GUIDE 7

Fostering School, Family, and Community Involvement

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September 2002

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FOREWORD

School safety requires a broad-based effort by the entire community, including educators, students, parents, law enforcement agencies, businesses, and faith-based organizations, among others. By adopting a comprehensive approach to addressing school safety focusing on prevention, intervention, and response, schools can increase the safety and security of students.

To assist schools in their safety efforts, the Northwest Regional Educational Laboratory (NWREL) has developed a series of eight guidebooks intended to build a foundation of information that will assist schools and school districts in developing safe learning environments. NWREL has identified several components that, when effectively addressed, provide schools with the foundation and building blocks needed to ensure a safe learning environment. These technical assistance guides, written in collaboration with leading national experts, will provide local school districts with information and resources that support comprehensive safe school planning efforts.

One objective of the guides is to foster a sense of community and connection among schools and those organizations and agencies that work together to enhance and sustain safe learning environments. Another objective is to increase awareness of current themes and concerns in the area of safe schools.

Each guide provides administrators and classroom practitioners with a glimpse of how fellow educators are addressing issues, overcoming obstacles, and attaining success in key areas of school safety. These guidebooks will assist educators in obtaining current, reliable, and useful information on topics that should be considered as they develop safe school strategies and positive learning environments.

Each of the guidebooks should be viewed as one component of a school's overall effort to create a safer learning environment. As emphasized in *Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates,* a joint publication of the U.S. Secret Service and the U.S. Department of Education, creating cultures and climates of safety is essential to the prevention of violence in school. Each guidebook contains this message as a fundamental concept.

Under No Child Left Behind, the education law signed in January 2002, violence prevention programs must meet specified principles of effectiveness and be grounded in scientifically based research that provides evidence that the program to be used will reduce violence and illegal drug use. Building on the concept in No Child Left Behind—that all children need a safe environment in which to learn and achieve—these guides explain the importance of selecting research-based programs and strategies. The guides also outline a sample of methods on how to address and solve issues schools may encounter in their efforts to create and enhance safe learning environments.

Guide 1: Creating Schoolwide Prevention and Intervention Strategies, by Jeffrey Sprague and Hill Walker, is intended to put the issue of schoolwide violence prevention in context for educators and outline an approach for choosing and creating effective prevention programs. The guide covers the following topics:
- Why schoolwide prevention strategies are critical
- Characteristics of a safe school
- Four sources of vulnerability to school violence
- How to plan for strategies that meet school safety needs
- Five effective response strategies
- Useful Web and print resources

Guide 2: School Policies and Legal Issues Supporting Safe Schools, by Kirk Bailey, is a practical guide to the development and implementation of school policies that support safe schools. Section 1 provides an overview of guiding principles to keep in mind when developing policies at the district level to prevent violence. Section 2 addresses specific policy and legal components that relate to such topics as discipline and due process, threats of violence, suspension and expulsion, zero tolerance, and dress codes. Checklists are included to ensure that schools attend to due process when developing policies for suspensions or expulsions, search and seizure, or general liability issues.

Guide 3: Implementing Ongoing Staff Development To Enhance Safe Schools, by Steve Kimberling and Cyril Wantland, discusses the role of staff development within the context of school safety. The guide addresses how staff development should be an integral part of the educational planning process and discusses what its relationship is to safety-related outcomes and overall student achievement.

Guide 4: Ensuring Quality School Facilities and Security Technologies, by Tod Schneider, is intended to help educators and other members of the community understand the relationship between school safety and school facilities, including technology. The guide covers the following topics:
- Crime Prevention Through Environmental Design (CPTED)
- Planning To Address CPTED: Key Questions To Ask
- Security Technology: An Overview
- Safety Audits and Security Surveys

Guide 5: Fostering School-Law Enforcement Partnerships, by Anne Atkinson is a practical guide to the development and implementation of partnerships between schools and law enforcement agencies. Section 1 provides an overview of community policing and its relationship to school effectiveness. Section 2 focuses on developing the school-law enforcement partnership from an interagency perspective. Section 3 focuses on steps for implementing school–law enforcement partnerships in schools. Also included are descriptions of the roles of law enforcement in schools with examples of many strategies used to make schools safer and more effective.

Guide 6: Instituting School-Based Links With Mental Health and Social Service Agencies, by David Osher and Sandra Keenan, discusses how schools can improve their capacity to serve all students by linking with mental health and social service agencies. Agency staff members can contribute to individual and schoolwide assessment, planning, implementation, and evaluation. Agency resources can enhance schools' capacity to provide universal, early, and intensive interventions. Links with agency resources can also align school and agency services.

Guide 7: Fostering School, Family, and Community Involvement, by Howard Adelman and Linda Taylor, provides an overview of the nature and scope of collaboration, explores barriers to effectively working together, and discusses the processes of establishing and sustaining the work. It also reviews the state of the art of collaboration around the country, the importance of data, and some issues related to sharing information.

Guide 8: Acquiring and Utilizing Resources To Enhance and Sustain a Safe Learning Environment, by Mary Grenz Jalloh and Kathleen Schmalz, provides practical information on a spectrum of resources that concerned individuals and organizations can use in the quest to create safe schools. It draws on published research and also includes interviews with experts working on school safety issues at the state and local levels. Major topics covered include:
- What are resources?
- What role do resources play in safe school planning?
- Identifying and accessing resources
- Appendix of online and print resources

—Northwest Regional Educational Laboratory

INTRODUCTION

This guidebook is intended to provide a perspective and resources for enhancing home, community, and school collaboration as part of comprehensive safe school planning. Schools are more effective and caring places when they are an integral part of the community. This means enhanced academic performance, fewer discipline problems, higher staff morale, and improved use of resources. For communities, collaboration with schools can strengthen the fabric of family and community life.

How To Use This Guide

This guidebook provides an overview of the nature and scope of collaboration, explores barriers to effectively working together, and discusses the processes of establishing and sustaining the work. It also reviews the state of the art around the country, the importance of data, and some issues related to sharing information.

Included throughout are resource tools and aids drawn from a variety of sources. While steps for development are outlined, keep in mind that establishing and sustaining a collaborative is a dynamic process that involves major systemic changes. Change requires a flexible approach.

Treat this document as a growing toolkit. The material is intended to assist and guide. Apply it flexibly and in ways that respond to the unique characteristics of settings and stakeholders. Feel free to use whatever you find helpful and make any adaptations that will bring the content to life.

While skills and tools are a key aspect of sustaining a collaboration, underlying the application of any set of procedures is *motivation*.

- Motivation for sustaining collaboration comes from the desire to achieve better outcomes for all children and youth
- It comes from hope and optimism about a vision for what is possible for all children and youth
- It comes from the realization that working together is essential in accomplishing the vision
- It comes from the realization that system changes are essential to working together effectively
- Maintaining motivation for working together comes from valuing each partner's assets and contributions and from feeling that the efforts are producing results
- Remember, when a broad range of stakeholders are motivated to work together toward a shared vision, they come up with more innovative and effective strategies than any guidebook or toolkit can contain

SECTION 1
WHAT IS COLLABORATION?

If you want your school to be a good and safe place, you must enhance family and community involvement with the school. A key strategy in all this is *collaboration.*

Collaboratives are sprouting in communities across the country. Properly done, collaboration among schools, families, and communities should improve schools, strengthen families and neighborhoods, and lead to a marked reduction in young people's problems. Poorly implemented collaborations, however, can end up being another reform effort that promised a lot, did little good, and even did some harm.

Advocates for family, community, and school connections have cautioned that some so-called collaborations amount to little more than groups of people sitting around engaging in "collabo-babble."

An optimal approach involves formally blending together resources of at least one school and sometimes a group of schools or an entire school district with local family and community resources. The intent is to sustain connections over time. The range of entities in a community are not limited to agencies and organization; they encompass people, businesses, community-based organizations, postsecondary institutions, religious and civic groups, programs at parks and libraries, and any other facilities that can be used for recreation, learning, enrichment, and support.

One of the most important, cross-cutting social policy perspectives to emerge in recent years is an awareness that no single institution can create all the conditions that young people need to flourish . . . .

—Melaville & Blank (1998)

While it is relatively simple to make informal links, establishing major long-term collaborations is complicated. Doing so requires vision, cohesive policy, and basic systemwide reforms. The complications are readily seen in any effort to develop a comprehensive, multifaceted, and integrated approach to promoting healthful development and addressing barriers to development and learning. Such an approach involves much more than linking a few services, recreation, and enrichment activities to schools (see Appendix A). System changes are required to develop formal and institutionalized sharing of a wide spectrum of responsibilities and resources.

Collaboratives can weave together a critical mass of resources and strategies to enhance caring communities that support all youth and their families and enable success at school and beyond. Strong family–school–community connections are critical in impoverished communities where schools often are the largest piece of public real estate and also may be the single largest employer.

Comprehensive collaboration represents a promising direction for efforts to generate essential interventions to address barriers to learning, enhance healthy development, and strengthen families and neighborhoods. Building such collaboration requires stakeholder readiness, an enlightened vision, creative leadership, and new and multifaceted roles for professionals who work in schools and communities, as well as for family and other community members who are willing to assume leadership.

As noted, interest in connecting families, schools, and communities is growing at an exponential rate. For schools, such links are seen as a way to provide more support for schools, students, and families. For agencies, connection with schools is seen as providing better access to families and youth and thus as providing an opportunity to reach and have an impact on hard-to-reach clients. The interest in collaboration is bolstered by the renewed concern about widespread fragmentation of school and community interventions. The hope is that integrated resources will have a greater impact on "at risk" factors and on promoting healthful development.

In fostering collaboration, do not limit your thinking to coordinating community services and arranging some together on school sites. Such an approach downplays the need to also restructure the various education support programs and services that schools own and operate. And, it has led some policymakers to the mistaken impression that community resources can effectively meet the needs of schools in addressing barriers to learning. In turn, this has led some legislators to view the linking of community services to schools as a way to free up the dollars that underwrite school-owned services. The reality is that even when one adds together community and school assets, the total set of services in disadvantaged locales is woefully inadequate. In situation after situation, it has become evident that as soon as the first few sites demonstrating school–community collaboration are in place, local agencies find they have stretched their resources to the limit. Increasing access to services is only one facet of any effort to establish a comprehensive, cohesive approach for strengthening families and neighborhoods.

Collaboratives often are established because of the desire to address a local problem or in the wake of a crisis. In the long-run, however, family–community–school collaboratives must be driven by a comprehensive vision about strengthening youngsters, families, schools, and neighborhoods. This encompasses a focus on safe schools and neighborhoods; positive development and learning; personal, family, and economic well-being; and more.

Collaboratives are about building potent, synergistic, *working relationships,* not simply establishing positive personal connections. Collaboratives built mainly on personal connections are vulnerable to the mobility that characterizes many such groups. The point is to establish stable and sustainable working relationships. This requires clear roles, responsibilities, and an institutionalized infrastructure, including well-designed mechanisms for performing tasks, solving problems, and mediating conflict.

A collaborative needs financial support. The core operational budget can be direct funding and in-kind contributions such as providing space for the collaborative. A school or community entity or both might be asked to contribute the necessary space. As specific functions and initiatives are undertaken that reflect overlapping areas of concern for schools and community agencies such as safe schools and neighborhoods, some portion of their respective funding streams can be braided together. Finally, there will be opportunities to supplement the budget with extramural grants. It is important not to pursue funding for projects that will distract the collaborative from vigorously pursuing its vision in a cohesive (nonfragmented) manner (see Appendix B).

The governance of the collaborative must be designed to equalize power so that decisionmaking appropriately reflects all stakeholder groups and so that all are equally accountable. The leadership must include representatives from all groups, and all participants must share in the workload—pursuing clear roles and functions. And, collaboratives must be open to all who are willing to contribute their talents.

Obviously, true collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in important results. For this to happen, steps must be taken to ensure that collaboratives are formed in ways that ensure they can be effective. This includes providing them with the training, time, support, and authority to carry out their roles and functions. It is when such matters are ignored that groups find themselves meeting and meeting, but going nowhere.

SECTION 2
WHY IS FAMILY, COMMUNITY, AND SCHOOL COLLABORATION IMPORTANT?

Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.

—Margaret Mead

Schools are located in communities, but often are islands with no bridges to the mainland. Families live in neighborhoods, often with little connection to each other or to the schools their children attend. Nevertheless, all these entities affect each other, for good or ill. Because of this and because they share goals related to education and socialization of the young, schools, homes, and communities must collaborate with each other if they are to minimize problems and maximize results.

Dealing with multiple, interrelated problems such as poverty, child development, education, violence, crime, safety, housing, and employment requires multiple and interrelated solutions. Interrelated solutions require collaboration.

Promoting well-being, resiliency, and protective factors and empowering families, communities, and schools also requires the concerted effort of all stakeholders.

Collaboration can improve service access and provision; increase support and assistance for learning and for addressing barriers to learning; enhance opportunities for learning and development; and generate new approaches to strengthen family, school, and community. Thus, appropriate and effective collaboration and teaming are keys to promoting well-being and addressing barriers to development, learning, family well-being, and community self-sufficiency.

Schools are more effective and caring places when they are an integral and positive part of the community. This means enhanced academic performance, fewer discipline problems, higher staff morale, and improved use of resources. Reciprocally, families and other community entities can enhance parenting and socialization, address psychosocial problems, and strengthen the fabric of family and community life by working in partnership with schools.

WHY COLLABORATION IS NEEDED

Concern about violence at schools provides opportunities for enhancing connections with families and other neighborhood resources. However, in too many cases, those responsible for school safety act as if violence on the campus has little to do with home and community. Children and adolescents do not experience such a separation. For many of them, violence is a fact of life.

The problem goes well beyond the widely reported incidents that capture media attention. For children, the most common forms of violence are physical, sexual, and emotional abuse experienced at school, at home, and in the neighborhood. There are no good data on how many youngsters are affected by all the forms of violence or how many are debilitated by such experiences. But no one who works to prevent violence would deny that the numbers are large. Far too many youngsters are caught up in cycles where they are the recipient or perpetrator (and sometimes both) of harassment ranging from excessive teasing, bullying, and intimidation to mayhem and major criminal acts.

Clearly, the problem is widespread and is linked with other problems that are significant barriers to development, learning, parenting, teaching, and socialization. As a consequence, single-factor solutions will not work. This is why guides to safe school planning emphasize such elements as schoolwide prevention, intervention, and emergency response strategies, positive school climate, partnerships with law enforcement, mental health and social services, and family and community involvement. The need is for a full continuum of interventions—ranging from primary prevention through early interventions to treatment of individuals with severe, pervasive, and chronic problems. School and community policymakers must quickly move to embrace comprehensive, multifaceted schoolwide and communitywide approaches. And, they must do so in a way that fully integrates such approaches with school reform at every school site.

SECTION 3
DEFINING COLLABORATION AND ITS PURPOSES

It's relatively easy to establish a "collaborative" … it's turning the group into an effective mechanism and maintaining it that's hard to do.

Collaboration involves more than simply working together. It is more than a process to enhance cooperation and coordination. Thus, professionals who work as a multidisciplinary team to coordinate treatment are not a collaborative; they are a treatment team. Interagency teams established to enhance coordination and communication across agencies are not collaboratives; they are a coordinating team.

The hallmark of collaboration is a formal agreement among participants to establish an autonomous structure to accomplish goals that would be difficult to achieve by any of the participants alone. While participants may have a primary affiliation elsewhere, they commit to working together under specified conditions to pursue a shared vision and common set of goals. A collaborative structure requires shared governance (power, authority, decisionmaking, accountability) and weaving together of a set of resources for use in pursuit of the shared vision and goals. It also requires building well-defined working relationships to connect and mobilize resources, such as financial and social capital, and to use these resources in planned and mutually beneficial ways.

Growing appreciation of social capital has resulted in collaboratives expanding to include a wide range of stakeholders (people, groups, formal and informal organizations). The political realities of local control have further expanded collaborative bodies to encompass local policymakers, representatives of families, nonprofessionals, and volunteers.

Families have always provided a direct connection between school and community. In addition, advocates for students with special needs have lobbied to increase parent and youth participation on teams making decisions about interventions. Many who were silent partners in the past are now finding their way to the collaborative table and becoming key players.

Any effort to connect home, community, and school resources must embrace a wide spectrum of stakeholders. In this context, collaboration becomes both a desired process and an outcome. That is, the intent is to work together to establish strong working relationships that are enduring. However, family, community, and school collaboration is not an end in itself. It is a turning point meant to enable participants to pursue increasingly potent strategies for strengthening families, schools, and communities.

True collaboratives are attempting to weave together the responsibilities and resources of participating stakeholders to create a unified entity. For our purposes, any group designed to connect a school, families, and other groups from the surrounding neighborhood is referred to as a "school–community" collaborative. Such groups can encompass a wide range of stakeholders. For example, collaboratives may include agencies and organizations focused on providing programs for education, literacy, youth development, and the arts; health and human services; juvenile justice; vocational education; and economic development. They also may include various sources of social and financial capital, including youth, families, religious groups, community-based organizations, civic groups, and businesses.

Operationally, a collaborative is defined by its *functions.* Family, community, and school connections may be made to pursue a variety of functions. These include enhancing how existing resources are used, generating new resources, improving communication, coordination, planning, networking, and mutual support, building a sense of community, and much more.

Such functions encompass a host of specific tasks such as mapping and analyzing resources; exploring ways to share facilities, equipment, and other resources; expanding opportunities for community service, internships, jobs, recreation, and enrichment; developing pools of nonprofessional volunteers and professional pro bono assistance; making recommendations about priorities for use of resources; raising funds and pursuing grants; advocating for appropriate decisionmaking; and much more.

Organizationally, a collaborative must develop an infrastructure (e.g., steering and work groups) that enables accomplishment of its functions and related tasks. Because the functions pursued by a collaborative almost always overlap with work being carried out by others, a collaborative needs to establish connections with other bodies.

SECTION 4
COLLABORATION:
A GROWING
MOVEMENT ACROSS
THE COUNTRY

Much of the emerging theory and practice of family and community connections with schools encourages a rethinking of our understanding of how children develop and how the various people and contexts fit together to support that development.

—Southwest Educational Development Laboratory (2001)

Various levels and forms of family, community, and school collaboration are being tested, including statewide initiatives across the country. Some cataloguing has begun, but there is no complete picture of the scope of activity. It is clear that the trend among major demonstration projects is to incorporate health, mental health, and social services into *centers* (including health centers, family centers, parent centers). These centers are established at or near a school and use terms such as school-linked or school-based services, coordinated services, wraparound services, one-stop shopping, full service schools, systems of care, and community schools.[1]

The aims are to improve coordination and eventually integrate many programs and enhance their links to school sites. There are projects to (1) improve access to health services (such as immunizations, substance abuse programs, asthma care, pregnancy prevention) and access to social service programs (such as foster care, family preservation, child care); (2) expand after-school academic, recreation, and enrichment, such as tutoring, youth sports and clubs, art, music, and museum programs; (3) build systems of care, such as case management and specialized assistance; (4) reduce delinquency (preventing truancy, conflict mediation, violence reduction); (5) enhance transitions to work, career, and postsecondary education (mentoring, internships, career academies, job placement); and (6) improve schools and the community through adopt-a-school programs, use of volunteers and peer supports, and neighborhood coalitions.

Such "experiments" have been prompted by diverse initiatives: some are driven by school reform; some are connected to efforts to reform community health and social service agencies; some stem from the youth development movement; and a few arise from community development initiatives.

Currently, only a few initiatives are driven by school reform. Most stem from efforts to reform community health and social services with the aim of reducing redundancy and increasing access and effectiveness. While the majority of effort focuses narrowly on "services," some initiatives link schools and communities as ways to enhance school-to-career opportunities, encourage the community to come to school as volunteers and mentors, and expand programs for after-school recreation and enrichment with the goal of reducing delinquency and violence.

The youth development movement encompasses a range of concepts and practices aimed at promoting protective factors, assets, wellness, and empowerment in young people. Included are efforts to establish full-fledged community schools, programs for mobilizing community and social capital, and initiatives to build community policies and structures to enhance youth support, safety, recreation, work, service, and enrichment.

This focus on community embraces a wide range of partners, including families and community-based and linked organizations such as public and private health and human service agencies, schools, businesses, youth and faith organizations, and so forth. In some cases, institutions for postsecondary learning also are involved, but the nature and scope of their participation varies greatly, as does the motivation for the involvement.

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1 In practice, the terms school-*linked* and school-*based* encompass two separate dimensions: (a) where programs/services are *located,* and (b) who *owns* them. Taken literally, school-based should indicate activity carried out on a campus, and school-linked should refer to off-campus activity with formal connections to a school site. In either case, services may be owned by schools or a community-based organization or in some cases may be co-owned. As commonly used, the term school-linked refers to community owned on- and off-campus services and is strongly associated with the notion of coordinated services.

Youth development initiatives clearly expand intervention efforts beyond services and programs. They encourage a view of schools not only as community centers where families can access services, but as hubs for communitywide learning and activity. Increased federal funding for after-school programs at school sites enhances this view by expanding opportunities for recreation, enrichment, academic supports, and child care. Adult education and training at neighborhood schools also are changing the old view that schools close when the youngsters leave. The concept of a "second shift" at a school site to respond to community needs is beginning to spread.

School–community linkages are meant to benefit a wide range of young people and their families, and some of the best-articulated collaborations are those being established for special education students with emotional disturbance. This population is served by classrooms, counseling, day care, and residential and hospital programs. The need for all involved to work together in providing services and facilitating the transitions to and from services is widely acknowledged. To address the needs for monitoring and maintaining care, considerable investment has been made in establishing what are called *wraparound services* and *systems of care.* Initial evaluations of systems of care underscore both the difficulty of studying collaboratives, and the policy issues that arise regarding appropriate outcomes and cost effectiveness.

Family–school–community collaborations can be successful and cost effective in the long run. They not only improve access to and coordination of interventions, but they encourage schools to open their doors and enhance opportunities for community and family involvement.

FAMILY AND CITIZEN INVOLVEMENT

For various reasons, many collaboratives around the country consist mainly of professionals. Family and other citizen involvement may be limited to a few representatives of powerful organizations or to "token" participants who are needed and expected to "sign off" on decisions.

Genuine involvement of a wide range of representative families and citizens requires a deep commitment of collaborative organizers to recruiting and building the capacity of such stakeholders so that they can competently participate as enfranchised and informed decisionmakers.

Collaboratives that work actively to ensure that a broad range of stakeholders are participating effectively can establish an essential democratic base for their work and help ensure there is a critical mass of committed participants to buffer against inevitable mobility. Such an approach not only enhances family and community involvement, it may be an essential facet of sustaining collaborative efforts in the long run.

SECTION 5
UNDERSTANDING KEY FACETS OF COLLABORATION

Collaboratives differ in terms of purposes and functions. They also differ in terms of a range of other dimensions: their degree of formality, time commitment, breadth of connections, or the amount of system change required to carry out their functions and achieve their purposes.

Because family, community, and school collaboration can differ in so many ways, it is helpful to think in terms of categories of key factors relevant to such arrangements (see below).

Table 1: Some Key Dimensions Relevant to Family–Community–School Collaborative Arrangements

I. Initiation
    A. School-led
    B. Community-driven

II. Nature of collaboration
    A. Formal
       • Memorandum of understanding
       • Contract
       • Organizational/operational mechanisms
    B. Informal
       • Verbal agreements
       • Ad hoc arrangements

III. Focus
    A. Improvement of program and service provision
       • For enhancing case management
       • For enhancing use of resources
    B. Major system reform
       • To enhance coordination
       • For organizational restructuring
       • For transforming system structure/function

IV. Scope of collaboration
    A. Number of programs and services involved (from a few to a comprehensive, multifaceted continuum)
    B. Horizontal collaboration
       • Within a school/agency
       • Among schools/agencies
    C. Vertical collaboration
       • Within a catchment area (e.g., school and community agency, family of schools, two or more agencies)
       • Among different levels of jurisdictions (e.g., community/city/county/state/federal)

V. Scope of potential impact
    A. Narrow-band—a small proportion of youth and families can access what they need
    B. Broad-band—all in need can access what they need

VI. Ownership and governance of programs and services
    A. Owned and governed by school
    B. Owned and governed by community
    C. Shared ownership and governance
    D. Public–private venture—shared ownership and governance

VII. Location of programs and services
    A. Community-based, school-linked
    B. School-based

VIII. Degree of cohesiveness among multiple interventions serving the same student/family
   A. Unconnected
   B. Communicating
   C. Cooperating
   D. Coordinated
   E. Integrated

IX. Level of system intervention focus
   A. Systems for promoting healthful development
   B. Systems for prevention of problems
   C. Systems for soon-after-onset of problems
   D. Systems of care for treatment of severe, pervasive, and/or chronic problems
   E. Full continuum including all levels

X. Arenas for collaborative activity
   A. Health (physical and mental)
   B. Education
   C. Social services
   D. Work/career
   E. Enrichment/recreation
   F. Juvenile justice
   G. Neighborhood/community improvement

Table 2 highlights the wealth of community resources that should be considered in establishing family, community, and school connections.

Table 2: A Range of Community Resources That Could Be Part of a Collaboration

County agencies and bodies (e.g., departments of health, mental health; children and family services; public social services; probation; sheriff; office of education; fire; service planning area councils; recreation and parks; library; courts; housing)

Municipal agencies and bodies (e.g., parks and recreation, library, police, fire, courts, civic event units)

Physical and mental health and psychosocial concerns facilities and groups (e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "friends of" groups, family crisis and support centers, help lines, hot lines, shelters, mediation and dispute resolution centers)

Mutual support/self-help groups (e.g., for almost every problem and many other activities)

Child care/preschool centers

Postsecondary education institutions/students (e.g., community colleges; state universities; public and private colleges and universities, vocational colleges; specific schools within these, such as schools of law, education, nursing, dentistry)

Service agencies (e.g., PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society)

Service clubs and philanthropic organizations (e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veterans' groups, foundations)

Youth agencies and groups (e.g., Boys and Girls Clubs, YMCA/YWCAs, scouts, 4-H, Woodcraft Rangers)

Sports/health/fitness/outdoor groups (e.g., sports teams, athletic leagues, local gyms, conservation associations, Audubon Society)

Community-based organizations (e.g., neighborhood and homeowners' associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations)

Faith community institutions (e.g., congregations and subgroups, clergy associations, Interfaith Hunger Coalition)

Legal assistance groups (e.g., Public Counsel, schools of law)

Ethnic associations (e.g., Committee for Armenian Students in Public Schools; Korean Youth Center; United Cambodian Community; African-American, Latino, Asian-Pacific, Native American organizations)

Special interest associations and clubs (e.g., Future Scientists and Engineers of America, pet owner and other animal-oriented groups)

Artists' and cultural institutions (e.g., museums, art galleries, zoos, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collectors' groups)

Businesses/corporations/unions (e.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school employee unions)

Media (e.g., newspapers, TV and radio, local access cable)

Family members, local residents, senior citizens groups

SECTION 6
BARRIERS TO COLLABORATION

Collaboration is a developing process . . . it must be continuously nurtured, facilitated, and supported, and special attention must be given to overcoming institutional and personal barriers.

Barriers to collaboration arise from a variety of institutional and personal factors. A fundamental institutional barrier to family–community–school collaboration is the degree to which efforts to establish such connections are *marginalized* in policy and practice. The extent to which this is the case can be seen in how few resources most schools deploy to build effective collaboratives.

Even when a collaboration is initiated, the matters addressed usually are marginalized. For example, many groups spend a great deal of effort on strategies for increasing client access to programs and services and reducing the fragmentation associated with piecemeal, categorically funded programs (e.g., programs to reduce learning and behavior problems, substance abuse, violence, school dropouts, delinquency, and teen pregnancy). However, problems of access and fragmentation stem from marginalization, and this barrier remains a major deterrent to successful collaboration.

Institutional barriers are seen when existing policy, accountability, leadership, budget, space, time schedules, and capacity-building agendas do not support efforts to use collaborative arrangements effectively and efficiently to accomplish desired results. Lack of support may simply take the form of neglect. More often, it stems from a lack of understanding, commitment, and/or capability related to establishing and maintaining a potent infrastructure for working together and sharing resources. Occasionally, lack of support takes the ugly form of forces at work trying to actively undermine collaboration.

Examples of institutional barriers include:

- Policies that mandate collaboration but do not enable the process by reconciling divergent accountability pressures that interfere with using resources optimally
- Policies for collaboration that do not provide adequate resources and time for leadership and stakeholder training and for overcoming barriers to collaboration
- Leadership that does not establish an effective infrastructure (including mechanisms such as a steering group and work/task groups)
- Differences in the conditions and incentives associated with participation (including the fact that meetings usually are set during the work day, and community agency and school participants' salaries are usually in effect while they attend, while family members are expected to volunteer their time)

On a personal level, barriers mostly stem from practical deterrents, negative attitudes, and deficiencies of knowledge and skill. These vary for different stakeholders but often include problems related to work schedules, transportation, child care, communication skills, understanding of differences in organizational culture, accommodations for language and cultural differences, and so forth.

Other barriers arise because of inadequate attention to factors associated with system change. How well an innovation such as a collaborative is implemented depends to a significant degree on the personnel doing the implementing and the motivation and capabilities of participants. There must be sufficient resources and time so participants can learn and carry out new functions effectively. And, when newcomers join, well-designed procedures must be in place to bring them up to speed.

In bringing schools and community agencies to the same table, it is clear that there will be problems related to the differences in organizational mission, functions, cultures, bureaucracies, and accountability. Considerable effort will be required to teach all participants about these matters. When families are at the table, power differentials are common, especially when low-income families are involved and are confronted with credentialed and titled professionals. Working collaboratively requires overcoming these barriers. This is easier to do when all stakeholders are committed to learning how to do so. It means moving beyond naming problems to careful analysis of why the problem has arisen and then moving on to creative problem solving.

ANOTHER TYPE OF BARRIER

When collaboratives are not well conceived and carefully developed, they generate additional barriers to their success. In too many instances, so-called collaborations have amounted to little more than bringing together community agency staff on school campuses. Services continue to function in relative isolation from each other, focusing on discrete problems and specialized services for individuals and small groups. Too little thought has been given to the importance of meshing (as opposed to simply linking) community services and programs with existing school-owned and operated activity. The result is that a small number of youngsters are provided services that they might not otherwise have received, but little connection is made with families and school staff and programs. Because of this, a new form of fragmentation is emerging as community and school professionals engage in a form of "parallel play" at school sites. Moreover, when "outside" professionals are brought into schools, district personnel may view the move as discounting their skills and threatening their jobs. On the other side, the "outsiders" often feel unappreciated. Conflicts arise over "turf," use of space, confidentiality, and liability. School professionals tend not to understand the culture of community agencies; agency staff are rather naive about the culture of schools.

OVERCOMING BARRIERS RELATED TO DIFFERENCES

Participants in a collaborative must be sensitive to a variety of human and institutional differences and learn strategies for dealing with them. These include differences in:
- Sociocultural and economic background and current lifestyle
- Primary language spoken
- Skin color
- Sex
- Motivation

In addition, there are differences related to power, status, and orientation. For many, the culture of schools and community agencies and organizations will differ greatly from other settings where they have lived and worked. Although workshops and presentations may be offered in an effort to increase cultural awareness, what can be learned in this way is limited, especially when one is in a community of many cultures. There also is a danger in prejudgments based on apparent cultural awareness. It is desirable to have the needed language skills and cultural awareness; it is also essential not to rush to judgment.

As part of a working relationship, differences can be complementary and helpful—as when staff from different disciplines work with and learn from each other. Differences become a barrier to establishing effective working relationships when negative attitudes are allowed to prevail. Interpersonally, the result generally is conflict and poor communication. For example, differences in status, skin color, power, orientation, and so forth can cause one or more persons to enter the situation with negative (including competitive) feelings. And such feelings often motivate conflict.

Many individuals who have been treated unfairly, discriminated against, or deprived of opportunity and status at school, on the job, and in society use whatever means they can to seek redress and sometimes to strike back. Such an individual may promote conflict in hopes of correcting power imbalances or at least to call attention to a problem.

Often, power differentials are so institutionalized that individual action has little impact. It is hard and frustrating to fight an institution. It is much easier and immediately satisfying to fight with other individuals one sees as representing that institution. However, when this occurs where individuals are supposed to work together, those with negative feelings may act and say things in ways that produce significant barriers to establishing a working relationship. Often, the underlying message is "you don't understand," or worse yet, "you probably don't want to understand," or, even worse, "you are my enemy."

It is unfortunate when such barriers arise among those we are trying to help; it is a travesty when such barriers interfere with helpers working together effectively. Conflicts among collaborative members detract from accomplishing goals and contribute in a major way to burnout.

There are no easy solutions to overcoming deeply embedded negative attitudes. Certainly, a first step is to understand that the nature of the problem is not differences per se but negative perceptions stemming from the politics and psychology of the situation. It is these perceptions that lead to (1) prejudgments that a person is bad because of an observed difference, and (2) the view that there is little to be gained from working with that person. Thus, at minimum, the task of overcoming negative attitudes interfering with a particular working relationship involves finding ways to counter negative prejudgments (e.g., to establish the credibility of those who have been prejudged) and demonstrate there is something of value to be gained from working together.

To be effective in working with others, you need to build a positive working relationship around the tasks at hand. Necessary ingredients are:
- Minimizing negative prejudgments about those with whom you will be working
- Taking time to make connections
- Identifying what will be gained from the collaboration in terms of mutually desired outcomes—to clarify the value of working together
- Enhancing expectations that the working relationship will be productive—it is important here to establish credibility with each other
- Establishing a structure that provides support and guidance to aid the task focus
- Periodic reminders of the positive outcomes that have resulted from working together

With respect to building relationships and effective communication, there are three things one can do:
- Convey empathy and warmth (e.g., understand and appreciate what the individual is thinking and feeling and transmit a sense of liking)
- Convey genuine regard and respect (e.g., transmit real interest and interact in a way that enables the individual to maintain a feeling of integrity and personal control)
- Talk with, not at, others—active listening and dialogue (e.g., be a good listener, do not be judgmental, do not pry, share your experiences as appropriate and needed)

Finally, watch out for ego-oriented behavior (yours and theirs)—it tends to get in the way of accomplishing the task at hand.

SECTION 7
BUILDING AND MAINTAINING EFFECTIVE COLLABORATIVES

From a policy perspective, efforts must be made to guide and support the building of collaborative bridges connecting school, family, and community. For schools not to marginalize such efforts, the initiative must be fully integrated with school improvement plans. There must be policy and authentic agreements. Although formulation of policy and related agreements takes considerable time and other resources, their importance cannot be overemphasized. Failure to establish and successfully maintain effective collaboratives probably is attributable in great measure to proceeding without the type of clear, high-level, and long-term policy support that ends the marginalization of initiatives to connect families–communities–schools.

Given that all involved parties are committed to building an effective collaboration, the key to doing so is an appreciation that the process involves significant systemic changes. Such an appreciation encompasses both a vision for change and an understanding of how to effect and institutionalize the type of systemic changes needed to build an effective collaborative infrastructure. The process requires changes related to governance, leadership, planning and implementation, and accountability. For example:

- Existing governance must be modified over time. The aim is shared decisionmaking involving school and community agency staff members, families, students, and other community representatives.
- High-level leadership assignments must be designated to facilitate essential system changes and build and maintain family–community–school connections.
- Mechanisms must be established and institutionalized for analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening collaborative efforts.

Evidence of appropriate policy support is seen in the adequacy of funding for *capacity building* to (1) accomplish desired system changes, and (2) ensure the collaborative operates effectively over time. Accomplishing system changes requires establishing temporary facilitative mechanisms and providing incentives, support, and training to enhance commitment to and capacity for essential changes. Ensuring effective collaboration requires institutionalized mechanisms, long-term capacity building, and ongoing support.

CREATING READINESS FOR COLLABORATION AND NEW WAYS OF DOING BUSINESS

Matching Motivation and Capabilities

Successful efforts to establish an effective collaborative depends on stakeholders' motivation and capability. Substantive change is most likely when high levels of positive energy can be mobilized and appropriately directed for extended periods of time. Among the most fundamental errors related to system change is the tendency to set actions into motion without taking sufficient time to lay the foundation. Thus, one of the first concerns is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. This calls for strategies that establish and maintain an effective match with the motivation and capabilities of involved parties.

Motivational Readiness

The initial focus is on communicating essential information to key stakeholders using strategies that help them understand that the benefits of change will outweigh the costs and are more worthwhile than the status quo or competing directions for change. 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). Sufficient time must be spent creating the motivational readiness of key stakeholders and building their capacity and skills.

Readiness Is an Everyday Concern

All changes require constant care. Those who steer the process must be motivated and competent, not just initially but over time. The complexity of system change requires close monitoring of mechanisms and immediate follow up to address problems. In particular, it means providing continuous, personalized guidance and support to enhance knowledge and skills and counter anxiety, frustration, and other stressors. To these ends, adequate resource support must be provided (time, space, materials, equipment) and opportunities must be available for increasing ability and generating a sense of renewed mission. Personnel turnover must be addressed by welcoming and orienting new members.

A Note of Caution

In marketing new ideas, it is tempting to accentuate their promising attributes and minimize complications. For instance, in negotiating agreements for school connections, school policymakers frequently are asked simply to sign a memorandum of understanding, rather than involving them in processes that led to a comprehensive, informed commitment. Sometimes they agree mainly to obtain extra resources; sometimes they are motivated by a desire to be seen by constituents as doing *something* to improve the school. This can lead to premature implementation, resulting in the form rather than the substance of change.

BUILDING FROM LOCALITIES OUTWARD

In developing an effective collaborative, an infrastructure of organizational and operational mechanisms at all relevant levels are required for oversight, leadership, capacity building, and ongoing support (e.g., see Figure 1). Such mechanisms are used to (1) make decisions about priorities and resource allocation; (2) maximize systematic planning, implementation, maintenance, and evaluation; (3) enhance and redeploy existing resources and pursue new ones; and (4) nurture the collaborative. At each level, such tasks require pursuing an assertive agenda.
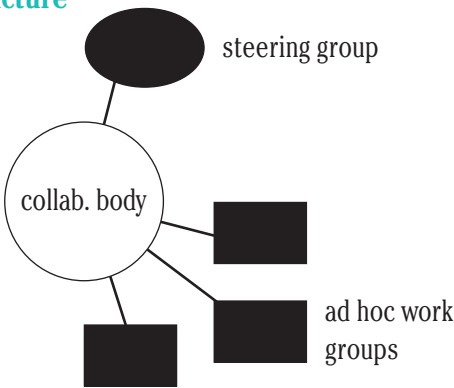
An effective family–community–school collaboration must coalesce at the local level. Thus, a school and its surrounding community are a reasonable point around which to build an infrastructure. Primary emphasis on this level meshes nicely with contemporary restructuring views that stress increased school-based and neighborhood control.
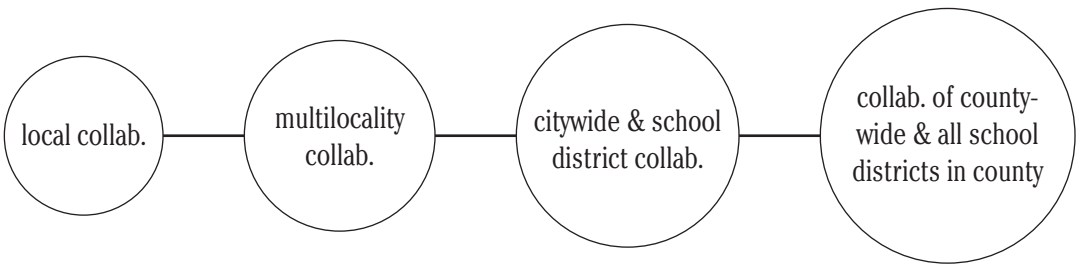
Figure 1: About Collaborative Infrastructure

Basic collaborative infrastructure[2]

Who should be at the table?
- families[3]
- schools[4]
- communities[5]

steering group

collab. body

ad hoc work groups

Connecting collaboratives at all levels[2]

local collab.

multilocality collab.

citywide & school district collab.

collab. of county-wide & all school districts in county

2 Collaborations can be organized by any group of stakeholders. Connecting the resources of families and the community through collaboration with schools is essential for developing comprehensive, multifaceted programs and services. At the multilocality level, efficiencies and economies of scale are achieved by connecting a complex (or "family") of schools (such as a high school and its feeder schools). In a small community, such a complex often is the school district. Conceptually, it is best to think in terms of building from the local outward, but in practice, the process of establishing the initial collaboration may begin at any level.

3 Families. It is important to ensure that all who live in an area are represented—including, but not limited to, representatives of organized family advocacy groups. The aim is to mobilize all the human and social capital represented by family members and other home caretakers of the young.

4 Schools. This encompasses all institutional entities that are responsible for formal education (e.g., pre-K, elementary, secondary, higher education). The aim is to draw on the resources of these institutions.

5 Communities. This encompasses all the other resources (public and private money, facilities, human and social capital) that can be brought to the table at each level (e.g., health and social service agencies, businesses and unions, recreation, cultural, and youth development groups, libraries, juvenile justice and law enforcement, faith-based community institutions, service clubs, media). As the collaborative develops, additional steps must be taken to reach out to disenfranchised groups.

MECHANISMS

Family–school–community collaborations require development of a well-conceived infrastructure of mechanisms that are appropriately sanctioned and endorsed by governing bodies. Besides basic resources, key facets of the infrastructure are designated leaders (e.g., administrative, staff) and work group mechanisms (e.g., resource- and program-oriented teams).

At the most basic level, the focus is on connecting families and community resources with one school. At the next level, collaborative connections may encompass a cluster of schools (e.g., a high school and its feeder schools) and/or may coalesce several collaboratives to increase efficiency and effectiveness and achieve economies of scale. Finally, "systemwide" (e.g., district, city, county) mechanisms can be designed to provide support for what each locality is trying to develop.

All collaboratives need a core team who agree to steer the process. These must be competent individuals who are highly motivated—not just initially but over time. The complexity of collaboration requires providing continuous, personalized guidance and support to enhance knowledge and skills and counter anxiety, frustration, and other stressors. This entails close monitoring and *immediate* follow-up to address problems.

Local collaborative bodies should be oriented to enhancing and expanding resources. This includes such functions as reducing fragmentation, enhancing cost-efficacy by analyzing, planning, and redeploying resources, and then coordinating, integrating, monitoring, evaluating, and strengthening ongoing system organization and operations. Properly constituted with school, home, and community representatives, such a group develops an infrastructure of work teams to pursue collaborative functions. To these ends, there must be (1) adequate resources (time, space, materials, equipment) to support the infrastructure; (2) opportunities to increase ability and generate a sense of renewed mission; and (3) ways to address personnel turnover quickly so new staff members are brought up to speed. Because work or task groups usually are the mechanism of choice, particular attention must be paid to increasing levels of competence and enhancing motivation of all stakeholders for working together. More generally, stakeholder development spans four stages: orientation, foundation building, capacity building, and continuing education.

Because adjoining localities have common concerns, they may have programmatic activities that can use the same resources. Many natural connections exist in areas serving a high school and its feeder schools. For example, the same family often has children attending all levels of schooling at the same time. In addition, some school districts and agencies already pull together several geographically-related clusters to combine and integrate personnel and programs. Through coordination and sharing at this level, redundancy can be minimized and resources can be deployed equitably and pooled to reduce costs.

Toward these ends, a multilocality collaborative can help (1) coordinate and integrate programs serving multiple schools and neighborhoods; (2) identify and meet common needs for stakeholder development; and (3) create links and enhance collaboration among schools and agencies. Such a group can provide a broader-focused mechanism for leadership, communication, maintenance, quality improvement, and ongoing development of a comprehensive continuum of programs and services. Multilocality collaboratives are especially attractive to community agencies that often don't have the time or personnel to link with individual schools.

One natural starting point for local and multilocality collaboratives is the sharing of needs assessments, resource mapping, analyses, and recommendations for addressing community–school violence and developing prevention programs and safe school and neighborhood plans.

At the systemwide level, the need is for policy, guidance, leadership, and assistance to ensure localities can establish and maintain collaboration and steer the work toward successful accomplishment of desired goals. Development of systemwide mechanisms should reflect a clear conception of how each supports local activity. Key at this level is systemwide leadership with responsibility and accountability for maintaining the vision, developing strategic plans, supporting capacity building, and ensuring coordination and integration of activity among localities and the entire system. Other functions at this level include evaluation, encompassing determination of the equity in program delivery, quality improvement reviews of all mechanisms and procedures, and review of results.

Table 3 demonstrates some first steps. Appendix C provides some related tools.

Table 3: What Are Some of the First Steps?

1. Adopting a comprehensive vision for the collaborative
- Collaborative leadership builds consensus that the aim of those involved is to help weave together community and school resources to develop a comprehensive, multifaceted, and integrated continuum of interventions so that no child is left behind.

2. Writing a "brief" to clarify the vision
- Collaborative establishes a writing team to prepare a "white paper," executive summary, and set of "talking points" clarifying the vision by delineating the rationale and frameworks that will guide development of a comprehensive, multifaceted, and integrated approach.

3. Establishing a steering committee to move the initiative forward and monitor the process
- Collaborative identifies and empowers a representative subgroup that will be responsible and accountable for ensuring that the big picture is not lost and the momentum of the initiative is maintained through establishing and monitoring ad hoc work groups that are asked to pursue specific tasks.

4. Starting a process for translating the vision into policy
- Steering committee establishes a work group to prepare a campaign geared to key local and state school and agency policymakers that focuses on (a) establishing a policy framework for the development of a comprehensive, multifaceted, and integrated approach; and (b) ensuring such policy has a high enough level of priority to end the current marginalized status such efforts have at schools and in communities.

5. Developing a five-year strategic plan
- Steering committee establishes a work group to draft a five-year strategic plan that delineates (a) the development of a comprehensive, multifaceted, and integrated approach; and (b) the steps to be taken to accomplish the required changes. (The strategic plan will cover such matters as formulation of essential agreements about policy, resources, and practices; assignment of committed leadership; change agents to facilitate system changes; infrastructure redesign; enhancement of infrastructure mechanisms; resource mapping, analysis, and redeployment; capacity building; standards, evaluation, quality improvement, and accountability; "social marketing.")
- Steering committee circulates draft of plan (a) to elicit suggested revisions from key stakeholders, and (b) as part of a process for building consensus and developing readiness for proceeding with its implementation.
- Work group makes relevant revisions based on suggestions.

6. Moving the strategic plan to implementation
- Steering committee ensures that key stakeholders finalize and approve strategic plan.
- Steering committee submits plan on behalf of key stakeholders to school and agency decisionmakers to formulate formal agreements (e.g., memoranda of understanding, contracts) for start-up, initial implementation, and ongoing revisions that can ensure institutionalization and periodic renewal of a comprehensive, multifaceted, and integrated approach.
- Steering committee establishes work group to develop action plan for start-up and initial implementation. (The action plan will identify general functions and key tasks to be accomplished, necessary system changes, and how to get from here to there in terms of who carries out specific tasks, how, by when, who monitors, and so forth.)

SECTION 8
GETTING FROM
HERE TO THERE

The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones.

—John Maynard Keynes

Because building and maintaining effective collaboratives requires system changes, the process of getting from here to there is complex. The process often requires knowledge and skills not currently part of the professional preparation of those called on to act as change agents. For example, few school or agency professionals assigned to make major reforms have been taught how to create the necessary motivational readiness among a critical mass of stakeholders, nor how to develop and institutionalize the type of mechanisms required for effective collaboration.

Substantive change requires paying considerable attention to enhancing both stakeholder motivation and capability and ensuring there are appropriate supports during each phase of the change process. It is essential to account for the fullness of the processes required to build authentic agreements and commitments. These involve strategies that ensure there is a common vision and valuing of proposed innovations and attention to relationship building, clarification of mutual expectations and benefits, provision for rapid renegotiation of initial agreements, and much more. Authentic agreements require ongoing modifications that account for the intricacies and unanticipated problems that characterize efforts to introduce major innovations into complex systems. Informed commitment is strengthened through negotiating and renegotiating formal agreements among various stakeholders. Policy statements articulate the commitment to the innovation's essence. Memoranda of understanding and contracts specify agreements about such matters as funding sources, resource appropriations, personnel functions, incentives and safeguards for risk taking, stakeholder development, immediate and long-term commitments and timelines, accountability procedures, and so forth.

Change in the various organizational and familial cultures represented in a collaborative evolve slowly in transaction with specific organizational and programmatic changes. Early in the process the emphasis needs to be on creating an official and psychological climate for change, including overcoming institutionalized resistance, negative attitudes, and barriers to change. New attitudes, new working relationships, and new skills all must be engendered, and negative reactions and dynamics related to change must be addressed. Creating this readiness involves tasks designed to produce fundamental changes in the culture that characterizes schools and community agencies, while accommodating cultural differences among families.

Substantive change is most likely when high levels of positive energy among stakeholders can be mobilized and appropriately directed over extended periods of time. Thus, one of the first concerns 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. The literature clarifies the value of (1) a high level of policy and leadership commitment that is translated into an inspiring vision and appropriate resources (leadership, space, budget, time); (2) incentives for change, such as intrinsically valued outcomes, expectations for success, recognition, rewards; (3) procedural options that reflect stakeholder strengths and from which those expected to implement change can select options they see as workable; (4) a willingness to establish an infrastructure and processes that facilitate efforts to change, such as a governance mechanism that adopts strategies for improving organizational health; (5) use of change agents who are perceived as pragmatic (e.g., as maintaining ideals while embracing practical solutions); (6) accomplishing change in stages and with realistic timelines; (7) providing feedback on progress; and (8) taking steps to institutionalize support mechanisms that maintain and evolve changes and generate periodic renewal. An understanding of concepts espoused by community psychologists such as empowering settings and enhancing a sense of community also can make a critical difference. Such concepts stress the value of open, welcoming, inclusive, democratic, and supportive processes.

MECHANISMS FOR SYSTEM CHANGE

It helps to think in terms of four key *temporary* system change mechanisms. These are: (1) a site-based *steering* mechanism to guide and support change activity; (2) a *change agent* who works with the change team and has full-time responsibility for the daily tasks involved in creating readiness and the initial implementation of desired changes; (3) a *change team* (consisting of key stakeholders) that has responsibility for coalition building, implementing the strategic plan, and maintaining daily oversight (including problem solving, conflict resolution, and so forth); and (4) *mentors* and *coaches* who model and teach specific elements of new approaches. Once system changes have been accomplished effectively, all temporary mechanisms are phased out—with any essential new roles and functions assimilated into regular structural mechanisms.

Steering the Change Process

When it comes to connecting with schools, system change requires shifts in policy and practice at several levels (e.g., a school, a "family" of schools, a school district). Community resources also may require changes at several levels. Each jurisdictional level needs to be involved in one or more steering mechanisms, which can be a designated individual or a small committee or team. The functions of such mechanisms include oversight, guidance, and support of the change process to ensure success. If a decision is made to have separate steering mechanisms at different jurisdictional levels, an interactive interface is needed among them. And, of course, a regular, interactive interface is essential between steering and organizational governance mechanisms. The steering mechanism is the guardian of the "big picture" vision.

Change Agent and Change Team

Building on what is known about organizational change, it is well to designate and properly train a change agent to facilitate the process of getting from here to there. During initial implementation of a collaborative infrastructure, tasks and concerns must be addressed expeditiously. To this end, an agent for change plays a critical role. One of the first functions is to help form and train a change *team.* Such a team (which includes various work groups) consists of personnel representing specific programs, administrators, union representatives, and staff and other stakeholders skilled in facilitating problem solving and mediating conflicts. This composition provides a blending of agents for change who are responsible and able to address daily concerns.

Mentors and Coaches

During initial implementation, the need for mentors and coaches is acute. Inevitably new ideas, roles, and functions require a variety of stakeholder development activities, including demonstrations of new infrastructure mechanisms and program elements. The designated change agent is among the first providing mentorship. The change team must also help identify mentors who have relevant expertise. A regularly accessible cadre of mentors and coaches is an indispensable resource in responding to stakeholders' daily calls for help. (Ultimately, every stakeholder is a potential mentor or coach for somebody.) In most cases, the pool will need to be augmented periodically with specially contracted coaches.

FUNCTIONS OF A CHANGE AGENT AND CHANGE TEAM

Regardless of the nature and scope of the work, a change agent's core functions require an individual whose background and training have prepared him or her to understand:

- The specific system changes (content and processes) to be accomplished (In this respect, a change agent must have an understanding of the fundamental concerns underlying the need for change)
- How to work with a site's stakeholders as they restructure their programs

As can be seen in Table 4, the main work revolves around planning and facilitating:

- Infrastructure development, maintenance, action, mechanism liaison and interface, and priority setting
- Stakeholder development (coaching—with an emphasis on creating readiness both in terms of motivation and skills; team building; providing technical assistance; organizing basic "cross disciplinary training")
- Communication (visibility), resource mapping, analyses, coordination, and integration
- Formative evaluation and rapid problem solving
- Ongoing support

With the change agent initially taking the lead, members of the change team (and its work groups) are catalysts and managers of change. As such, they must ensure the big picture is implemented in ways that are true to the vision and compatible with the local culture. Team members help develop linkages among resources, facilitate redesign of regular structural mechanisms, and establish other temporary mechanisms. They also are problem solvers—not only responding as problems arise but designing strategies to counter anticipated barriers to change, such as negative reactions and dynamics, common factors interfering with working relationships, and system deficiencies. They do all this in ways that enhance empowerment, a sense of community, and general readiness and commitment to new approaches. After the initial implementation stage, they focus on ensuring that institutionalized mechanisms take on functions essential to maintenance and renewal. All this requires team members who are committed each day to ensuring effective replication and who have enough time and ability to attend to details.

Table 4: Examples of Task Activity for a Change Agent

1. **Infrastructure tasks**
   A. Works with governing agents to further clarify and negotiate agreements about:
      - Policy changes
      - Participating personnel (including administrators authorized to take the lead for system changes)
      - Time, space, and budget commitments
   B. Identifies several representatives of stakeholder groups who agree to lead the change team
   C. Helps leaders to identify members for change, program, and work teams and prepare them to carry out functions
2. **Stakeholder development**
   A. Provides general orientations for governing agents
   B. Provides leadership coaching for site leaders responsible for system change
   C. Coaches team members (e.g., about purposes, processes)
      For example, at a team's first meeting, the change agent offers to provide a brief orientation (a presentation with guiding handouts) and any immediate coaching and specific task assistance team facilitators or members may need. During the next few meetings, the change agent and/or coaches might help with mapping and analyzing resources. Teams may also need help establishing processes for daily interaction and periodic meetings.
   D. Works with leaders to ensure presentations and written information about infrastructure and activity changes are provided to all stakeholders
3. **Communication (visibility), coordination, and integration**
   A. Determines if information on new directions (including leadership and team functions and membership) has been written up and circulated. If not, the change agent determines why and helps address system breakdowns; if necessary, effective processes are modeled.
   B. Determines if leaders and team members are effectively handling priority tasks. If not, the change agent determines why and helps address system breakdowns; if necessary, effective processes are modeled.
   C. Determines if change, program, and work teams are being effective (and if not, takes appropriate steps).

For example, determines if resources have been:
- mapped
- analyzed to determine
  - > how well resources are meeting desired functions
  - > how well programs and services are coordinated/integrated (with special emphasis on maximizing cost-effectiveness and minimizing redundancy)
  - > what activities need to be improved (or eliminated)
  - > what is missing, its level of priority, and how and when to develop it

  D. Determines the adequacy of efforts made to enhance communication to and among stakeholders and, if more is needed, facilitates improvements (e.g., ensures that resource mapping, analyses, and recommendations are written up and circulated).

  E. Determines if systems are in place to identify problems related to functioning of the infrastructure and communication systems. If there are problems, determines why and helps address any system breakdowns.

  F. Checks on visibility of reforms and if the efforts are not visible, determines why and helps rectify.

4. Formative evaluation and rapid problem solving

  A. Works with leaders and team members to develop procedures for formative evaluation and processes that ensure rapid problem solving.

  B. Checks regularly to be certain there is rapid problem solving. If not, helps address system breakdowns; if necessary, models processes.

5. Ongoing support

  A. Offers ongoing coaching on an "on-call" basis
For example, informs team members about ideas developed by others or provides expertise related to a specific topic they plan to discuss.

  B. At appropriate times, asks for part of a meeting to see how things are going and (if necessary) to explore ways to improve the process.

  C. At appropriate times, asks whether participants have dealt with longer-range planning, and if they haven't, determines what help they need.

  D. Helps participants identify sources for continuing capacity building.

A NOTE OF CAUTION

Without careful planning, implementation, and capacity building, collaborative efforts will rarely live up to the initial hope. For example, formal arrangements for working together often take the form of committees and meetings. To be effective, such sessions require thoughtful and skillful facilitation. Even when they begin with great enthusiasm, poorly facilitated working sessions quickly degenerate into another meeting, more talk but little action, another burden, and a waste of time. This is particularly likely to happen when the emphasis is mainly on the unfocused mandate to "collaborate," rather than on moving an important vision and mission forward through effective working relationships.

Most of us know how hard it is to work effectively with a group. Staff members can point to the many committees and teams that drained their time and energy to little avail. Obviously, true collaboration involves more than meeting and talking. The point is to work in ways that produce the type of actions that result in effective programs. For this to happen, steps must be taken to ensure that committees, councils, and teams are formed in ways that maximize their effectiveness. This includes providing them with the training, time, support, and authority to carry out their role and functions. It is when such matters are ignored that groups find themselves meeting but going nowhere. Table 5 offers some guidelines for planning and facilitating effective meetings.

Table 5: Planning and Facilitating Effective Meetings

Forming a working group
- There should be a clear statement about the group's mission.
- Be certain that members agree to pursue the stated mission and, for the most part, share a vision.
- Pick someone the group will respect and who either already has good facilitation skills or will commit to learning those that are needed.
- Provide training for members so they understand their role in keeping a meeting on track and turning talk into effective action.
- Designate processes (1) for sending members information before a meeting regarding what is to be accomplished, specific agenda items, and individual assignments; and (2) for maintaining and circulating a record of decisions and planned actions (what, who, when).

Meeting format
- Be certain there is a written agenda and that it clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.
- Begin the meeting by reviewing purpose, topics, desired outcomes, and so forth. Until the group is functioning well, it may be necessary to review meeting ground rules.
- Facilitate the involvement of all members, and do so in ways that encourage them to focus specifically on the task. The facilitator remains neutral in discussion of issues.
- Try to maintain a comfortable pace (neither too rushed, nor too slow; try to start on time and end on time but don't be a slave to the clock).
- Periodically review what has been accomplished and move on the next item.
- Leave time to sum up and celebrate accomplishment of outcomes and end by enumerating specific follow-up activity (what, who, when). End with a plan for the next meeting (date, time, tentative agenda). For a series of meetings, set the dates well in advance so members can plan their calendars.

Some group dynamics to anticipate
- Hidden Agendas—All members should agree to help keep hidden agendas in check and, when such items cannot be avoided, facilitate the rapid presentation of a point and indicate where the concern needs to be redirected.
- A Need for Validation—When members make the same point over and over, it usually means they feel an important point is not being validated. To counter such disruptive repetition, account for the item in a visible way so members feel their contributions have been acknowledged. When the item warrants discussion at a later time, assign it to a future agenda.
- Members Are at an Impasse—Two major reasons groups get stuck are: (1) some new ideas are needed to "get out of a box," and (2) differences in perspective need to be aired and resolved. The former problem usually can be dealt with through brainstorming or by bringing in someone with new ideas to offer; to deal with conflicts that arise about process, content, and power relationships employ problem solving and conflict management strategies (e.g., accommodation, negotiation, mediation).
- Interpersonal Conflict and Inappropriate Competition—These problems may be corrected by repeatedly bringing the focus back to the goal, improving outcomes for students/families; when this doesn't work; restructuring group membership may be necessary.
- Ain't It Awful!—Daily frustrations experienced by staff members often lead them to turn meetings into gripe sessions. Outside team members (parents, agency staff, business and/or university partners) can influence school staff to exhibit their best behavior.

Making meetings work

A good meeting is task focused and ensures that task are accomplished in ways that:

- Are efficient and effective
- Reflect common concerns and priorities
- Are implemented in an open, noncritical, nonthreatening manner
- Turn complaints into problems that are analyzed in ways that lead to plans for practical solutions
- Feel productive (produces a sense of accomplishment and of appreciation)

Building relationships and communicating effectively

- Convey empathy and warmth (work to understand and appreciate what others are thinking and feeling and transmit a sense of liking them).
- Convey genuine regard and respect (transmit real interest and interact in ways that enable others to maintain a feeling of integrity and personal control).
- Talk with, not at, others—active listening and dialogue (be a good listener, not judgmental, not prying, and be willing to share experiences as appropriate).

SECTION 9
FAMILY–COMMUNITY–SCHOOL COLLABORATION: STATE OF THE ART

LINKING SERVICES TO SCHOOLS

No complete catalog of school–community–family initiatives exists. Examples and analyses suggesting trends can be found in works referenced at the end of this guide. Using the available research base, the state of the art related to family–community–school collaboration is summarized below.

Concern about the fragmented way *community* health and human services are planned and implemented has led to renewal of the 1960s human service integration movement. The hope of this movement is to better meet the needs of those served and use existing resources to serve greater numbers. To these ends, there is considerable interest in developing strong relationships between school sites and public and private community agencies. As would be anticipated, most initial efforts focus on developing informal relationships and beginning to coordinate services. A nationwide survey of school board members indicates widespread presence of school-linked programs and services in school districts (Hardiman, Curcio, & Fortune, 1998). For purposes of the survey, school-linked services were defined as "the coordinated linking of school and community resources to support the needs of school-aged children and their families." The researchers conclude: "The range of services provided and the variety of approaches to school-linked services are broad, reflecting the diversity of needs and resources in each community." They are used to varying degrees to address various educational, psychological, health, and social concerns, including substance abuse, job training, teen pregnancy, juvenile probation, child and family welfare, and housing. For example, and not surprisingly, the majority of schools report using school-linked resources as part of their efforts to deal with substance abuse; far fewer report such involvement with respect to family welfare and housing. Most of this activity reflects collaboration with agencies at local and state levels. Respondents indicate that these collaborations operate under a variety of arrangements: "legislative mandates, state-level task forces and commissions, formal agreements with other state agencies, formal and informal agreements with local government agencies, in-kind (nonmonetary) support of local government and nongovernment agencies, formal and informal referral network, and the school administrator's prerogative." About half the respondents note that their districts have no policies governing school-linked services.

STRENGTHENING FAMILIES, NEIGHBORHOODS, AND SCHOOLS

Schorr (1997) approaches community–school–family initiatives from the perspective of strengthening families and neighborhoods and describes a variety of promising partnerships. Her analysis concludes that a synthesis is emerging that "rejects addressing poverty, welfare, employment, education, child development, housing, and crime one at a time. It endorses the idea that the multiple and interrelated problems … require multiple and interrelated solutions."

After surveying a variety of school–community initiatives, Melaville and Blank (1998) conclude that the number of school–community initiatives is skyrocketing; the diversity across initiatives in terms of design, management, and funding arrangements is dizzying and daunting. Their analysis suggests (1) the initiatives are moving toward blended and integrated purposes and activity; and (2) the activities are predominantly school-based, the education sector plays "a significant role in the creation and, particularly, management of these initiatives," and there is a clear trend "toward much greater community involvement in all aspects" of such initiatives—especially in decisionmaking at both the community and site levels. They also stress that "the ability of school–community initiatives to strengthen school functioning develops incrementally," with the first impact seen in improved school climate. Their findings support the need for stable leadership and long-term financing. Finally, they note:

> The still moving field of school–community initiatives is rich in its variations. But it is a variation born in state and local inventiveness, rather than reflective of irreconcilable differences or fundamental conflict. Even though communication among school–community initiatives is neither easy nor ongoing, the findings in this study suggest they are all moving toward an interlocking set of principles. An accent on development cuts across them all. These principles demonstrate the extent to which boundaries separating major approaches to school–community initiatives have blurred and been transformed. More importantly, they point to a strong sense of direction and shared purpose within the field.

SOME CONCERNS

Findings from the work of the Center for Mental Health in Schools (e.g., 1997; 1999) are in considerable agreement with other reports. However, this work also stresses that the majority of school and community programs and services function in relative isolation of each other. Most school and community interventions continue to focus on discrete problems and specialized services for individuals and small groups. Moreover, because the primary emphasis is on restructuring community programs and co-locating some services on school sites, a new form of fragmentation is emerging as community and school professionals engage in a form of "parallel play" at school sites.

Ironically, while initiatives to integrate health and human services are meant to reduce fragmentation (so as to enhance outcomes), in many cases fragmentation is compounded because these initiatives focus mostly on *linking* community services to schools.[6] It appears that too little thought has been given to the importance of *connecting* community programs with existing support programs operated by the school. As a result, when community agencies bring together personnel at schools, such personnel tend to operate in relative isolation of existing school programs and services. Little attention is paid to developing effective mechanisms for coordinating complementary activity or integrating parallel efforts. Consequently, a youngster identified as at risk for bullying, dropout, and substance abuse may be involved in three counseling programs operating independently of each other.

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6 As the notion of school–community collaboration spreads, the terms *services* and *programs* are used interchangeably and the adjective *comprehensive* often is appended. The tendency to refer to all interventions as services is a problem. Addressing a full range of factors affecting young people's development and learning requires going beyond *services* to use an extensive continuum of programmatic interventions. Services themselves should be differentiated to distinguish between narrow-band, personal/clinical services and broad-band, public health and social services. Furthermore, although services can be provided as part of a program, not all are. For example, counseling to ameliorate a mental health problem can be offered on an ad hoc basis or may be one element of a multifaceted program to facilitate healthy social and emotional development. Pervasive and severe psychosocial problems, such as gang violence, delinquency, substance abuse, teen pregnancy, and physical and sexual abuse require multifaceted, programmatic interventions. Besides providing services to correct existing problems, such interventions encompass primary prevention (such as public health programs that target groups seen as at risk) and a broad range of open enrollment didactic, enrichment, and recreation programs. Differentiating services and programs and taking greater care when using the term comprehensive can help mediate against tendencies to limit the range of interventions and underscores the breadth of activity requiring coordination and integration.

Relatedly, there is rising tension between school district service personnel and their counterparts in community-based organizations. When "outside" professionals are brought in, school specialists often view it as discounting their skills and threatening their jobs. The outsiders often feel unappreciated and may be naive about the culture of schools. Conflicts arise over turf, use of space, confidentiality, and liability.

The fragmentation is worsened by the failure of policymakers at all levels to recognize the need to reform and restructure the work of school and community professionals who are in positions to address barriers and facilitate development and learning. For example, the prevailing approach among school reformers is to concentrate almost exclusively on improving instruction and management of schools. When they talk about safety and various other barriers to learning, they mainly focus on security, curricular approaches to prevention, and "school-linked services."

The reality is that prevailing approaches to reform continue to marginalize all efforts to address the wide range of overlapping factors that are barriers to development and learning. As a result, little is known about effective processes and mechanisms for building family–school–community connections to prevent and ameliorate youngsters' learning, behavior, emotional, and health problems. The situation is unlikely to improve as long as so little attention is paid to restructuring what schools and communities already do to deal with psychosocial and health problems and promote healthful development. And a key facet of all this is the need to develop models to guide development of productive family, school, and community partnerships.

EXAMPLES OF COLLABORATION THAT CONNECT FAMILIES, THE COMMUNITY, AND SCHOOLS TO ADDRESS VIOLENCE

SAVE—A Grassroots Example

The Community Coalition for Violence Prevention, a grassroots organization, created Stand Against a Violent Environment (SAVE) in 1995. The coalition was created with the idea that violence (nonverbal, verbal, and physical) can be eliminated through education and communication. Since its beginnings, coalition members have met regularly and sponsored community events to promote violence prevention.

The SAVE movement creates a dialogue on violence prevention and a grassroots resource for community-wide participation. All residents (of Rapid City, North Dakota) can be members. The coalition aims at promoting strong community involvement, and making violence reduction and prevention the responsibility of all community members. Community and business participation is an integral element. Because of SAVE, the Rapid City School District has many partners in its efforts to prevent violence.

The beginning. SAVE began with a community coalition that used study circles to prompt a dialogue about violence in Rapid City and ways to prevent and reduce it. The new group determined the level of community concern about violence. A community survey showed that while 80 percent of respondents felt safe, most recognized that violence was an increasing problem. Respondents suggested it was important to teach values and respect, provide drug and alcohol prevention programs, and establish neighborhood watch programs. A majority also indicated that they felt strongly enough about the issue to become involved in the prevention effort. One of SAVE's early contributions was its definition of violence within the school, community, and workplace. "Violence is any mean word, look, sign, or act that hurts a person's body, feelings, or things." SAVE identified a continuum of violent acts, ranging from eye rolling, gesturing, and gossiping to hitting/kicking, flashing a weapon, or shooting someone. They reasoned that violence always has a starting point, such as a look or gesture, and if it can be interrupted, a potentially violent situation can be prevented. For school staff, law enforcement personnel, and community members to work together to interrupt this process, all partners needed a common language and understanding of violence.

The main goal during the first year was to educate parents, students, and community members about violence and how to reduce and prevent it. This effort quickly showed that everyone could participate in violence prevention and reduction. SAVE sponsored activities to build communitywide awareness of steps to prevent violence and to empower the community to overcome it. Violence prevention facilitators were trained and sent out to work with SAVE-inspired neighborhood groups and private businesses to build a broad awareness about violence prevention and reduction. During its second year, SAVE shifted its focus from defining violence and specifying violent behaviors to discovering the positive actions and positive social behaviors they wanted to promote. In 1997, SAVE articulated a specific vision (working together to promote a spirit of community) and six goals, which included: (1) reestablishing and supporting values in the community, (2) increasing youth participation in SAVE, (3) encouraging and promoting a safe environment free from fear, (4) increasing community participation, (5) focusing on resiliency and asset building, and (6) promoting unity.

During its second year, the focus shifted from defining violence and specifying violent behaviors to discovering the positive actions and positive social behaviors they wanted to promote. In 1997, SAVE articulated a specific vision (working together to promote a spirit of community) and six goals, which included: (1) reestablishing and supporting values in the community, (2) increasing youth participation in SAVE, (3) encouraging and promoting a safe environment free from fear, (4) increasing community participation, (5) focusing on resiliency and asset building, and (6) promoting unity.

Examples of activities. A citywide coalition composed of representatives from different neighborhood groups meets monthly to support the various neighborhood groups that have been developed as an integral part of SAVE. During these meetings, individuals share ideas and information on prospective activities. Neighborhood groups are encouraged to connect with one another. SAVE provides facilitators to train new neighborhood groups and businesses about violence prevention and reduction. It also continues to sponsor neighborhood study circles about violence. A local advertising agency produced a video which explained SAVE's vision and goals; this video is used to help educate community and business groups. A weeklong community celebration called "Voices Together SAVE" was held. Each day was designated as a call for action to different segments of the community: health and human services; family and religion; workplace; youth; civic organizations; and community and neighborhoods. The week ended with a multicultural celebration.

Positive outcomes. Staff report that the SAVE initiative has reduced violence and disruption, increased parental and community support of the schools, promoted a culture of involvement, increased perception of unity between the district and local law enforcement, and has created more choices about what to do to prevent violence.

[Source: Kubinski, E. (1999, Spring). Promising practices: SAVE—stand against a violent environment. *School Safety, 4*(1). Retrieved January 16, 2003, from www.wcer.wisc.edu/ccvi/pubs/publication/archive/newsletter/Spring1999_SchSafety/Save.html]

Local Management Boards—
Collaboration Initiated by the Legislature Across an Entire State

In 1989, the governor of Maryland issued an executive order creating the Subcabinet for Children, Youth, and Families. In 1990, a statute was enacted requiring each local jurisdiction to establish local governing entities now known as Local Management Boards (LMBs). (§11, Article 49D, Annotated Code of Maryland). By 1997, Local Management Boards were operating in all 24 jurisdictions.

LMBs are the core entity established in each jurisdiction to stimulate joint action by state and local government, public and private providers, business and industry, and community residents to build an effective system of services, supports, and opportunities that improve outcomes for children, youth, and families. An example of this process for connecting families, communities, and schools is the partnership established in Anne Arundel County, created by county government in December 1993.

The Anne Arundel LMB describes itself as a collaborative board responsible for interagency planning, goal setting, resource allocation, and developing, implementing, and monitoring interagency services to children and their families. Their mission is to enhance the well-being of all children and their families in Anne Arundel County. All their work focuses on affecting the result of "children safe in their families and communities" with goals and priorities established by the board members through a community needs process completed in October 1997. The consortium consists of representatives of public and private agencies appointed by the Anne Arundel County executive who serve children, families, and private citizens. Members include county public schools, the departments of social services, juvenile justice, and health/mental health, County Mental Health Agency, Inc. (Core Service Agency), county recreation and parks, county government, and private citizens (e.g., private providers, advocacy groups, parents, and other consumers). Private citizens can comprise up to 49 percent of the membership. Board members are appointed by the county executive for a term of four years.

In pursuing their mission, they (1) foster collaboration among all public and private partners; (2) plan a wide array of services; (3) coordinate and pool resources; (4) monitor and evaluate the effectiveness of programs; and (5) provide a forum for communication and advocacy. For instance, the LMB develops community plans for providing comprehensive interagency services with guidelines established by the Subcabinet for Children, Youth, and Families. Examples of program initiatives include:

- Positive parenting programs
- Kinship Care support groups
- Mom and tots support groups
- Police "teen opportunity programs"
- Safehaven Runaway Shelter
- Juvenile intervention programs
- After-school middle school programs for at-risk youth
- Youth and family services
- Disruptive youth program
- Mobile crisis team
- Second Step curriculum
- Success by 6
- School–community centers program

For more info, see www.aacounty.org/lmb/default.htm

SECTION 10
USING DATA FOR PLANNING, IMPLEMENTATION, AND EVALUATION

All collaboratives need data to enhance the quality of their efforts and to monitor their outcomes in ways that promote appropriate accountability. While new collaboratives may 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:

- 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)
- Available resources/assets (e.g., asset mapping and analysis; school and community profiles, finances, policies, programs, facilities, social capital)
- Challenges and barriers to achieving the collaborative's vision

The data for doing a gap analysis may already have been gathered and accessible in 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, semistructured 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 areas of impact—students, families, schools, and neighborhoods (people, programs, 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 Table 6).

In planning the evaluation, it is essential to clarify what information is most relevant. This involves specifying intended 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 for 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 (such as 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).

Table 6: Other Indicators of Impact

Students

Increased knowledge, skills, and attitudes to enhance:
- Acceptance of responsibility (including attending, following directions, and agreed-upon rules/laws)
- Self-esteem and integrity
- Social and working relationships
- Self-evaluation and 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 and 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 and service availability in community
- Enhanced coordination and collaboration between community agencies and school programs and services
- Enhanced focus on agency outreach to meet family needs
- Increased psychological sense of community

Programs and 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.

- 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
- 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 system 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 out 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."

Table 7: 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 and additional indepth presentations are made to build a critical mass of consensus for system changes			
3. Ongoing evaluation of interest is conducted until a critical mass of stakeholders indicates readiness to pursue a policy commitment			
4. Ratification and sponsorship are elicited from a critical mass of stakeholders			
C. Establishing policy commitment and 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 timeline			
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, recognition, 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			

	Date Started	Date Completed	Current Status
8. Establishment of temporary infrastructure mechanisms for making system 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			
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 and assets • Identification of challenges and barriers			
E. Gap analysis, recommendations, and 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)			
A. Ratification by policymakers 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			

SECTION 11
LEGAL ISSUES INVOLVED IN SHARING INFORMATION

Confidentiality 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 "A Guide to 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 asserting 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.

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 the example of an authorization form on the following page.

Sample Form D
(English Version)

Longfellow Elementary School
3610 Eucalyptus Ave.
Riverside, CA 92507
Interagency Project SMART Program

Authorization for Release of 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 need 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
- Mental health counselor
- Public health nurses
- Public health van
- Social worker
- Psychologist
- School personnel

- State evaluator
- GAIN worker
- AFDC eligibility technician
- Medi-Cal technician
- Day care
- The family advocate

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, and medical, 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 Elementary School.

Parent or Guardian Name (please print)	Parent or Guardian Signature

Student's Name	Room #	Authorized Project SMART Staff

Student's Name	Room #	Date

Student's Name	Room #	Date

CONCLUSION

Effective family–community–school collaboration requires a cohesive set of policies. Cohesive policy will only emerge if current policies are revisited to reduce redundancy and redeploy school and community resources that are used ineffectively. Policy must:

- Move existing *governance* toward shared decisionmaking and appropriate degrees of local control and private sector involvement—a key facet of this is guaranteeing roles and providing incentives, supports, and training for effective involvement of line staff, families, students, and other community members
- Create *change teams and change agents* to carry out the daily activities of system change related to building essential support and redesigning processes to initiate, establish, and maintain changes over time
- Delineate high-level *leadership assignments* and underwrite essential *leadership/management training* such as vision for change, how to effect such changes, how to institutionalize the changes, and generate ongoing renewal
- Establish institutionalized *mechanisms to manage and enhance resources* for family–school–community connections and related systems (focusing on analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening ongoing efforts)
- Provide adequate funds for *capacity building* related to both accomplishing desired system changes and enhancing intervention quality over time—a key facet of this is a major investment in staff recruitment and development using well-designed and technologically sophisticated strategies for dealing with the problems of frequent turnover and diffusing information updates; another facet is an investment in technical assistance at all levels and for all aspects and stages of the work
- Use a sophisticated approach to *accountability* that initially emphasizes data that can help develop effective approaches for collaboration in providing interventions and a results-oriented focus on short-term benchmarks and that evolves into evaluation of long-range indicators of impact (As soon as feasible, move to technologically sophisticated and integrated management information systems)

Such a strengthened policy focus allows stakeholders to build the continuum of interventions needed to make a significant impact in addressing the safety, health, learning, and general well-being of all youngsters through strengthening youngsters, families, schools, and neighborhoods.

Clearly, major system changes are not easily accomplished. The many steps and tasks described throughout this work call for a high degree of commitment and relentlessness of effort.

We have produced this guide to increase the likelihood of achieving desired results. At the same time, awareness of the myriad political and bureaucratic difficulties involved in making major institutional changes, especially with sparse financial resources, leads to the caution that the type of approach described here is not a straightforward sequential process. Rather, the work of establishing effective collaboratives emerges in overlapping and spiraling ways.

The success of collaborations in enhancing school, family, and community connections is first and foremost in the hands of policymakers. If increased connections are to be more than another desired but underachieved aim of reformers, policymakers must understand the nature and scope of what is involved. They must deal with the problems of marginalization and fragmentation of policy and practice. They must support development of appropriately comprehensive and multifaceted school–community collaborations. They must revise policy related to school-linked services because such initiatives are a grossly inadequate response to the many complex factors that interfere with development, learning, and teaching. By focusing primarily on linking community services to schools and downplaying the role of existing school and other community and family resources, these initiatives help perpetuate an orientation that overemphasizes individually prescribed services, results in fragmented interventions, and undervalues the human and social capital indigenous to every neighborhood. This is incompatible with developing the type of comprehensive approaches that are needed to make statements such as *We want all children to succeed* and *No child left behind* to be more than rhetoric.

APPENDICES

Appendix A

UNDERSTANDING FRAMEWORKS FOR PURSUING A COMPREHENSIVE, MULTIFACETED APPROACH

As families strive to enhance their well-being, as schools pursue their mission to educate, and as communities aim to improve the quality of life of their residents, major initiatives have been introduced and progress is being made. At the same time, it is evident that there remains considerable fragmentation and significant gaps in policy and practice. Major reforms and restructuring are needed.

Three Frameworks To Guide Reform

The following frameworks are designed to clarify the type of comprehensive, multifaceted, and cohesive approaches that are necessary for strengthening youngsters, families, schools, and neighborhoods.

A policy framework

The first framework deals with the current marginalization of initiatives to address problems. It stresses the need to conceptualize efforts to address problems as a primary, essential, and unified initiative component in both policy and practice. As illustrated below, such an "enabling" component complements efforts to directly facilitate learning and development by addressing factors interfering with productive learning and healthy development. Such factors include both external and internal "barriers."

Figure 2: A Three-Component Framework for School Improvement
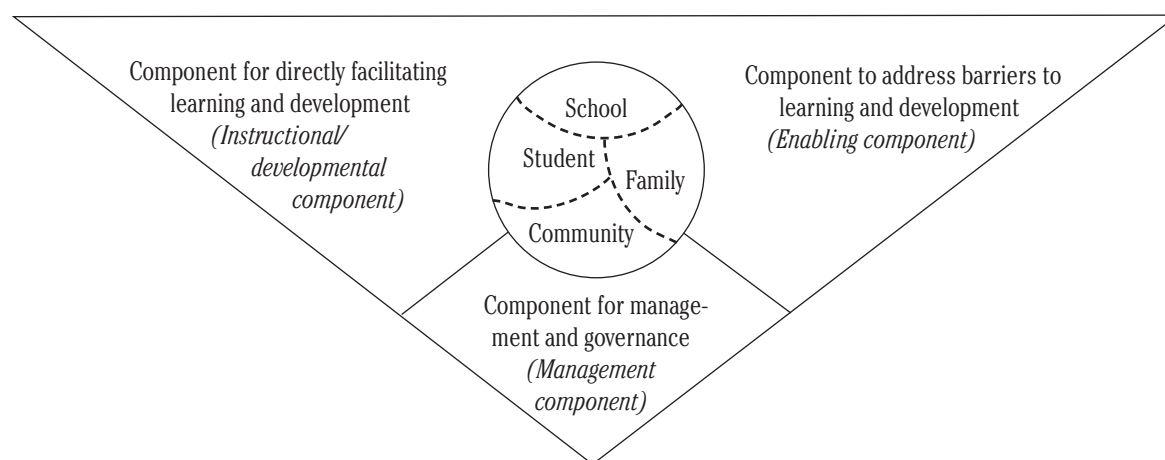
For individual youngsters, the intent of an enabling component is to prevent and minimize as many problems as possible and to do so in ways that maximize engagement in productive learning. For the school and community as a whole, the intent is to produce a safe, healthful, nurturing environment/culture characterized by respect for differences, trust, caring, support, and high expectations.

A framework for a continuum of interconnecting systems of intervention

Because of the many factors that can cause problems, families, schools, and communities must be prepared to use a wide range of responses. Moreover, attention should be given not only to responding to problems, but to preventing them. This means that a component to address barriers to development and learning must be comprehensive and multifaceted. To be effective, it must be implemented in an integrated and systematic manner.

A widely advocated framework for understanding the range of interventions needed outlines a continuum consisting of:

- Systems for preventing problems and promoting healthful development
- Systems for intervening to address problems as soon after onset as possible
- Systems for assisting those with chronic and severe problems (see Figure 3).

This continuum encompasses approaches for enabling academic, social, emotional, and physical development and addressing learning, behavior, and emotional problems. Most schools and communities have some programs and services that fit along the entire continuum.

A programmatic framework

The third framework helps to further organize thinking about these programs and services. The framework uses six arenas of activity to categorize and capture the essence of the multifaceted ways schools working with communities need to address barriers to development and learning (see Figure 3).* The six categories encompass efforts to effectively:

- Enhance regular classroom strategies to improve instruction for students with mild to moderate behavior and learning problems
- Assist students and families as they negotiate the many school-related transitions to increase home involvement with schools
- Respond to and, when feasible, prevent crises
- Increase community involvement and support (including enhanced use of volunteers)
- Facilitate student and family access to specialized services when necessary

Collaboratives need to understand the essence of the above frameworks. Development of such comprehensive, multifaceted, and cohesive approaches requires strong and formal connections among all stakeholders. Accomplishing such connections is not easy, but the payoffs can be immense.

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*This framework was developed as part of research on education support programs. The six programmatic arenas are conceived as the curriculum of a component to address barriers to learning. It also should be noted that there is a growing research base that supports an array of activities for addressing behavior, learning, and emotional problems. This research base is reviewed in several documents prepared by the Center for Mental Health in Schools at UCLA. These include *A Sampling of Outcome Findings From Interventions Relevant To Addressing Barriers to Learning* and *Addressing Barriers to Student Learning and Promoting Healthy Development: A Usable Research Base.* These documents can be downloaded from the center's Web site: http://smhp.psych.ucla.edu

Figure 3: A Framework of Interconnected Systems for Meeting the Needs of All Students

School resources (facilities, stakeholders, programs, services)
Examples:
- General health education
- Drug and alcohol education
- Support for transitions
- Conflict resolution
- Parent involvement

Systems for promoting healthful development and preventing problems
Primary prevention
(low end need/low cost per individual programs)

Community resources (facilities, stakeholders, programs, services)
Examples:
- Public health and safety programs
- Prenatal care
- Immunizations
- Recreation and enrichment
- Child abuse education

- Drug Counseling
- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Learning/behavior accommodations
- Work programs

Systems of early intervention
Early after onset
(moderate need, moderate cost per individual)

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

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

Systems of care
Treatment of severe and chronic problems
(High end need/high cost per individual programs)

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

Systemwide collaboration* is essential to establish interprogram connections on a daily basis and 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
(1) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters of schools)
(2) among jurisdictions, school and community agencies, public and private sectors; among schools; among community agencies
Adapted from various public domain documents authored by H.S. Adelman and L. Taylor and circulated through the Center for Mental Health in Schools at UCLA.

Figure 4: An Enabling Component To Address Barriers to Learning and Enhance Healthful Development at a School Site

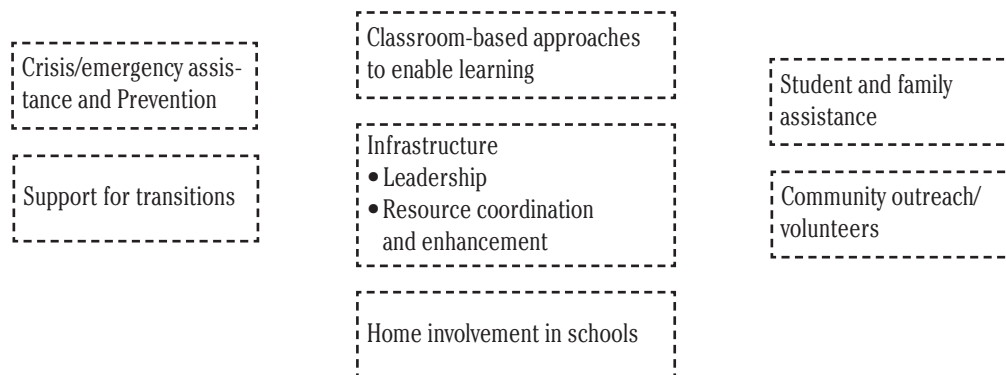I = Motivationally ready and able

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

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

No Barriers to learning

Barriers to learning

Barriers to learning

Barriers to learning

Barriers to learning

Barriers to learning

III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems

Desired outcomes
Instructional component
• Classroom teaching
+
• Enrichment activity

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 healthful development for *all* students.
    Emergent impact = Enhanced school climate/culture/sense of community

Crisis/emergency assistance and Prevention

Classroom-based approaches to enable learning

Student and family assistance

Support for transitions

Infrastructure
• Leadership
• Resource coordination and enhancement

Community outreach/ volunteers

Home involvement in schools

Appendix B

ABOUT FINANCING

The central principle of all good financial planning:

A program's rationale should drive the search for financing. Financing may be the engine, but it should not be the driver.

Thus:

- Financial strategies should be designed to support the *best strategies* for achieving improved outcomes.
- Financial strategies that cannot be adapted to program ends should not be used.

It is unlikely that a single financing approach will serve to support an agenda for major system changes.

Thus:

- Draw from the widest array of resources.
- Braid and blend funds.

Remember: Financing is an art, not a science.

What are major financing strategies to address barriers to learning?

- Integrating: Making functions a part of existing activity—no new funds needed
- Redeploying: Taking existing funds away from less valued activity
- Leveraging: Clarifying how current investments can be used to attract additional funds
- Budgeting: Rethinking or enhancing current budget allocations

Where to look for financing sources/initiatives?

Look at:

- All levels—local/state/federal
- Public and private grants/initiatives
- Education categorical programs (Safe and Drug Free Schools, Title I, Special Education)
- Health/Medicaid funding (including early periodic screening, diagnosis, and treatment)

Enhancing Financing

A basic funding principle is that no single source of or approach to financing is sufficient to underwrite major system changes.

Opportunities to enhance funding

- Reforms that enable redeployment of existing funds away from redundant and/or ineffective programs
- Reforms that allow flexible use of categorical funds (e.g., waivers, pooling of funds)
- Health and human service reforms (e.g., related to Medicaid, TANF, S-CHIP) that open the door to leveraging new sources of mental health funding
- Accessing tobacco settlement revenue initiatives
- Collaborating to combine resources in ways that enhance efficiency without a loss (and possibly with an increase) in effectiveness (e.g., interagency collaboration, public–private partnerships, blended funding)
- Policies that allow for capturing and reinvesting funds saved through programs that appropriately reduce costs (e.g., as the result of fewer referrals for costly services)
- Targeting gaps and leveraging collaboration (perhaps using a broker) to increase extramural support while avoiding pernicious funding

- Developing mechanisms to enhance resources through use of trainees, work-study programs, and volunteers (including professionals offering pro bono assistance)

For more information
The Internet provides ready access to info on funding and financing.

Regarding funding, see:
- School Health Program Finance Project Database—www2.cdc.gov/nccdphp/shpfp/index.asp
- School Health Finance Project of the National Conference of State Legislators—http://ncsl.org/programs/health/pp/schlfund.htm
- Snapshot from SAMHSA—www.samhsa.gov
- The Catalog of Federal Domestic Assistance—www.gsa.gov
- The Federal Register—www.access.gpo.gov/GPOAccess
- GrantsWeb—www.research.sunysb.edu/research/kirby.html
- The Foundation Center—http://fdncenter.org
- Surfin' for Funds—http://smhp.psych.ucla.edu (See "Search & Quick Find")

Regarding financing issues and strategies, see:
- The Finance Project—www.financeproject.org
- Center for Study of Social Policy—www.cssp.org
- Center on Budget and Policy Priorities—www.cbpp.org
- Fiscal Policy Studies Institute—www.resultsaccountability.com

To foster service coordination, there are several ways to use existing dollars provided to a district by the federal government. One example has been Title XI of the Improving America's Schools Act of 1994 administered by the U.S. Department of Education, which was intended to foster service coordination for students and families. Some districts use Title I funds for this purpose. A similar provision exists in the 1997 reauthorization of the Individuals with Disabilities Education Act. Other possible sources are community mental health services block grant, funds related to after-school programs, state-funded initiatives for school-linked services, and so forth.

Appendix C

TOOLS FOR CREATING READINESS FOR CHANGE

Below and on the following pages are examples of tools for use in a process designed to accomplish the following:

- Inform families, schools, and community stakeholders about the initiatives and broad collaborative goals
- Enhance readiness for convening groups to share the broad vision and goals and for follow-up action planning
- Elicit involvement in leadership, including identifying possible champions
- Clarify concerns
- Provide stakeholders with information that allows them to plan meetings

Survey   Connecting Families–School–Community

Connecting the resources of families, schools, and the community is essential to enhancing communitywide safe and healthful development strategies. To move forward, we need your ideas:

1. We plan to have a series of meetings with various groups to share current activities and discuss ways these activities can be enhanced and expanded. What groups and what key individuals do you think should be included in these meetings? (e.g., school board, chamber of commerce, superintendent and district administrators, mayor and city officials, school supervisors of support services, community agency directors, providers of services, law enforcement providers, other collaboratives working on similar concerns, others)

2. These meetings are intended to strengthen integrated school–community plans for safe and healthful development for all children and youth. What do you think is the best strategy? One way is to have a few large group presentations so everyone shares the same vision, followed by smaller groups to plan ways to implement next steps. What do you think of this? What other ideas do you have?

3. We would like to identify key leaders to help steer this process. Who do you think should be included? Are you interested?

4. What timing would be best for these meetings? (e.g., start now, wait for summer, fall?)

5. Do you have any concerns about proceeding with this process?

6. Do you have specific hopes for the outcome of this process or other ideas?

Your Name _____

Your organization   _____ Position   _____

Phone   _____ E-mail _____ Fax   _____

Address _____

Please return this to   _____

We want to involve a wide a range of school–community members to participate, so please copy and share this with others who might be interested.

We will let you know the plans for the next steps. Thanks for your help.

Understanding the Big Picture: Shared Hopes for the Future of Our Children, Families, Schools, and Neighborhood

Aid

Note to participants: We have invited you to this session to help us better understand the local vision, current policy, major agenda priorities, and so forth. and the current status of the local agenda for the future of children, families, schools, and the neighborhood. Based on what is shared here, we will write up a working draft as a guide for future discussions and planning. If you like, we can take the first part of the meeting for making a few notes as individuals or in pairs before the discussion. After the discussion, we will outline the consensus of the group with respect to each question.

The three questions we want to explore are:

1. What is the current vision for strengthening youngsters, families, schools, and the neighborhood?

2. What are current agenda priorities for accomplishing this?

3. How does current vision/mission/policy address barriers to youngsters' learning and development?

Note: Be certain to (a) provide a clear introduction to the group about the purpose of the task; (b) ensure good facilitation (e.g., acknowledging and validating ideas, recording ideas); and (c) develop a specific plan for follow-up.

Appendix D

TOOLS FOR GAP ANALYSIS AND ACTION PLANNING

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

Such a gap analysis provides another basis for highlighting, 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):
- First jot down your own answers
- Group members can then share their respective responses
- Discuss similarities and differences
- To the degree feasible, arrive at a working consensus

1. What is the current situation 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?

Clarifying Assets and Barriers to 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?
   Who should take them? What must be done so that the necessary steps are taken? etc.)
   Process:
   　First brainstorm;
   　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

   　　C. Who will carry out the strategies

   　　D. Timeline for accomplishing each strategy and plans for monitoring progress and making revisions

   　　E. Factors that should 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? (Who are willing and able to carry out the strategies?)				
Timeline and 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?)				

Appendix E

TOOLS FOR MAPPING CURRENT STATUS OF SCHOOL–COMMUNITY RESOURCES AND COLLABORATION

A basic function of any collaborative is to map and analyze activities and resources as a basis for understanding what exists and what doesn't and then formulating recommendations about priorities and resource (re)allocation. Such understanding contributes to a big picture perspective of assets and provides a basis for making decisions about next steps. Such mapping is done over time and in stages. This appendix contains tools to begin the process. Included here are the following surveys (designed as self-study guides) and other tools:

    I.   Family–Community–School Collaboration: Self-Study Surveys
        A.   Overview of Areas for Collaboration
        B.   Overview of System Status for Enhancing Collaboration
        C.   Collaboration To Strengthen the School
        D.   Collaboration To Strengthen the Neighborhood
    II. Who and What Are at a School
    III. Survey of System Status at the School
    IV. Analysis of Mechanisms for Connecting Resources

The surveys are not evaluation tools. They afford a stimulus for discussion, analysis, reflection, and planning. Collaboratives can use them to identify specific areas for working together to enhance benefits for all stakeholders.

I. Family–Community–School Collaboration: Self-Study Surveys

Formal efforts to create collaboratives to strengthen youngsters, families, schools, and neighborhoods 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 family/home, agencies involved in providing health and human services, religion, police, justice, economic development; fostering youth development, recreation, and enrichment; businesses, unions, governance bodies, and institutions of higher education).

As you work toward enhancing such collaborations, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to:
- Clarifying what resources already are available
- How the resources are organized to work together
- What procedures are in place for enhancing resource usefulness

The following is designed as a self-study instrument. Stakeholders 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. Such instruments also can be used as a form of program quality review.

In analyzing the status of their 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. Another 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 timelines can be established.

A. Overview of Areas for Collaboration

Indicate the status of collaboration with respect to each of the following areas:

Please indicate all items that apply.

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

1. Improving the school
(Name of school(s):

_____)

	Yes	Yes, but more of this is needed	No	If no, is this something you want?
a. Instructional component of schooling	_____	_____	_____	_____
b. Governance and management of schooling	_____	_____	_____	_____
c. Financial support for schooling	_____	_____	_____	_____
d. School-based programs and services to address barriers to learning	_____	_____	_____	_____

2. Improving the neighborhood
(Through enhancing links with the school,
including use of school facilities and resources)

	Yes	Yes, but more of this is needed	No	If no, is this something you want?
a. Youth development programs	_____	_____	_____	_____
b. Youth and family recreation and enrichment opportunities	_____	_____	_____	_____
c. Physical health services	_____	_____	_____	_____
d. Mental health services	_____	_____	_____	_____
e. Programs to address psychosocial problems	_____	_____	_____	_____
f. Basic living needs services	_____	_____	_____	_____
g. Work/career programs	_____	_____	_____	_____
h. Social services	_____	_____	_____	_____
i. Crime and juvenile justice programs	_____	_____	_____	_____
j. Legal assistance	_____	_____	_____	_____
k. Support for development of neighborhood organizations	_____	_____	_____	_____
l. Economic development programs	_____	_____	_____	_____

B. Overview of System Status for Enhancing 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)

1. Is there a stated policy for enhancing family–school–community partnerships (e.g., from the school, community agencies, government bodies)?   DK 1 2 3 4 5

2. Is there a designated leader or leaders for enhancing family–school–community partnerships?   DK 1 2 3 4 5

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

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

5. Is there a written plan for capacity building related to enhancing the family–school–community partnerships?   DK 1 2 3 4 5

6. Are there written descriptions available to give all stakeholders regarding current family–school–community partnerships?   DK 1 2 3 4 5

7. Are there effective processes by which stakeholders learn

    a. What is available in the way of programs/services?   DK 1 2 3 4 5

    b. How to access programs/services they need?   DK 1 2 3 4 5

Items 8–9 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 percent of the time
    3 = effective about half the time
    4 = effective about 75 percent of the time
    5 = almost always effective

8. In general, how effective are your local efforts to enhance family–school–community partnerships?   DK 1 2 3 4 5

9. With respect to enhancing family–school–community partnerships, how effective are each of the following:

    a. Current policy   DK 1 2 3 4 5

    b. Designated leadership   DK 1 2 3 4 5

    c. Designated representatives   DK 1 2 3 4 5

    d. Team monitoring and planning of next steps   DK 1 2 3 4 5

    e. Capacity building efforts   DK 1 2 3 4 5

List Current Collaborative Participants

For improving the school	For improving the neighborhood (through enhancing links with the school, including use of school facilities and resources)

C. Collaboration To Strengthen the School

Indicate the status of partnerships between a given school or complex of schools and community stakeholders with respect to each of the following:

　Please indicate all items that apply.

(Name of school(s): _____)	Yes	Yes, but more of this is needed	No	If no, is this something you want?

Partnerships to improve:

	Yes	Yes, but more of this is needed	No	If no, is this something you want?
1. Instructional component of schooling	_____	_____	_____	_____
a. kindergarten readiness programs	_____	_____	_____	_____
b. tutoring	_____	_____	_____	_____
c. mentoring	_____	_____	_____	_____
d. school reform initiatives	_____	_____	_____	_____
e. homework hot lines	_____	_____	_____	_____
f. media/technology	_____	_____	_____	_____
g. career academy programs	_____	_____	_____	_____
h. adult education, ESL, literacy, citizenship classes	_____	_____	_____	_____
i. other _____	_____	_____	_____	_____
2. Governance and management of schooling				
a. PTA/PTSA	_____	_____	_____	_____
b. shared leadership	_____	_____	_____	_____
c. advisory bodies	_____	_____	_____	_____
d. other _____	_____	_____	_____	_____
3. Financial support for schooling				
a. adopt-a-school	_____	_____	_____	_____
b. grant programs and funded projects	_____	_____	_____	_____
c. donations/fund raising	_____	_____	_____	_____
d. other _____	_____	_____	_____	_____
4. School-based programs and services to address barriers to learning				
a. student and family assistance programs/services	_____	_____	_____	_____
b. transition programs	_____	_____	_____	_____
c. crisis response and prevention programs	_____	_____	_____	_____
d. home involvement programs	_____	_____	_____	_____
e. pre- and inservice staff development programs	_____	_____	_____	_____
f. other _____	_____	_____	_____	_____

D. Collaboration To Strengthen the Neighborhood

Indicate the status of partnerships between a given school or complex of schools and community with respect to each of the following:

    Please indicate all items that apply

(Name of school(s):

_____)

Partnerships to improve:	Yes	Yes, but more of this is needed	No	If no, is this something you want?
1. Youth development programs				
a. home visitation programs	_____	_____	_____	_____
b. parent education	_____	_____	_____	_____
c. infant and toddler programs	_____	_____	_____	_____
d. child care/children's centers/preschool programs	_____	_____	_____	_____
e. community service programs	_____	_____	_____	_____
f. public health and safety programs	_____	_____	_____	_____
g. leadership development programs	_____	_____	_____	_____
h. other _____	_____	_____	_____	_____
2. Youth and family recreation and enrichment opportunities				
a. art/music/cultural programs	_____	_____	_____	_____
b. parks' programs	_____	_____	_____	_____
c. youth clubs	_____	_____	_____	_____
d. scouts	_____	_____	_____	_____
e. youth sports leagues	_____	_____	_____	_____
f. community centers	_____	_____	_____	_____
g. library programs	_____	_____	_____	_____
h. faith community's activities	_____	_____	_____	_____
i. camping programs	_____	_____	_____	_____
j. other _____	_____	_____	_____	_____
3. Physical health services				
a. school-based/linked clinics for primary care	_____	_____	_____	_____
b. immunization clinics	_____	_____	_____	_____
c. communicable disease control programs	_____	_____	_____	_____
d. EPSDT programs	_____	_____	_____	_____
e. pro bono/volunteer programs	_____	_____	_____	_____
f. AIDS/HIV programs	_____	_____	_____	_____
g. asthma programs	_____	_____	_____	_____
h. pregnant and parenting minors programs	_____	_____	_____	_____
i. dental services	_____	_____	_____	_____

	Yes	Yes, but more of this is needed	No	If no, is this something you want?
j. vision and hearing services	_____	_____	_____	_____
k. referral facilitation	_____	_____	_____	_____
l. emergency care	_____	_____	_____	_____
m. other _____	_____	_____	_____	_____

4. Mental health services

	Yes	Yes, but more of this is needed	No	If no, is this something you want?
a. school-based/linked clinics with mental health component	_____	_____	_____	_____
b. EPSDT mental health focus	_____	_____	_____	_____
c. pro bono/volunteer programs	_____	_____	_____	_____
d. referral facilitation	_____	_____	_____	_____
e. counseling	_____	_____	_____	_____
f. crisis hot lines	_____	_____	_____	_____
g. other _____	_____	_____	_____	_____

5. Programs to address psychosocial problems

	Yes	Yes, but more of this is needed	No	If no, is this something you want?
a. conflict mediation/resolution	_____	_____	_____	_____
b. substance abuse	_____	_____	_____	_____
c. community/school safe havens	_____	_____	_____	_____
d. safe passages	_____	_____	_____	_____
e. youth violence prevention	_____	_____	_____	_____
f. gang alternatives	_____	_____	_____	_____
g. pregnancy prevention and counseling	_____	_____	_____	_____
h. case management of programs for high-risk youth	_____	_____	_____	_____
i. child abuse and domestic violence programs	_____	_____	_____	_____
j. other _____	_____	_____	_____	_____

6. Basic living needs services

	Yes	Yes, but more of this is needed	No	If no, is this something you want?
a. food	_____	_____	_____	_____
b. clothing	_____	_____	_____	_____
c. housing	_____	_____	_____	_____
d. transportation	_____	_____	_____	_____
e. other _____	_____	_____	_____	_____

7. Work/career programs

	Yes	Yes, but more of this is needed	No	If no, is this something you want?
a. job mentoring	_____	_____	_____	_____
b. job programs and employent opportunities	_____	_____	_____	_____
c. other _____	_____	_____	_____	_____

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

8. Social services
   a. school-based/linked family resource centers — ——— ——— ———
   b. integrated services initiatives — ——— ——— ———
   c. budgeting/financial management counseling — ——— ——— ———
   d. family preservation and support — ——— ——— ———
   e. foster care school transition programs — ——— ——— ———
   f. case management — ——— ——— ———
   g. immigration and cultural transition assistance — ——— ——— ———
   h. language translation — ——— ——— ———
   i. other _____ — ——— ——— ———

9. Crime and juvenile justice programs
   a. camp returnee programs — ——— ——— ———
   b. children's court liaison — ——— ——— ———
   c. truancy mediation — ——— ——— ———
   d. juvenile diversion programs with school — ——— ——— ———
   e. probation services at school — ——— ——— ———
   f. police protection programs — ——— ——— ———
   g. other _____ — ——— ——— ———

10. Legal assistance
    a. legal aide programs — ——— ——— ———
    b. other _____ — ——— ——— ———

11. Support for development of neighborhood organizations
    a. neighborhood protective associations — ——— ——— ———
    b. emergency response planning and implementation — ——— ——— ———
    c. neighborhood coalitions and advocacy groups — ——— ——— ———
    d. volunteer services — ——— ——— ———
    e. welcoming clubs — ——— ——— ———
    f. social support networks — ——— ——— ———
    g. other _____ — ——— ——— ———

12. Economic development programs
    a. empowerment zones — ——— ——— ———
    b. urban village programs — ——— ——— ———
    c. other _____ — ——— ——— ———

II. Who and What Are at the School

(Name of school(s) _____)

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, and conflict resolution; program modification for special learning and/or behavioral needs

School nurse　_____

times at the school　_____

- Provides immunizations and 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 and attendance counselor

_____

times at the school　_____

- Provide a liaison between school and home to maximize school attendance and transition counseling for returnees; enhance 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　_____

_____

times at the school　_____

- General and special counseling/guidance services; consultation with parents and school staff

Dropout prevention program coordinator

_____

times at the school　_____

- Coordinates activity designed to prevent dropping out

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　_____

_____

times at the school　_____

_____

times at the school　_____

- Provide 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

_____

_____

_____

- Provide school-linked or school-based interventions and resources

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

III. Survey of System Status at a School

The intent of this survey is to clarify the status at a school of the basic mechanisms necessary for addressing barriers to learning. The focus is on the following system concerns:

1. Is someone at the school designated as coordinator/leader for activity designed to address barriers to learning?
2. Is there a time and place when personnel involved in an activity designed to address barriers to learning meet together?
3. Is there a resource coordinating team?
4. Are there written descriptions available to give staff members regarding resources at the school and in the community and information on how to gain access to them?
5. Are there processes by which families gain information about resources and how to access them?
6. With respect to the family of schools in your neighborhood, has someone been designated as a representative to meet with others schools to coordinate activities designed to address barriers to learning?
7. How effective is the referral, triage, case management system?
8. How effective are processes for improving and enhancing systems and resources?
9. How effective are processes for coordinating and linking with community resources?
10. How effective are processes for ensuring that resources are available to all schools in your neighborhood?
11. List community resources with which you have formal relationships (on site, in community).

IV. Analysis of Mechanisms for Connecting Resources

1. What are the existing mechanisms in your school and community for integrating:

   a. Intervention efforts?

   b. Key leaders?

   c. Interagency administrative groups?

   d. Collaboratives to enhance working together?

   e. Interdisciplinary bodies?

   f. Workgroups to map, analyze, and redeploy resources?

   g. Resource coordinating groups to enhance integration of effort?

2. Which of these mechanisms would address your concerns about strengthening collaborative efforts about safety and well-being?

   a. What changes might need to be made in the existing mechanisms to better address your concerns? (e.g., more involvement of leadership from the school, broadening the focus of existing teams to encompass an emphasis on how resources are deployed)

   b. What new mechanisms are required to ensure that family–community and school connections are enhanced? (e.g., establishment of a resource council for the feeder pattern of schools and their surrounding community)

Appendix F

A GUIDE TO THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

By Michael Medaris, Program Manager, OJJDP's Missing and Exploited Children's Program

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 1-800-638-8736 or OJJDP's 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 Web page.

FERPA at a Glance

No restrictions on dissemination

- Information based on educator's personal observation

- Information from records created/ maintained by school law enforcement unit

- Reports of criminal activity on campus

Public School U.S.A.

Circumstances that allow the release of restricted information

- Records transfer to new schools

- Teachers, school officials with legitimate educational interest

- Parental consent

- Without parental consent

- State law allows disclosure prior to juvenile justice system adjudication

- Court order/ subpoena

- Emergency (threat to safety)

- Designated directory information

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RESOURCES

The SafetyZone
www.safetyzone.org
The SafetyZone, a project of the Northwest Regional Educational Laboratory's Comprehensive Center, Region X, provides technical assistance related to school safety and violence prevention. The center also provides information and a variety of resources, as it tracks the latest research about possible causes of violence and the best practices that foster resilient youth and promote safe and productive schools and communities.

> 101 S.W. Main St., Ste. 500
> Portland, OR 97204
> Phone: 1-800-268-2275 or (503) 275-0131
> Fax: (503) 275-0444
> E-mail: safeschools@nwrel.org

Northwest Regional Educational Laboratory (NWREL)
www.nwrel.org
NWREL is the parent organization of the SafetyZone, a project of the Northwest Regional Educational Laboratory's Comprehensive Center, Region X. It 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 U.S. Department of Education. The Web site has an extensive online library containing articles, publications, and multimedia resources. It also has a list of other agencies and advocacy groups that addresses issues pertaining to, among other things, school safety issues as well as alcohol and drug abuse.

> 101 S.W. Main St., Ste. 500
> Portland, OR 97204
> Phone: (503) 275-9500
> E-mail: info@nwrel.org

Alliance for Parental Involvement in Education
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. It offers a newsletter, annual conferences and retreats, a book catalog, workshops, a lending library, and more. It has links to education resources on the Web.

> P.O. Box 59
> East Chatham, NY 12060
> Phone: (518) 392-6900

Annie E. Casey Foundation
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. The foundation makes grants that help states, cities, and neighborhoods fashion more innovative, cost-effective responses to these needs.

> 701 St. Paul St.
> Baltimore, MD 21202
> Phone: (410) 547-6600
> Fax: (410) 547-6624

Center for Community Partnerships

www.upenn.edu/ccp

Founded in 1992, the Center for Community Partnerships is Pennsylvania's primary vehicle for bringing to bear the broad range of human knowledge needed to solve the complex, comprehensive, and interconnected problems of the American urban environment. This center has an online database on school–college partnerships nationwide.

> University of Pennsylvania
> 133 S. 36th St., Ste. 519
> Philadelphia, PA 19104-3246
> Phone: (215) 898-5351

Center for Effective Collaboration and Practice (of the American Institute for Research)

www.air.org/cecp

This center's mission is to support and 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.

> 1000 Thomas Jefferson St., N.W., Ste. 400
> Washington, DC 20007
> Phone: (202) 944-5400
> Fax: (202) 944-5454

Center for Family–School Collaboration

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. Its primary goal is to establish genuinely collaborative family–school partnerships to maximize children's academic success and social–emotional development. It seeks 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.

> Ackerman Institute for the Family
> 149 E. 78th St.
> New York, NY 10021
> Phone: (212) 879-4900
> Fax: (212) 744-0206

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 schools, communities, and families and collaboration. Most of the resources are available through the Web site. The center also circulates an electronic newsletter each month and a quarterly hard copy topical newsletter—both are available at no cost. The center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthful development. Its mission is to improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.

> University of California, Los Angeles
> Department of Psychology
> Los Angeles, CA 90095-1563
> Phone: (310) 825-3634
> E-mail: smhp@ucla.edu

Center for School Mental Health Assistance

http://csmha.umaryland.edu

This center provides leadership and technical assistance to advance effective interdisciplinary school-based mental health programs. It strives to support schools and community collaboratives in the development of programs that are accessible, family-centered, culturally sensitive, and responsive to local needs.

> University of Maryland Baltimore
> Department of Psychiatry
> 680 W. Lexington St., 10th Fl.
> Baltimore, MD 21201-1570
> Phone: 1-888-706-0980 or (410) 706-0980
> Fax: (410) 706-0984
> E-mail: csmha@psych.umaryland.edu

Center for Schools & Communities

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. It provides customized technical assistance to support the development of innovative programs in schools and communities. The center also offers services and resources, training and conferences, technical assistance, evaluations, publications, and a resource library.

> 1300 Market St.
> Lemoyne, PA 17043
> Phone: (717) 763-1661
> Fax: (717) 763-2083

Center on School, Family, and Community Partnerships
www.csos.jhu.edu/p2000/center.htm
The center's mission is 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. This network guides school, district, and state leaders, and teams of educators, parents, and others to improve school, family, and community partnerships.

    National Network of Partnership Schools
    Johns Hopkins University
    3003 N. Charles St., Ste. 200
    Baltimore, MD 21218
    Phone: (410) 516-8800
    E-mail: nnps@csos.jhu.edu

Center for Substance Abuse Prevention
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.

    Substance Abuse and Mental Health Services Administration
    5600 Fishers Ln.
    Rockville, MD 20857
    E-mail: info@samhsa.gov

Child and Family Policy Center
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.

    218 6th Ave., Ste. 1021
    Flemming Bldg.
    Des Moines, IA 50309
    Phone: (515) 280-9027
    Fax: (515) 244-8997
    E-mail: info@cfpciowa.org

Children, Youth, and Families Education and Research Network (CYFERnet)
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.

    Phone: (612) 626-1111
    E-mail: cyf@reeusda.gov

Coalition for Community Schools
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.

Institute for Educational Leadership
1001 Connecticut Ave., N.W., Ste. 310
Washington, DC 20036
Phone: (202) 822-8405
Fax: (202) 872-4050
E-mail: ccs@iel.org

Communities in Schools
www.cisnet.org

This site's network for effective community partnerships provides information on connecting needed community resources with schools to help young people learn.

277 S. Washington St., Ste. 210
Alexandria, VA 22314
Phone: (703) 519-8999
Fax: (703) 519-7213

Educational Resources Information Center (ERIC)
www.eric.ed.gov

ERIC is a national information system designed to provide ready access to an extensive body of education-related literature.

Access ERIC
2277 Research Blvd., MS 4M
Rockville, MD 20850
Phone: 1-800-538-3742
E-mail: accesseric@accesseric.org

Family and Youth Services Bureau (FYSB)
www.acf.dhhs.gov/programs/fysb

The FYSP focus is on national leadership related to youth issues and 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. The site includes information on teen runaways, and children's health insurance, policy, and funding.

U.S. Department of Health and Human Services
200 Independence Ave., S.W.
Washington, DC 20201

Family Involvement in Children's Education
www.ed.gov/pubs/FamInvolve

This site features strategies that 20 local Title I programs use to overcome barriers to parent involvement, including family resource centers.

U.S. Department of Education
400 Maryland Ave., S.W.
Washington, DC 20202-0498

Family Support America

www.frca.org

This site 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; and online membership sign-up.

    20 N. Wacker Dr., Ste. 1100
    Chicago, IL 60606
    Phone: (312) 338-0900
    Fax: (312) 338-1522

Federation of Families for Children's Mental Health/
Parent Professional Advocacy League (PAL)

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 (1) Medicaid managed care advocacy, (2) statewide antistigma and positive awareness campaign, and (3) special education defense.

    1101 King St., Ste. 420
    Alexandria, VA 22314
    Phone: (703) 684-7710
    Fax: (703) 836-1040
    E-mail: ffcmh@ffcmh.org

Health Policy Coach

www.policymatters.org

This 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.

    Center for Health Improvement
    1330 21st St., Ste. 100
    Sacramento, CA 95814
    Phone: (916) 930-9200
    Fax: (916) 930-9010

Institute of Education Sciences (IES)

www.ed.gov/offices/IES

IES of the U.S. Department of Education helps educators and policymakers solve pressing education problems in their schools through a network of 10 regional educational laboratories. Using the best available information, experiences, and expertise, 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.

    U.S. Department of Education
    400 Maryland Ave., S.W.
    Washington, DC 20202-0498

Institute for Educational Leadership (IEL)
www.iel.org
This nonprofit organization is 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.

    1001 Connecticut Ave., N.W., Ste. 310
    Washington, DC 20036
    Phone: (202) 822-8405
    Fax: (202) 872-4050
    E-mail: iel@iel.org

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

    One Appleton St., 4th Fl.
    Boston, MA 02116-5223
    Phone: (617) 437-1500
    Fax: (617) 437-9394
    E-mail: info@jointogether.org

National Center for Services Integration Clearinghouse (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. The clearinghouse has 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.

    Child and Family Policy Center
    218 Sixth Ave., Fleming Bldg., #1021
    Des Moines, IA 50309-4006
    Phone: (515) 280-9027
    Fax: (515) 244-8997
    E-mail: hn2228@handsnet.org

National Center for Family and Community Connections With Schools
www.sedl.org/connections
This center provides practitioners across the country with research- and practice-based resources for how families and communities can work with schools to support student achievement, especially in reading and mathematics. The work of the center addresses three areas: how to involve families from diverse communities in schools; how to involve parents in preparing children to enter kindergarten; and how to involve community organizations in developing high-performing learning communities in schools.

    Southwest Educational Development Laboratory
    211 E. Seventh St.
    Austin, TX 78701-3281
    Phone: 1-800- 476-6861
    Fax: (512) 476-2286

National Clearinghouse of Families and Youth (NCFY)
http://aspe.os.dhhs.gov/progsys/homeless/ncfy.htm
This central source of information on youth and family policy and practice was established by the Family and Youth Services Bureau, Administration on Children, Youth, and Families, and U.S. Department of Health and Human Services. It 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. The site contains information for professionals, policymakers, researchers, and media on new youth- and family-related materials and initiatives, and grant announcements. Publications can be downloaded.

    P.O. Box 13505
    Silver Spring, MD 20911-3505
    Phone: (301) 608-8098
    Fax: (301) 608-8721

National Education Association (NEA)
www.nea.org
Committed to advancing the cause of public education, the NEA's site describes school–community partnerships that are active at the local, state, and national level. It also has links to useful resources.

    1201 16th St., N.W.
    Washington, DC 20036
    Phone: (202) 833-4000
    Fax: (202) 822-7974

National Families in Action (NFIA)
www.emory.edu/NFIA/index.html
NFIA's goal is to help parents prevent drug abuse in their families and communities. Its site includes up-to-date news, cultural/ethnic connections, drug information, a publications catalog, and resource links.

    Century Plaza II
    2957 Clairmont Rd., Ste. 150
    Atlanta, GA 30329
    Phone: (404) 248-9676
    Fax: (404) 248-1312
    E-mail: nfia@nationalfamilies.org

National Institute for Urban School Improvement
www.edc.org/urban
Designed to support inclusive urban communities, schools, and families to develop sustainable successful urban schools, this site includes facilitated discussion forums, a searchable resource database, a calendar database of upcoming events, an electronic newsletter, and links to other resources.

    Center for Program Improvement
    University of Colorado at Denver
    1380 Lawrence St., Ste. 650
    Denver, CO 80204
    Phone: (303) 556-3990
    Fax: (303) 556-6142

National Network for Collaboration
http://crs.uvm.edu/nnco

Part of the Children, Youth, and Families Education and Research Network (CYFERnet), this network's purpose is to expand the knowledge base and skill level of Cooperative Extension System Educators, agency and organizational partners, youth, and citizens by establishing a network that creates environments that foster collaboration and leads to citizen problem solving to improve the lives of children, youth, and families. It designs and offers programs to help in addressing identified issues facing children, youth, and families. These programs focus on the process of collaboration at both the community grassroots level and the more formalized agency and organizational level. They use various models and match them with the needs of the community.

E-mail: nncoinfo@extension.umn.edu

National Network of Partnership Schools
www.csos.jhu.edu/p2000

The National Network of Partnership Schools (established by researchers at Johns Hopkins University) brings together schools, districts, and states that are committed to developing and maintaining comprehensive programs of school–family–community partnerships.

Johns Hopkins University
3003 N. Charles St., Ste. 200
Baltimore, MD 21218
Phone: (410) 516-8800
E-mail: nnps@csos.jhu.edu

National Parent Information Network (NPIN)
www.npin.org

NPIN provides information to parents and those who work with parents and fosters the exchange of parenting materials. Numerous links include Parents AskERIC.

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois at Urbana-Champaign
Children's Research Center
51 Gerty Dr.
Champaign, IL 61820-7469
Phone: 1-800-583-4135 or (217) 333-1386
Fax: (217) 333-3767
E-mail: npin@uiuc.edu

National PTA
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 information on annual conventions, periodical subscriptions, updates on legislative activity, links to other PTAs and children's advocacy groups, as well as chats, bulletin boards, and more.

330 N. Wabash Ave., Ste. 2100
Chicago, IL 60611
Phone: (312) 670-6782
Fax: (312) 670-6783

North Central Regional Educational Laboratory (NCREL)
www.ncrel.org
The mission of NCREL is to strengthen and support schools and communities in systemwide 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.

> 1120 E. Diehl Rd., Ste. 200
> Naperville, IL 60563
> Phone: 1-800-356-2735 or (630) 649-6500
> Fax: (630) 649-6700
> E-mail: info@ncrel.org

Parents as Teachers (PAT) National Center
www.patnc.org
The PAT program is a parent education program that supports parents as their children's first teachers. An evaluation of the program is also presented.

> 2228 Ball Dr.
> St. Louis, MO 63146
> Phone: (314) 432-4330
> Fax: (314) 432-8963

Partnerships for Change
http://mchneighborhood.ichp.edu/pfc
The goal of Partnerships for Change is to improve service delivery to children with special health needs and their families. The Web site offers a list of publications, bibliographies of family-authored and family/professional coauthored literature, and the partnerships' semiannual bulletin/newsletter online.

> University of Vermont
> Department of Social Work
> 228 Waterman Bldg.
> Burlington, VT 05405-0160
> Phone: (802) 656-1156
> Fax: (802) 656-8565
> E-mail: kbishop@zoo.uvm.edu

Pathways to School Improvement
www.ncrel.org/sdrs/pathwayg.htm
Research-based information on assessment, 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, and technology are all included on this site.

> North Central Regional Educational Laboratory
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> Naperville, IL 60563
> Phone: 1-800-356-2735 or (630) 649-6500
> Fax: (630) 649-6700
> E-mail: info@ncrel.org

Policy Matters
www.policymatters.org

This Web site offers practical prevention ideas for healthier communities. The interactive software on the site allows users to generate detailed maps with self-selected statistical information.

> Center for Health Improvement
> 1330 21st St., Ste. 100
> Sacramento, CA 95814
> Phone: (916) 930-9200
> Fax: (916) 930-9010
> E-mail: info@centerforhealthimprovement.org

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 (OERI) and the American Association of Educational Research Association (AERA).

> ERIC Clearinghouse on Urban Education
> Institute for Urban and Minority Education
> Teachers College, Box 40
> Columbia University
> New York, NY 10027
> Phone: 1-800-601-4868

Southwest Educational Development Laboratory (SEDL)
www.sedl.org

SEDL is a private, not-for-profit education research and development (R&D) corporation based in Austin, Texas. It works with educators, parents, community members, and policymakers to build or find strategies and tools addressing pressing educational problems and puts the strategies into practice to improve education for all students. It exists to challenge, support, and enrich educational systems in providing quality education for all learners, enabling them to lead productive and fulfilling lives in an ever-changing, increasingly interconnected world. A major area of emphasis is on family and community connections with schools through its National Center for Family and Community Connections With Schools.

> 211 E. 7th St.
> Austin, TX 78701-3281
> Phone: 1-800-476-6861
> E-mail: info@sedl.org

Strong Families, Strong Schools: Building Community Partnerships for Learning
http://eric-web.tc.columbia.edu/families/strong

This site summarizes research and offers tips to parents, schools, businesses, and community groups about how to connect families to the learning process.

> ERIC Clearinghouse on Urban Education
> Institute for Urban and Minority Education
> Teachers College, Box 40
> Columbia University
> New York, NY 10027
> Phone: 1-800-601-4868

Substance Abuse & Mental Health Services Administration (SAMHSA)
www.samhsa.gov
This site includes model programs, access to training and technical assistance, links to prevention and funding resources, and free publications.
    5600 Fishers Ln.
    Rockville, MD 20857

Together We Can
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.
    Institute for Educational Leadership
    1001 Connecticut Ave., N.W., Ste. 310
    Washington, DC 20036
    Phone: (202) 822-8405
    Fax (202) 872-4050
    E-mail: blankm@iel.org

Urban/Minority Families and Communities
http://eric-web.tc.columbia.edu/families
This site provides links to publications, digests, and parent guides relevant to parent, school, and community collaborations that support diverse learners in urban settings.
    ERIC Clearinghouse on Urban Education
    Institute for Urban and Minority Education
    Teachers College, Box 40
    Columbia University
    New York, NY 10027
    Phone: 1-800-601-4868

U.S. Department of Education: Back to School
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. The site includes links to online forums and activity kits.
    U.S. Department of Education
    400 Maryland Ave., S.W.
    Washington, DC 20202-0498

W.K. Kellogg Collection of Rural Community Development Resources
www.unl.edu/kellogg
This site 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.
    University of Nebraska, Lincoln
    Lincoln, NE 68588
    Phone: (402) 472-7211

Additional Readings

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ACKNOWLEDGMENTS

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