School Enabling Component Surveys:
Self-Study and Mapping of Program Areas
For
Addressing Barriers to Student Learning

Developed by Howard Adelman and Linda Taylor under the auspices of the School Mental Health Project, Department of Psychology, UCLA.
School Enabling Component Surveys:  
Self-Study and Mapping of Program Areas for  
Addressing Barriers to Student Learning

Every school needs a learning support or "enabling" component that is well integrated with its instructional component. Such an enabling component addresses barriers to learning and promotes healthy development. This set of surveys covers six program areas and the leadership and coordination systems every school must evolve to enable learning effectively. Areas covered are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers). In addition, there is a survey of mechanisms for leadership and coordination of enabling activity.

Developed by Howard Adelman and Linda Taylor under the auspices of the School Mental Health Project, Department of Psychology, UCLA.
Surveying and Planning to Enhance Efforts to Address Barriers to Learning at a School Site

The following resource aides were designed as surveys to aid school staff as they try to map and analyze their current programs, services, and systems.

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

- classroom-based efforts to enhance learning and performance of those with mild-moderate learning, behavior, and emotional problems
- support for transitions
- prescribed student and family assistance
- crisis assistance and prevention
- home involvement in schooling
- outreaching to develop greater community involvement and support -- including recruitment of volunteers

This material was collated in this form as a first draft. Please let us know how we might improve it to serve you better.
Preface

Our intent is to provide (1) surveys to aid school staff as they try to map and analyze their current programs, services, and systems and (2) a worksheet for planning ways to enhance enabling activity.

In addition to an overview **Survey of System Status**, there are status surveys for the following six areas of programmatic activity:

- Classroom-Focused Enabling
- Support for Transitions
- Student and Family Assistance
- Crisis Assistance & Prevention
- Home Involvement in Schooling
- Community Outreach/Volunteers

This material was collated in this form as a first draft. Please let us know how we might improve it to serve you better.

Contact: School Mental Health project, UCLA/Dept. of Psychology
Phone: (310) 825-3634
Fax: (310) 206-8716
Email: smhp@ucla.edu
Support for Transitions:
Survey of Program Status

The emphasis here is on planning, developing, and maintaining a comprehensive focus on the variety of transition concerns confronting students and their families. The work in this area can be greatly aided by advanced technology. Anticipated outcomes are reduced levels of alienation and increased levels of positive attitudes toward and involvement at school and in a range of learning activity.

Please indicate all items that apply.

A. What programs for establishing a welcoming and supportive community are at the site?

1. Are there welcoming materials/a welcoming decor?
   - Are there welcome signs?
   - Are welcoming information materials used?
   - Is a special welcoming booklet used?
   - Are materials translated into appropriate languages?
   - Is advanced technology used as an aid?

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

G. Are orientations to the new situation provided?

H. Is transition counseling provided?

I. Are students taken on "warm-up" visits?

J. Is there a "survival" skill training program?

5. Is the new setting primed to accommodate the individual’s needs?

6. Other (specify) ________________________________
G. Which of the following are used to facilitate transition to post school living?  

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th></th>
<th>NO</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>vocational counseling</td>
<td>___</td>
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<td>2.</td>
<td>college counseling</td>
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<td>3.</td>
<td>a mentoring program</td>
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<td>4.</td>
<td>job training</td>
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<td>5.</td>
<td>job opportunities on campus</td>
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<td>6.</td>
<td>a work-study program</td>
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<td>7.</td>
<td>life skills counseling</td>
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<td>8.</td>
<td>Other? (specify)</td>
<td>__________________________________</td>
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H. Which of the following before and after school programs are available?  

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<tr>
<th></th>
<th>YES</th>
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<th>NO</th>
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<tbody>
<tr>
<td>a.</td>
<td>subsidized breakfast/lunch program</td>
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<td>b.</td>
<td>recreation program</td>
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<td>c.</td>
<td>sports program</td>
<td>___</td>
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<tr>
<td>d.</td>
<td>Youth Services Program</td>
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5. youth groups such as  
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<tr>
<th></th>
<th>YES</th>
<th></th>
<th>NO</th>
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<tr>
<td>drill team</td>
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<td>interest groups</td>
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<td>___</td>
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<tr>
<td>service clubs</td>
<td>___</td>
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<tr>
<td>organized youth programs (&quot;Y,&quot; scouts)</td>
<td>___</td>
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<td>___</td>
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<tr>
<td>CA. Cadet Corps</td>
<td>___</td>
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<tr>
<td>other (specify)</td>
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6. academic support in the form of  
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<th></th>
<th>YES</th>
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<tbody>
<tr>
<td>tutors</td>
<td>___</td>
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<td>homework club</td>
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<td>study hall</td>
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<td>homework phoneline</td>
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<td>homework center</td>
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<tr>
<td>other (specify)</td>
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7. enrichment opportunities (including classes)  

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<th></th>
<th>YES</th>
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<th>NO</th>
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8. Other (specify) | __________________________________ |
E. Which of the following programs are offered during intersession?

1. Recreation
2. Sports
3. Youth Services
4. Youth groups
5. Academic support
6. Enrichment opportunities (including classes)
7. Other (specify) __________________________

F. What programs are used to meet the educational needs of personnel related to this programmatic area?

1. Is there ongoing training for team members concerned with the area of Support for Transitions?
2. Is there ongoing training for staff of specific services/programs (e.g., teachers, peer buddies, office staff, administrators)?
3. Other? (specify) __________________________

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

1. Understanding how to create a psychological sense of community
2. Developing systematic social supports for students, families, and staff
3. Developing motivation, knowledge, and skills for successful transitions
4. The value of and strategies for creating before and after school programs

H. Please indicate below any other ways that are used to provide support for transitions.

________________________________________
________________________________________
________________________________________
________________________________________

I. Please indicate below other things you want the school to do to provide support for transitions.

________________________________________
________________________________________
________________________________________
________________________________________
Classroom-Focused Enabling:  
Survey of Program Status

The emphasis here is on enhancing classroom-based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom. This is accomplished by providing personalized help to increase a teacher’s array of strategies for working with a wider range of individual differences (e.g., through use of accommodative and compensatory strategies, peer tutoring and volunteers to enhance social and academic support, resource and itinerant teachers and counselors in the classroom). Through classroom-focused enabling programs, teachers are better prepared to address similar problems when they arise in the future. Anticipated outcomes are increased mainstream efficacy and reduced need for special services.

Please indicate all items that apply.

<table>
<thead>
<tr>
<th>A.</th>
<th>What programs for personalized professional development are currently at the site?</th>
<th>YES</th>
<th>No, but more of this is needed</th>
<th>NO</th>
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<tr>
<td></td>
<td>1. Are teachers clustered for support and staff development?</td>
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<td>2. Are models used to provide demonstrations?</td>
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<td>3. Are workshops and readings offered regularly?</td>
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<td>4. Is consultation available from persons with special expertise such as</td>
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<td>a. members of the Student Study Team?</td>
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<td>b. resource specialists and/or special education teachers?</td>
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<td></td>
<td>c. members of special committees?</td>
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<td>d. bilingual and/or other coordinators?</td>
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<td>e. counselors?</td>
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<td>f. other? (specify)</td>
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<td>5. Is there a formal mentoring program?</td>
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<td>6. Is there staff social support?</td>
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<td>7. Is there formal conflict mediation/resolution for staff?</td>
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<td>8. assistance in learning to use advanced technology</td>
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<td>9. other (specify)</td>
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<th>B.</th>
<th>What additional things are done in the classroom to help students identified as having problems?</th>
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<tr>
<td></td>
<td>1. Are &quot;personnel&quot; added to the class (or before/after school)?</td>
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<td>If yes, what types of personnel are brought in:</td>
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<td></td>
<td>a. aides?</td>
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<td>b. older students?</td>
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<td>c. other students in the class?</td>
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<td>d. volunteers?</td>
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<td>e. parents?</td>
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<td>f. resource teacher?</td>
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<td>g. specialists?</td>
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<td>h. other? (specify)</td>
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</table>
2. Are materials and activities upgraded to
   a. ensure there are enough basic supplies in the classroom? [YES] [NO] [If no, is this something you want?]
   b. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)? [YES] [NO] [If no, is this something you want?]
   c. include advanced technology as a new option? [YES] [NO] [If no, is this something you want?]
   d. other? (specify) ______________________________

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

   1. Is the student reassigned? [YES] [NO]
   2. Does the teacher receive professional development related to working with limited English speaking students? [YES] [NO]
   3. Does the bilingual coordinator offer consultation? [YES] [NO]
   4. Is a bilingual aide assigned to the class? [YES] [NO]
   5. Are volunteers brought in to help (e.g., parents, peers)? [YES] [NO]
   6. other? (specify) ______________________________

D. What types of technology are available to the teachers?

   1. Are there computers in the classroom? [YES] [NO]
   2. Is there a computer lab? [YES] [NO]
   3. Is computer assisted instruction offered? [YES] [NO]
   4. Are there computer literacy programs? [YES] [NO]
   5. Is the Writing to Read program (Spanish/English) used? [YES] [NO]
   6. Does the classroom have video recording capability? [YES] [NO]
   7. Is instructional TV used in the classroom?
      a. a. videotapes? [YES] [NO]
      b. b. PBS? [YES] [NO]
   8. Is there a multimedia lab? [YES] [NO]
   9. other? (specify) ______________________________

E. What curricular enrichment and adjunct programs do teachers use?

   1. Are library activities used regularly? [YES] [NO]
   2. Is music/art used regularly? [YES] [NO]
   3. Is health education a regular part of the curriculum? [YES] [NO]
4. Are student performances regular events?  

5. Are there several field trips a year?  

6. Are there student council and other leadership opportunities?  

7. Are there school environment projects such as  
   a. mural painting?  
   b. horticulture/gardening?  
   c. school clean-up and beautification?  
   d. other? (specify) _____________________________  

8. Are there special school-wide events such as  
   a. clubs and similar organized activities?  
   b. publication of a student newspaper?  
   c. sales events (candy, t-shirts)?  
   d. poster contests?  
   e. essay contests?  
   f. a book fair?  
   g. pep rallies/contests?  
   h. attendance competitions?  
   i. attendance awards/assemblies?  
   j. other? (specify) _____________________________  

9. Are "guest" contributors used (e.g., outside speakers/performers)?  

10. Other? (specify) _____________________________  

F. What programs for temporary out of class help are currently at the site?  

1. Is there a family center providing student and family assistance?  

2. Are there designated problem remediation specialists?  

3. Is there a "time out" room?  

4. Other? (specify) _____________________________  

G. What programs are used to train aides, volunteers, and other "assistants" who come into the classrooms to work with students who need help?  

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
H. Which of the following can teachers request as special interventions?

1. family problem solving conferences
   YES  ____  ____  ____  ____

2. exchange of students as an opportunity for improving the match and for a fresh start
   YES  ____  ____  ____  ____

3. referral for specific services
   YES  ____  ____  ____  ____

4. other (specify) ____________________________
   YES  ____  ____  ____  ____

I. Is there ongoing training for team members concerned with the area of Classroom-Focused Enabling?
   YES  ____  ____  ____  ____

J. Please indicate below any other ways that are used at the school to assist a teacher's efforts to address barriers to students' learning.
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________

K. Please indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________
Crisis Assistance and Prevention:  
Survey of Program Status

The emphasis here is on responding to, minimizing the impact of, and preventing crises. If there is a school-based Family/Community Center facility, it provides a staging area and context for some of the programmatic activity. Intended outcomes of crisis assistance include ensuring immediate assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity outcomes are reflected in the creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety.

Please indicate all items that apply.

A. With respect to Emergency/Crisis Response:

1. Is there an active Crisis Team?  
2. Is the Crisis Team appropriately trained?  
3. Is there a plan that details a coordinated response  
   - a. for all at the school site?  
   - b. with other schools in the complex?  
   - c. with community agencies?  
4. Are emergency/crisis plans updated appropriately with regard to  
   - a. crisis management guidelines (e.g., flow charts, check list)?  
   - b. plans for communicating with homes/community?  
   - c. media relations guidelines?  
5. Are stakeholders regularly provided with information about emergency response plans?  
6. Is medical first aid provided when crises occur?  
7. Is psychological first aid provided when crises occur?  
8. Is follow-up assistance provided after the crises?  
   - a. for short-term follow-up assistance?  
   - b. for longer-term follow-up assistance?  
9. Other? (specify)  

B. With respect to developing programs to prevent crises, are there programs for  
1. school and community safety/violence reduction?  
2. suicide prevention?  
3. child abuse prevention?  
4. sexual abuse prevention?  
5. substance abuse prevention?  
6. other (specify)
C. What programs are used to meet the educational needs of personnel related to this programmatic area?

1. Is there ongoing training for team members concerned with the area of Crisis Assistance and Prevention?  
   YES:  __  __  __  __  NO:  __  __  __  __

2. Is there ongoing training for staff of specific services/programs?  
   YES:  __  __  __  __  NO:  __  __  __  __

3. Other? (specify) ________________________________

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

1. how to respond when an emergency arises  
   YES:  __  __  __  __  NO:  __  __  __  __

2. how to access assistance after an emergency (including watching for post traumatic psychological reactions)  
   YES:  __  __  __  __  NO:  __  __  __  __

3. indicators of abuse and potential suicide and what to do  
   YES:  __  __  __  __  NO:  __  __  __  __

4. how to respond to concerns related to death, dying, and grief  
   YES:  __  __  __  __  NO:  __  __  __  __

5. how to mediate conflicts and minimize violent reactions  
   YES:  __  __  __  __  NO:  __  __  __  __

6. other (specify) ________________________________

E. Please indicate below any other ways that are used to provide crisis assistance and prevention to address barriers to students' learning.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

F. Please indicate below other things you want the school to do to provide crisis assistance and prevention to address barriers to students' learning.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________
Home Involvement in Schooling: 
Survey of Program Status

The emphasis here is on enhancing home involvement through programs to address specific parent learning and support needs (e.g., ESL classes, mutual support groups), mobilize parents as problem solvers when their child has problems (e.g., parent education, instruction in helping with schoolwork), elicit help from families in addressing the needs of the community, and so forth. The context for some of this activity may be a parent center (which may be part of the Family/Community Service Center if one has been established at the site). Outcomes include specific measures of parent learning and indices of student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.

A. Which of the following are available to address specific learning and support needs of the adults in the home?

<table>
<thead>
<tr>
<th>Yes, but more of this is needed</th>
<th>NO</th>
<th>If no, is this something you want?</th>
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<tbody>
<tr>
<td>1. Does the site offer adult classes focused on</td>
<td>YES</td>
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<tr>
<td>a. English As Second Language (ESL)?</td>
<td>___</td>
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<tr>
<td>b. citizenship?</td>
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<td>___</td>
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<tr>
<td>c. basic literacy skills?</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>d. GED preparation?</td>
<td>___</td>
<td>___</td>
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<tr>
<td>e. job preparation?</td>
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<td>___</td>
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<tr>
<td>f. citizenship preparation?</td>
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<td>___</td>
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<td>g. other? (specify) _____________________________</td>
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2. Are there groups for
   a. mutual support? | ___ | ___ | ___ |
   b. discussion? | ___ | ___ | ___ |

3. Are adults in the home offered assistance in accessing outside help for personal needs? | ___ | ___ | ___ |

4. Other? (specify) _____________________________ |

B. Which of the following are available to help those in the home meet their basic obligations to the student?

1. Is help provided for addressing special family needs for
   a. food? | ___ | ___ | ___ |
   b. clothing? | ___ | ___ | ___ |
   c. shelter? | ___ | ___ | ___ |
   d. health and safety? | ___ | ___ | ___ |
   e. school supplies? | ___ | ___ | ___ |
   g. other? (specify) _____________________________ |

2. Are education programs offered on
   a. childrearing/parenting? | ___ | ___ | ___ |
   b. creating a supportive home environment for students? | ___ | ___ | ___ |
   c. reducing factors that interfere with a student’s school learning and performance? | ___ | ___ | ___ |
3. Are guidelines provided for helping a student deal with homework?

4. Other? (specify) ________________________________

1. Which of the following are in use to improve communication about matters essential to the student and family?

   a. Are there periodic general announcements and meetings such as
      a. advertising for incoming students?
      b. orientation for incoming students and families?
      c. bulletins/newsletters?
      d. back to school night/open house?
      e. parent teacher conferences?
      f. other? (specify) ________________________________

   b. Is there a system to inform the home on a regular basis
      a. about general school matters?
      b. about opportunities for home involvement?
      c. other? (specify) ________________________________

   c. To enhance home involvement in the student's program and progress, are interactive communications used, such as
      a. sending notes home regularly?
      b. a computerized phoneline?
      c. frequent in-person conferences with the family?
      d. other? (specify) ________________________________

4. Other? (specify) ________________________________

D. Which of the following are used to enhance the home-school connection and sense of community?

1. Does the school offer orientations and open houses?
2. Does the school have special receptions for new families?
3. Does the school regularly showcase students to the community through
   a. student performances?
   b. award ceremonies?
   c. other? (specify) ________________________________

4. Does the school offer the community
   a. cultural and sports events?
   b. topical workshops and discussion groups?
   c. health fairs
   d. family preservation fairs
   e. work fairs
   f. newsletters
   g. community bulletin boards
   h. community festivals and celebrations
   i. other (specify) ________________________________

5. Is there outreach to hard to involve families such as
   a. making home visits?
   a. offering support networks?
b. other? (specify) ____________________________
6. Other? (specify) ____________________________

E. Which of the following are used to enhance family participation in
decision making essential to the student? ________________

1. Families are invited to participate through personal
   a. letters                               __ __ __ __
   b. phone calls                          __ __ __ __
   c. other (specify) ____________________________

2. Families are informed about schooling choices through
   a. letters                               __ __ __ __
   b. phone calls                          __ __ __ __
   c. conferences                         __ __ __ __
   d. other (specify) ____________________________

3. Families are taught skills to participate effectively in decision
   making
   d. Staff are specially trained to facilitate family participation
      in decision making meetings
   e. Other (specify) ____________________________

F. Which of the following are used to enhance home support of
student's learning and development?

1. Are families instructed on how to provide opportunities for
   students to apply what they are learning? __ __ __ __

2. Are families instructed on how to use enrichment opportunities to
   enhance youngsters' social and personal and academic skills and
   higher order functioning? __ __ __ __

3. Other? (specify) ____________________________

G. Which of the following are used to mobilize problem solving at
home related to student needs?

1. Is instruction provided to enhance family problem solving skills
   (including increased awareness of resources for assistance)? __ __ __ __

2. Is good problem solving modeled at conferences with the family? __ __ __ __

3. Other? (specify) ____________________________

H. Which of the following are used to elicit help from those at home
to meet school/community needs? That is, are those in the home
recruited and trained to help with

1. students by
   a. assisting administrators? __ __ __ __
   b. assisting teachers? __ __ __ __
c. assisting other staff?       YES       NO

d. assisting with lessons or tutoring? _________________________

e. helping on class trips?       ___       ___       ___       ___

f. helping in the cafeteria?       ___       ___       ___       ___
g. helping in the library?       ___       ___       ___       ___
h. helping in computer labs?       ___       ___       ___       ___
i. helping with homework helplines?       ___       ___       ___       ___
j. working in the front office to welcome visitors and new enrollees and their families?       ___       ___       ___       ___
k. phoning home regarding absences?       ___       ___       ___       ___
l. outreach to the home?       ___       ___       ___       ___
m. other? (specify) _________________________

2. school operations by assisting with

a. school and community up-keep and beautification?       ___       ___       ___       ___
b. improving school-community relations       ___       ___       ___       ___
c. fund raising?       ___       ___       ___       ___
d. PTA?       ___       ___       ___       ___
e. enhancing public support by increasing political awareness about the contributions and needs of the school!       ___       ___       ___       ___
f. school governance?       ___       ___       ___       ___
g. advocacy for school needs?       ___       ___       ___       ___
h. advisory councils?       ___       ___       ___       ___
i. program planning?       ___       ___       ___       ___
j. other? (specify) _________________________

3. establishing home-community networks to benefit the community?

a. Other? (specify) _________________________

I. What programs are used to meet the educational needs of personnel related to this programmatic area?

1. Is there ongoing training for team members concerned with the area of Home Involvement in Schooling?       ___       ___       ___       ___

2. Is there ongoing training for staff of specific services/programs       ___       ___       ___       ___

3. Other? (specify) _________________________

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

1. designing an inclusionary "Parent Center"       ___       ___       ___       ___

2. overcoming barriers to home involvement       ___       ___       ___       ___

3. developing group-led mutual support groups       ___       ___       ___       ___

4. available curriculum for parent education       ___       ___       ___       ___

5. teaching parents to be mentors and leaders at the school       ___       ___       ___       ___
6. other (specify) ________________________________

K. Please indicate below any other ways that are used to enhance home involvement in schooling.

________________________________________________________
________________________________________________________
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________________________________________________________

L. Please indicate below other things you want the school to do to enhance home involvement in schooling.

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Community Outreach for Involvement and Support (including Volunteers):
Survey of Program Status

The emphasis here is on outreaching to the community to build linkages and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to (a) public and private community agencies, universities, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations, and clubs. If a Family/Parent/Community Center facility has been established at the site, it can be a context for some of this activity. Anticipated outcomes include measures of enhanced community participation and student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.

A. With respect to programs to recruit community involvement and support

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

| a. public community agencies, organizations, and facilities |
| b. private community agencies, organizations, and facilities |
| c. business sector |
| d. professional organizations and groups |
| e. volunteer service programs, organizations, and clubs |
| f. universities and colleges |
| g. other (specify) ___________________________ |

2. Indicate current types of community involvement at the school

<p>| a. mentoring for students |
| families |
| b. volunteer functions |
| c. a community resource pool that provides expertise as requested, such as artists |
| musicians |
| librarians |
| health and safety programs |
| other (specify) ___________________________ |
| d. formal agency and program linkages that result in community health and social services providers coming to the site after school programs coming to the site services and programs providing direct access to referrals from the site |
| other (specify) ___________________________ |
| e. formal partnership arrangements that involve community agents in school governance |
| advocacy for the school |</p>
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<td>fund raising</td>
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<td>sponsoring activity (e.g., adopt-a-school partners)</td>
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<td>creating jobs</td>
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B. With specific respect to volunteers

1. What types of volunteers are used at the site?

   a. nonprofessionals
      - parents
      - college students
      - senior citizens
      - business people
      - peer and cross age tutors
      - peer and cross age counselors
      - paraprofessionals
   b. professionals-in-training (specify ________________)
   c. professionals (pro bono) (specify ________________)
   d. other (specify) ________________

2. Who do volunteers assist?

   a. administrators
   b. assist teachers
   c. assist other staff
   d. others (specify) ________________

3. In which of the following ways do volunteers participate?

   a. providing general classroom assistance
   b. assisting with targeted students
   c. assisting after school
   d. providing special tutoring
   e. helping students with attention problems
   f. helping with bilingual students
   g. helping address other diversity matters
   h. helping in the cafeteria
   i. helping in the library
   j. helping in computer lab
   k. helping in computer lab
   l. helping on class trips
   m. helping with homework helplines
   n. working in the front office
   o. helping welcome visitors
   p. helping welcome new enrollees and their families
   q. phoning home about absences
   r. outreaching to the home
   s. acting as mentors or advocates for students, families, staff
   t. assisting with school up-keep and beautification efforts
u. helping enhance public support by increasing political awareness about the contributions and needs of the school
v. other (specify) ________________________________

(c) Are there systems and programs specifically designed to
   a. recruit volunteers? ____________________________
   b. train volunteers? ____________________________
   c. screen volunteers? ____________________________
   d. maintain volunteers? ____________________________

(a) Which of the following are used to enhance school involvement of hard to involve students and families (including truants and dropouts and families who have little regular contact with the school)?

1. **home visits** to assess and plan ways to overcome barriers to
   a. student attendance ____________________________
   b. family involvement in schooling ____________________________

2. **support networks** connecting hard to involve
   a. students with peers and mentors ____________________________
   b. families with peers and mentors ____________________________

3. **special incentives** for
   a. students ____________________________
   b. families ____________________________

4. Other (specify) ________________________________

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

1. orientations and open houses for
   a. newly arriving students ____________________________
   b. newly arriving families ____________________________
   c. new staff ____________________________

2. student performances for the community ____________________________

3. school sponsored
   a. cultural and sports events for the community ____________________________
   b. community festivals and celebrations ____________________________
   c. topical workshops and discussion groups ____________________________
   d. health fairs ____________________________
   e. family preservation fairs ____________________________
   f. work fairs ____________________________

4. Other? (specify) ________________________________

E. What programs are used to meet the educational needs of personnel related to this programmatic area?
1. Is there ongoing training for team members concerned with the area of Community Outreach/Volunteer?

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2. Is there ongoing training for staff of specific services/programs

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3. Other? (specify) _______________________________________


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

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

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2. how to recruit, train, and retain volunteers
   a. in general
   b. for special roles

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3. how to move toward collaborations with community resources

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

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5. other (specify) _______________________________________


G. Please indicate below any other ways that are used with respect to community outreach/volunteer programs.


H. Please indicate below other things you want the school to do with respect to community outreach/volunteer programs.


Student and Family Assistance Programs and Services: 
Survey of Program Status

The emphasis here is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are linked to existing activity in an integrated manner. Special attention is paid to enhancing systems for triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. Intended outcomes are to ensure special assistance is provided when necessary and appropriate and that such assistance is effective.

Please indicate all items that apply.

A. Are there classroom focused enabling programs to reduce the need for teachers to seek special programs and services?  YES [ ] [ ] [ ]

B. What activity is there to facilitate and evaluate requests for assistance?

1. Does the site have a directory that lists services and programs?

2. Is information circulated about services/programs?

3. Is information circulated clarifying how to make a referral?

4. Is information about services, programs, and referral procedures updated periodically?

5. Is a triage process used to assess
   a. specific needs?
   b. priority for service?

6. Are procedures in place to ensure use of prereferral interventions?

7. Do inservice programs focus on teaching the staff ways to prevent unnecessary referrals?

8. Other? (specify) ______________________________________________________

C. After triage, how are referrals handled?

1. Is detailed information provided about available services (e.g., is an annotated community resource system available)?

2. Is there a special focus on facilitating effective decision making?
3. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?

4. Other? (specify) ________________________________

D. What types of direct interventions are provided currently?

1. Which medical services and programs are provided?

   a. immunizations
   b. first aid and emergency care
   c. crisis follow-up medical care
   d. health and safety education and counseling
   e. screening for vision problems
   f. screening for hearing problems
   g. screening for health problems (specify)
   h. screening for dental problems (specify)
   i. treatment of some acute problems (specify)
   j. other (specify) ________________________________

2. Which psychological services and programs are provided?

   a. psychological first aid
   b. crisis follow-up counseling
   c. crisis hotlines
   d. conflict mediation
   e. alcohol and other drug abuse programs
   f. pregnancy prevention program
   g. gang prevention program
   h. dropout prevention program
   i. physical and sexual abuse prevention
   j. individual counseling
   k. group counseling
   l. family counseling
   m. mental health education
   n. home outreach
   o. other (specify) ________________________________

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

   a. emergency food
   b. emergency clothing
   c. emergency housing
   d. transportation support
   e. welfare services
   f. language translation
   g. legal aid
   h. protection from physical abuse
   i. protection from sexual abuse
   j. employment assistance
   k. other (specify) ________________________________
4. Which of the following special education, Special Eligibility, and independent study programs and services are provided?

a. early education program
b. special day classes (specify) __________________________
c. speech and language therapy
d. adaptive P.E.
e. special assessment
g. Resource Specialist Program
h. Chapter I
i. School Readiness Language Develop. Program (SRLDP)
j. other (specify) __________________________________

5. Which of the following adult education programs are provided?

a. ESL
b. citizenship classes
c. basic literacy skills
d. parenting
e. helping children do better at school
f. other (specify) __________________________________

6. Are services and programs provided to enhance school readiness? specify ___________________________

7. Which of the following are provided to address attendance problems?

a. absence follow-up
b. attendance monitoring
c. first day calls

8. Are discipline proceedings carried out regularly?

9. Other? (specify) ________________________________

E. Which of the following are used to manage cases and resources?

1. Is a student information system used?

2. Is a system used to trail progress of students and their families?

3. Is a system used to facilitate communication for

   a. case management?
   b. resource and system management?

4. Are there follow-up systems to determine

   a. referral follow-through?
   b. consumer satisfaction with referrals?
c. the need for more help?

5. Other? (specify)  

F. Which of the following are used to help enhance the quality and quantity of services and programs?

1. Is a quality improvement system used?
2. Is a mechanism used to coordinate and integrate services/programs?
3. Is there outreach to link-up with community services and programs?
4. Is a mechanism used to redesign current activity as new collaborations are developed?
5. Other? (specify)  

G. What programs are used to meet the educational needs of personnel related to this programmatic area?

1. Is there ongoing training for team members concerned with the area of Student and Family Assistance?
2. Is there ongoing training for staff of specific services/programs (e.g., Assessment and Consultation Team, direct service providers)
3. Other? (specify)  

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

1. broadening understanding of causes of learning, behavior, and emotional problems
2. broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems
3. developing systematic academic supports for students in need
4. what classroom teachers and the home can do to minimize the need for special interventions
5. enhancing resource quality, availability, and scope
6. enhancing the referral system and ensuring effective follow-through
7. enhancing the case management system in ways that increase service efficacy
8. other (specify) __________________________

I. Please indicate below any other ways that are used to provide student and family assistance to address barriers to students’ learning.

__________________________________ __________________________________
__________________________________ __________________________________
__________________________________ __________________________________
__________________________________ __________________________________
__________________________________ __________________________________

J. Please indicate below other things you want the school to do to provide student and family assistance to address barriers to students’ learning.

__________________________________ __________________________________
__________________________________ __________________________________
__________________________________ __________________________________
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__________________________________ __________________________________
Survey of System Status

As your school sets out to enhance the usefulness of education support programs designed to address barriers to learning, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

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

This survey provides a starting point.

Items 1-6 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)

Items 7-10 ask about effectiveness of existing processes. Use the following ratings in responding to these items.

- DK = don't know
- 1 = hardly ever effective
- 2 = effective about 25% of the time
- 3 = effective about half the time
- 4 = effective about 75% of the time
- 5 = almost always effective
1. **Is someone at the school designated as coordinator/leader for activity designed to address barriers to learning (e.g., education support programs, health and social services, the Enabling Component)?**

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

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3. **Do you have a Resource Coordinating Team?**

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4. **Do you have written descriptions available to give staff (and parents when applicable) regarding**

   (a) **activities available at the site designed to address barriers to learning (programs, teams, resources, services -- including parent and family service centers if you have them)?**

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   (b) **resources available in the community?**

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   (c) **a system for staff to use in making referrals?**

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   (d) **a system for triage (to decide how to respond when a referral is made)?**

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   (e) **a case management system?**

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   (f) **a student study team?**

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   (g) **a crisis team?**

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   (h) **Specify below any other relevant programs/services -including preventive approaches (e.g., prereferral interventions; welcoming, social support, and articulation programs to address transitions; programs to enhance home involvement in schooling; community outreach and use of volunteers)?**

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5. **Are there effective processes by which staff and families 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

6. With respect to your complex/cluster's activity designed to address barriers to learning has someone at the school been designated as a representative to meet with the other schools? DK 1 2 3 4 5

DK = don't know
1 = hardly ever effective
2 = effective about 25% of time
3 = effective about half of time
4 = effective about 75% of time
5 = almost always effective

7. How effective is the
   (a) referral system? DK 1 2 3 4 5
   (b) triage system? DK 1 2 3 4 5
   (c) case management system? DK 1 2 3 4 5
   (d) student study team? DK 1 2 3 4 5
   (e) crisis team? DK 1 2 3 4 5

8. How effective are the processes for
   (a) planning, implementing, and evaluating system improvements (e.g., related to referral, triage, case management, student study team, crisis team, prevention programs)? DK 1 2 3 4 5
   (b) enhancing resources for assisting students and family (e.g., through staff development; developing or bringing new programs/services to the site; making formal linkages with programs/services in the community)? DK 1 2 3 4 5

9. How effective are the processes for ensuring that
   (a) resources are properly allocated and coordinated? DK 1 2 3 4 5
   (b) linked community services are effectively coordinated/integrated with related activities at the site? DK 1 2 3 4 5

10. How effective are the processes for ensuring that resources available to the whole complex/cluster are properly allocated and shared/coordinated? DK 1 2 3 4 5
Please list community resources with which you have formal relationships.

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

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