it-yourself technical assistance.

Shortcut Text	Internet Address
About School-Community-Higher Education Connections	file:///G:/worktogh/models2.htm
Building Relationships Between Schools and Social Services	file:///G:/worktogh/eric.htm
Coalition for Cohesive Policy in Addressing Barriers to Development & Learning: report from the Steering Committee	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1101DOC9987
Coalition for Cohesive Policy in Addressing Barriers to Development and Learning	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1104DOC9994
Establishing school-based collaborative teams to coordinate resources: A case study	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC9998
Examples of Interprofessional Education Programs	file:///G:/worktogh/edprog1.htm
Examples of Model School Based Collaboratives	file:///G:/worktogh/models1.htm
Guiding Parents in Helping Children Learn	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2103DOC9998
Integrating Mental Health in Schools: Schools, School-Based Centers, and Community Programs Working Together	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2102DOC75
Mental Health in Schools: Guidelines, Models, Resources & Policy Considerations	file:///G:/packets%20backup/Guidebooks/SCHOOL-C/specpak.htm#considerations
Parent and Home Involvement in Schools	http://smhp.psych.ucla.edu/intropak.htm#parent
Reframing Mental Health in Schools and Expanding School Reform	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1101DOC101
Resource Aids for the Enabling Component	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1300DOC47
School-Community Collaboration	file:///G:/worktogh/collab1.htm
School-Community Partnerships: A guide	http://smhp.psych.ucla.edu/guidepak.htm#partner
School Community Partnerships from the School's Perspective	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC9997
School-Linked Services and Beyond	file:///G:/worktogh/smhpart2.htm
Sustaining School -Community Partnerships to Enhance Outcomes for Children and Youth: A Guidebook and Tool Kit	file:///G:/packets%20backup/Guidebooks/SCHOOL-C/guidepak.htm#sustain
Upgrading School Support Programs Through Collaboration: Resource Coordinating Teams	file:///G:/worktogh/smhpart1.htm
Working Together: From School-Based Collaborative Teams to School -Community-Higher Education Connections	file:///G:/worktogh/intro.htm
Working Together With Others to Enhance Programs & Resources	file:///G:/worktogh/worktog1.htm
Working Together With School & Community	file:///G:/worktogh/health1.htm
Upgrading School Support Programs through Collaboration: Resource Coordinating Teams	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC28
Building a Highway to Higher Ed: How Collaborative Efforts are Changing Education in America	http://www.nycfuture.org/education/building.htm

Shortcut Text	Internet Address
ERIC Review: Perspectives on Urban and Rural Schools and their Communities	http://www.eric.ed.gov./
Evaluation of Community Schools: An Early Look	http://www.communityschools.org/evaluation/evalbrieffinal.html
Growing Up Drug-Free: A Parent's Guide to Prevention	http://www.ed.gov/offices/OESE/SDFS/parents_guide/
The New Community Collaboration Manual	http://www.nassembly.org/
Perspectives in Urban and Rural Schools and Their Communities: Making Connections	http://www.eric.ed.gov/resources/ericreview/review.html
Union-District Partnerships	http://www.annenberginstitute.org/convening/unions_overview.html
A Vision of Protected Schools	http://www.drugstats.org/prosch.html
5 Steps to Collaborative Teaching and Enrichment Remediation	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2202DOC12
A Compact for Learning: An Action Handbook for Family-School-Community Partnerships	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2103DOC41
A Framework for Improving Outcomes for Children and Families	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1405DOC22
Beyond Collaboration to Results: Hard Choices In The Future of Services To Children And Families	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC52
Building a Community School: A Revolutionary Design in Public Education	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1402DOC9
Building Full-Service School	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC97
Caring Communities Through State and Local Partnerships	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC47
Collaborating with Teachers, Parents, and Others to Help Youth At Risk	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC11
Collaboration For Kids: The School Board's Role in Improving Children's Services	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC39
Collaboration: A Key to Success For Community Partnerships For Children	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC50
Collaborative Strategies in Five Communities of the National Alliance for Restructuring Education	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2106DOC5
Community as Extended Family: An Idea Whose Time has Come	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2106DOC6
Community Based Development and Local Schools: A Promising Partnership	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2102DOC105
Community Collaboration: If It Is Such a Good Idea, Why Is It So Hard To Do?	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2102DOC8
Expanding the Goodlad/NNER Agenda: Interprofessional Education and Community Collaboration in Service of Vulnerable Children & Youth Families	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2101DOC15
Family Collaboration in Systems Evaluation	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2103DOC9

Shortcut Text	Internet Address
Framework for an Integrated Approach	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1300DOC35
Guide to Creating Comprehensive School-Linked Supports and Services for California Children and Families	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1202DOC9
School-Community Partnerships: Effectively Integrating Community Building and Education Reform	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC48
School/Community Collaboration: Comparing Three Initiatives	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1405DOC29
Serving Children, Youth and Families Through Interprofessional Collaboration and Service Integration: A Framework for Action	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC6
Strong Families, Strong Schools: Building Community Partnerships for Learning	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2103DOC20
TA Brief: Family Collaboration in Systems Evaluation	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1405DOC55
The Effectiveness of Collaborative School-Linked Services	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=2102DOC65
Toward Collaboration in The Growing Education -Mental Health Interface	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1201DOC54
Walking Fine Lines: A Foundation and Schools Collaborate to Improve Education	http://smhp.psych.ucla.edu/smhp.exe?ACTION=POPUP&ITEM=1401DOC13
At Risk Youth: School-Community Collaborations Focus on Improving Student Outcomes	http://www.gao.gov/
Coalition for Community Schools Website	http://www.communityschools.org/
The Center for Effective Collaboration and Practice (CECP)/ American Institute for Research	http://www.air-dc.org/cecp/cecp.html
The Center for Family -School Collaboration	http://www.ackerman.org/school.htm
The Madii Institute	http://www.madii.org/
Schools as Centers of Community: A Citizen's Guide for Planning and Design	http://www.ed.gov/inits/construction/ctty-centers.html
search	file:///G:/search.htm
technical assistance page	http://smhp.psych.ucla.edu/techreq.htm
Center for School Mental Health Assistance	http://csmha.umaryland.edu/
"The fine Art of Fishing"	http://smhp.psych.ucla.edu/selfhelp.htm

We hope you found this to be a useful resource.
There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

Systemic Concerns

❗ Policy issues related to mental health in schools
❗ Mechanisms and procedures for
   program/service coordination
    •Collaborative Teams
    •School-community service linkages
    •Cross disciplinary training and
     interprofessional education
❗ Comprehensive, integrated programmatic
   approaches (as contrasted with fragmented,
   categorical, specialist oriented services)

❗ Issues related to working in rural, urban,
   and suburban areas
❗ Restructuring school support service
    •Systemic change strategies
    •Involving stakeholders in decisions
    •Staffing patterns
    •Financing
    •Evaluation, Quality Assurance
   •Legal Issues
❗ Professional standards

Programs and Process Concerns

❗ Clustering activities into a cohesive,
   programmatic approach
    •Support for transitions
    •Mental health education to enhance
     healthy development & prevent problems
    •Parent/home involvement
    •Enhancing classrooms to reduce referrals
     (including prereferral interventions)
    •Use of volunteers/trainees
    •Outreach to community
    •Crisis response
    •Crisis and violence prevention
     (including safe schools)

❗ Staff capacity building & support
    •Cultural competence
    •Minimizing burnout
❗ Interventions for student and
   family assistance
 •Screening/Assessment
    •Enhancing triage & ref. processes
    •Least Intervention Needed
 •Short-term student counseling
    •Family counseling and support
    •Case monitoring/management
    •Confidentiality
    •Record keeping and reporting
    •School-based Clinics

Psychosocial Problems

❗ Drug/alcohol abuse
❗ Depression/suicide
❗ Grief
❗ Dropout prevention
❗ Gangs
❗ School adjustment (including newcomer acculturation)

❗ Pregnancy prevention/support
❗ Eating problems (anorexia, bulimia)
❗ Physical/Sexual Abuse
❗ Neglect
❗ Gender and sexuality

❗ Self-esteem
❗ Relationship problems
❗ Anxiety
❗ Disabilities
❗ Reactions to chronic illness
❗ Learning, attention & behavior problems

UCLA

Center

Mental Health in Schools
Training and Technical Assistance
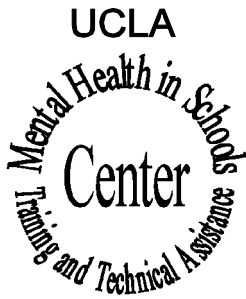
From the Center's Clearinghouse...

Thank you for your interest and support of the Center for Mental Health in Schools. You have just downloaded one of the packets from our clearinghouse. Packets not yet available on-line can be obtained by calling the Center (310)825-3634.

We want your feedback! Please rate the material you downloaded:

How well did the material meet your needs?   *Not at all   Somewhat   Very much*

Should we keep sending out this material?   *No   Not sure   Yes*

Please indicate which if any parts were more helpful than others.

In general, how helpful are you finding the Website? *Not at all   Somewhat   Very Much*

If you are receiving our monthly ENEWS, how helpful are you finding it?
                                                                                                    Not at all   Somewhat   Very Much

Given the purposes for which the material was designed, are there parts that you think should be changed? (Please feel free to share any thoughts you have about improving the material or substituting better material.)

We look forward to interacting with you and contributing to your efforts over the coming years. Should you want to discuss the center further, please feel free to call (310)825-3634 or e-mail us at smhp@ucla.edu

Send your response to:
School Mental Health Project,
UCLA Dept of Psychology
405 Hilgard Ave.
Los Angeles, CA 90095-1563

The Center is co-directed by Howard Adelman and Linda Taylor and operates
under the auspices of the School Mental Health Project, Dept. of Psychology,
UCLA, Los Angeles, CA 90095-1563 -- Phone: (310) 825-3634.