

Section 4

✓ Objectives:

- Understand Collaboration and Partnerships
- Develop Shared Leadership and Decision-Making Processes
- Develop an Understanding of Working With Different Cultures
- Understand Ways To Engage Students
- Develop Ways to Gain Authentic Parent Involvement
- Understand Ways to Engage Organizations



Activities:

- Establishing Clear Norms/Operation Agreements
- Using Social Justice Youth Development Power Point



Tools:

- Decision-Making Methods
- Sample Governance Structure
- Effective Collaboration Components
- Sample Collaborative Structures
- Sample Memorandum of Understanding
- Parent Outreach
- Family Needs Assessment
- Business Partnerships: A Piece of the Staying Power Puzzle
- Social Justice Youth Development Matrix

How to Collaborate and Form Partnerships

Collaborating and developing partnerships

Collaboration involves mingling our perspectives, resources, time and energy to create something new. Positive, trusting human relationships lead to positive results. Strong collaborative structure resembles a community bank and trust. Take time to build a strong, lasting structure that will support the relationships you create.

Decision-making process

Clarity About Meeting Structure: Decision-Making Strategies

Different tasks have different appropriate methods of making decisions. One method cannot suit all situations. In order to have clarity about meeting structure, you must pay attention to how you make decisions. The process of establishing appropriate meeting structure should help your group to understand why some goals have more appropriate methods than others. People who have not had experience with Robert's Rules of Order, for example, could feel intimidated if others begin their comments with phrases like "I move to..." or "Point of order..." Also recognize that some methods were developed and used specifically to limit input from certain people or groups. Choose a method that makes sense for the meetings at hand. It's not possible to "do everything by consensus," as some well-meaning groups will claim. Everyone should understand how you make the decision.

Materials from this section have been excerpted from:

Planning Packet (1998) HSFO Clearinghouse, [0032], UC Davis, School of Education.

Parent Leadership: A Facilitator's Guide to Improving Family Involvement in Schools (2003) Maria Casas, M.S.W. & Joanne Bookmyer, Ph.D, HSFO, UC Davis, School of Education.

California's Healthy Start: Strong Families, Strong Communities for Student Success (1998) Rachel D. Lodge, HSFO, UC Davis, School of Education.

From Assets to Agents of Change: Social Justice, Organizing, and Youth Development by Taj James and Shawn Ginwright, Winter 2002 edition of New Directions for Youth Development, Jossey-Bass Publishers.



Working with different cultures

Many people find it difficult to negotiate cultural difference. Indeed, we often use the word “culture” synonymously with race or ethnicity. We often presume that white people have no “culture,” and that they have the most need of cultural competency training. This view of culture comes from the profound role race and class play in our society. We must not ignore these issues, but it also does not make sense to use such a narrow definition of culture in the collaborative setting.

Culture means: “The sum of our experiences as members of certain groups and the way we recreate the expectations and activities of those groups in our daily interactions”. In this definition, we can belong to many cultures at once and react to norms that sometimes conflict. We can act out our culture in ways that we don’t even recognize as culturally based, and we can learn new ways with time and comfort. Every culture has strengths and deficits. These often come from the ways that group has experienced privilege or oppression. Partners in a collaborative partnership must understand how the different groups to which they belong have affected the experiences they have had. Sometimes this can mean discrimination. Sometimes it can mean privilege. Usually, people have experienced a combination of both.

Aspects of a person’s cultural background can include:

- The way people react to a group because of inherent traits that group possesses. Inherent traits include things like skin, hair or eye color, gender, age and physical ability. We usually cannot change these things. Often, we have held these identifications longest in our lives.
- Hidden cultural identifiers also affect the way people operate in the world. Whether inherent, chosen or imposed, hidden cultural identifiers affect the worldview a person develops and the groups to which that person can gain ready access and experience comfort. Examples of these aspects of culture include religious affiliations, membership societies, socioeconomic status, alternative lifestyles, and others.
- Familial background and experience play enormous roles in the way people receive cultural identities. Generalizations about “the White, Black, Asian or Hispanic family” or even about “gay parenting” have their roots in assumptions. Generalizations will not reflect the experiences or identities of all people in those

groups. Children of affluent, single-parent households likely have some different experiences than children of impoverished, single-parent households. Still, they might share some common experiences.

- Training and education also influence how people experience their worlds. College or university education, for example, involves learning the language, norms and experiences of that world. Someone who has gone to an auto mechanic trade school will have learned the language, norms and experiences of that world. Different types of training or education teach people different values about the world. They teach how people should act and interact.

Engaging Parents/Guardians and Families

Schools and agencies would have no meaning without the kids and families they serve. Involve parents and guardians from the beginning. Critical resources parents and guardians bring to the table include:

- Intimate knowledge of their children and concern for their well-being.
- Ability to teach their children.
- Power to reach and involve other parents/guardians.
- Knowledge of fundamental community values and communication styles.
- Knowledge of which services they and their children will most likely use; knowledge of what they need to make services accessible.
- Ability to lobby for political leaders’ support of your initiative.
- Authentic perspective on the most helpful types of activities or assistances.

Strive to create a welcoming attitude and environment. Some people have experienced school as an intimidating or difficult place. They may have learned that schools do not welcome them. They may have learned that schools do not have sensitivity for or accommodations to their cultural backgrounds or languages.



Engaging Organizations

Community-based organizations (CBOs) already work in the community. Some community-based organizations may already have a relationship with your school. Reach out to those that have existing relationships with your school. If you overlook CBOs, you might duplicate activities or services that CBOs already provide. United Way provides a good source of information on CBOs in a given area. The state Department of Health Services keeps a listing by county of all the community health clinics in California.

CBOs offer the following important strengths:

- Intimate ties to neighborhoods
- In-depth understanding of the particular needs and challenges confronting various ethnic groups
- Staff who reflect the racial and ethnic identities of the students and families they serve
- Freedom from regulations; flexibility; the ability to mobilize resources

Public Agencies offer the following important strengths:

- Data on the conditions of children and families in your community from the view point of each agency
- Involvement in and knowledge of local recreation opportunities and public safety issues
- Resources of public funds already devoted to service delivery
- Degrees of expertise on health, social welfare, mental health, or juvenile justice issues

Engaging Young People: Build on Strengths

When we think about the ways in which a student, family, school or community should change, we often label the problems, and then try to fix them. A simple focus on the problems may just back up an already limited sense of possibility. When we look for the *strengths* we can work to make them even stronger. Building on strengths in this way doesn't mean ignoring problems. Instead, it allows us to overcome problems by drawing out the creativity, caring, and abilities of the people in the community. A youth development model called "Social Justice Youth Development" can help us to think and work from a strengths perspective.

Traditional youth development approaches do not explicitly address social inequities that many youth, especially youth of color, confront in their everyday learning environments. Many traditional youth development approaches merely teach youth to respond resiliently to negative environments. Social Justice Youth Development addresses historical inequities that institutions have preserved. Social Justice Youth Development aims to help youth reach a healthy adulthood. It also aims to teach youth to think critically about how to create communities in which all youth have equitable access to what they want and need to succeed.



Establish Clear Norms and Rules

You must make many decisions about how the actual work will get done. You don't need to set these ground rules at the first meeting. You should have set them by the time a core group of planners has begun to work together regularly. Early on, your team should answer the following questions:

- Where, when and how often will the group meet?
- Will the group always meet as a whole or will you form sub-committees?
- How will you share responsibility for meeting leadership?
- Who will prepare and contribute to meeting agendas?
- Who will write the minutes?
- If all of the participants do not speak the same language, how will the group make sure everyone can participate in discussions?
- Will you make decisions by majority rule, consensus or some other method?
- Sometimes groups or individuals can't attend meetings. How will you incorporate issues they have raised into discussions and decisions? How will you inform people who miss meetings of decisions made in their absence?
- What can you do to ensure that the group makes decisions in public, and not behind the scenes?
- How will the group handle a problem or conflict?
- How does the group make decisions about how to spend funds?
- Who will keep copies of minutes and other forms of written documentation?

How groups answer these questions can have a big effect on how they plan things. For example, when and where you hold a meeting often determines who attends. Meeting schedules produce tension. Teachers may prefer meetings held very early in the morning, before classes begin. Public agency staff may prefer to meet during the day, often in the late afternoon when teachers feel tired. Parents/guardians who work might prefer to meet in the evenings. You can rotate times and meeting places. Or, you can find ways for people to contribute without attending every meeting.

Who Leads? The person or organization that got the group together in the first place often emerges as the informal leader. Over time, however, you will need to make a much more conscious decision about which person or people will officially lead. Groups can select a particular individual to lead. Or, they can create leadership roles that rotate. Members can also share leadership positions. The best results often occur when leaders rotate or share power. Members have a sense of shared ownership. They feel invested in the group.

Facilitators. Whatever you decide, you must avoid situations where it looks like one group runs the show. Otherwise, other groups may eventually decide that they make no vital or valued contributions. Look for at least one person who has strong facilitation skills. You can solve some conflicts over leadership this way. The facilitator keeps a meeting on track. Facilitators don't dominate or impose a personal agenda. A good facilitator also doesn't allow others to dominate meetings.

A Good Facilitator:

Guides the meeting through the agenda.

- Structures the discussion so that all participants feel safe to openly share their opinions. All have an equal chance to participate.
- Encourages participation from all.
- Makes sure everyone works toward the shared vision and results



Engaging Diverse Youth and Communities

Using Social Justice Youth Development

By UC Davis Center for Community School
Partnerships

Overview of Objectives:

- Understand ways in which SJYD differs from traditional YD approaches
- Understand ways to engage youth in thinking critically about how to create equitable communities
- Understand ways to engage youth in accessing what they want & need to live healthy learning environments

Definition of Youth Development

Youth Development can be defined as:

The ongoing process in which young people are engaged in building the skills, attitudes, knowledge, and experiences that prepare them for the present and the future.

Youth development is an ongoing, inevitable process in which all youth are engaged and all youth are invested.

Pittman, Karen & Irby, Merita. Reflections on a Decade of Promoting Youth Development. American Youth Policy Forum, 1998, p.5



Frameworks of Youth Development

Multiple theories or frameworks defining youth development have surfaced over the last decade.

These Include:

- Supports and Opportunities
- Youth Competencies
- Developmental Assets
- Resiliency
- Integrated Approach

Social Justice Youth Development

- Social Justice Youth Development Represents a Conceptual Shift to “Mainstream” Youth Development Frameworks

New Directions For Youth Development Winter 2002
(Shawn Ginwright, Taj James)

Principle 1: Analyze Power In Social Relationships

Practices:

- Political education
- Political strategizing
- Identify power holders
- Reflecting about power in one's own life

Outcomes:

- Social problematizing, critical thinking, asking and answering questions relating to community and social problems
- Development of sociopolitical awareness
- Youth transforming arrangements in public and private institutions by sharing power with adults

Principle 2: Makes Identity Central

Practice:

- Joining support groups and organizations that support identity development
- Reading material where one's identity is central and celebrated
- Critiquing stereotypes regarding one's identities

•Outcome:

- Development of pride regarding one's identity
- Awareness of how sociopolitical forces influence identity
- Feeling of being a part of something meaningful and productive
- The capacity to build solidarity with others who share common struggles and have shared interests



Principle 3: Promotes Systemic Social Change

Practices:

- Working to end social inequality (such as racism and sexism)
- Refraining from activities and behaviors that are oppressive to others (for example, refusing to buy shoes made in sweatshops)

Outcomes:

- Sense of life purpose, empathy for the suffering of others, optimism about social change
- Liberation by ending various forms of social oppression

Principle 4: Encourages Collective Action

Practices:

- Involving oneself in collective action and strategies that challenge and change local and national systems and institutions
- Community organizing
- Rallies and marches
- Boycotts and hunger strikes
- Walkouts
- Electoral strategies

Outcomes:

- Capacity to change personal, community, and social conditions
- Empowerment and positive orientation towards life circumstances and events
- Healing from personal trauma brought on from oppression

Principle 5: Embraces Youth Culture

Practices:

- Celebrating youth culture in organizational culture
- Language
- Personnel
- Recruitment strategies

Outcomes:

- Authentic youth engagement
- Youth-run and youth-led organizations
- Effective recruitment strategies
- Effective external communications
- Engagement of extremely marginalized youth

How Social Justice Outcomes are different from other Youth Development Approaches

1. More explicit about the the serious social problems and conditions young people of color face
2. It develops youth by seeing them not only as assets but also agents of change, capable of transforming their toxic environments, not simply developing resistance to them.
3. Fosters civic engagement, advocacy, and conscious citizenship = TRUE Democracy



Let's Create SJYD Strategies

In Groups:

- Work to imagine what it would look like to engage youth from your community program using your groups principle.
- Provide Examples
- Think about some of the ways that you could begin to overcome challenges
- Report out

Organizational Practices

- Organizational Practices have a direct impact on Young people's experience.



Social Justice Youth Matrix

Principles	Practices	Outcomes
Analyze power in social relationships		<ul style="list-style-type: none"> • Social problematizing, critical thinking, asking and answering questions relating to community and social problems • Development of sociopolitical awareness • Youth transforming arrangements in public and private institutions by sharing power with adults
Makes identity central		<ul style="list-style-type: none"> • Development of pride regarding one's identity • Awareness of how sociopolitical forces influence identity • Feeling of being a part of something meaningful and productive • The capacity to build solidarity with others who share common struggles and have shared interests
Promotes systemic social change		<ul style="list-style-type: none"> • Sense of life purpose, empathy for the suffering of others, optimism about social change • Liberation by ending various forms of social oppression
Encourages collective action		<ul style="list-style-type: none"> • Capacity to change personal, community, and social conditions • Empowerment and positive orientation towards life circumstances and events • Healing from personal trauma brought on from oppression
Embraces youth culture		<ul style="list-style-type: none"> • Authentic youth engagement • Youth-run and youth-led organizations • Effective recruitment strategies • Effective external communications • Engagement of extremely marginalized youth



Decision Making Methods

<p>Individual</p> <p><i>One person decides</i></p> <p><i>Positives:</i> Decisions are swift.</p> <p>Requires no consultation.</p> <p>Everyone knows who is responsible for the decision.</p> <p><i>Negatives:</i> Might not be the best decision.</p> <p>Might arise only from what the individual knows or is most comfortable with.</p> <p>Most will not feel deeply committed to the decision unless they are deeply committed to the individual.</p>	<p>Consultative</p> <p><i>One person decides but receives advice from others.</i></p> <p><i>Positives:</i> Decisions are swift.</p> <p>More ideas expand possibilities.</p> <p><i>Negatives:</i> Those consulted might feel pressure from the decision-maker.</p> <p>Action might not be agreeable to most, or even any.</p> <p>Most will not feel deeply committed to the decision unless they are deeply committed to the individual.</p>	<p>Minority</p> <p><i>A small group decides; usually these are experts, people in power, or those with a vested interest.</i></p> <p><i>Positives:</i> Decisions are fairly swift.</p> <p>More ideas expand possibilities.</p> <p>When experts are used, the outcome is more credible.</p> <p><i>Negatives:</i> How the small group is chosen has a huge impact on the acceptability of the outcome.</p> <p>Action might not be agreeable to the majority.</p> <p>Some points of view are not heard.</p>
<p>Majority</p> <p><i>An issue is widely discussed, but the majority rules the decision-making process; voting.</i></p> <p><i>Positives:</i> Can be used with small groups and large groups.</p> <p>Most people are familiar and comfortable with this process.</p> <p>Everyone has a voice initially, if they use it; Many points of view are heard.</p> <p>Individuals feel a sense of equality.</p> <p><i>Negatives:</i> A win or lose mentality may develop.</p> <p>There may be a lack of commitment by those who fought for a different position.</p> <p>Issues become personal based on who has supported whom, rather than who believes in what. People tend to look at traditional alternatives when using a traditional method.</p>	<p>Consensus</p> <p><i>A minority who is loyal to the group agrees to support what the majority wants; everyone agrees that there are no unacceptable flaws in the decision.</i></p> <p><i>Positives:</i> More opinions and perspectives are aired. Individuals feel a sense of equality.</p> <p>Elicits broader commitment.</p> <p>Can prompt further education about a topic.</p> <p><i>Negatives:</i> Can take a lot of time.</p> <p>Requires members to be mature about carrying out ideas that didn't rank first on their list.</p> <p>Progress can be blocked by one person.</p> <p>Difficult in large groups.</p> <p>When new members join, they must learn trust in the group and the process.</p>	<p>Unanimity</p> <p><i>Everyone agrees completely.</i></p> <p><i>Positives:</i> Everyone is most comfortable with the decision.</p> <p><i>Negatives:</i> Almost impossible with more than two people.</p> <p>Unanimity can, itself, be a sign that broad perspectives have not been engaged, or that thinking is narrow.</p>



Effective Collaboration Components

	Mark with an "X" your level of planning or implementation for each element			Level of Priority	STRATEGIES
	Highly Developed	Partially Developed	Not Yet Developed		
Committing to Common Goals					
1. Our collaborative has identified and committed itself to specific, compelling outcome goals that are shared by each of our members, including our families, the school, and public and community-based agencies.					
2. Members of our collaborative recognize our partnership as critical to the success of their own work with children and families.					
3. We have identified the specific ways in which our prior separate agendas are mutually interdependent (e.g., juvenile justice will not reach its own goals for kids without help from education, public health and social services) and work to strengthen each other's effectiveness.					
4. We are reaching out to and integrating with other collaboratives in our area that affect our schools, children or families.					
5. We are changing the way all agencies, schools, and groups work with kids and families in order to create a more integrated, logical, and supportive system.					



Effective Collaboration Components

	Mark with an "X" your level of planning or implementation for each element			Level of Priority	STRATEGIES
	Highly Developed	Partially Developed	Not Yet Developed		
<u>Making and Carrying Out Decisions</u> 6. Our collaborative decision-making group represents the full cultural, racial, ethnic, gender, socioeconomic, etc., diversity of our community.					
7. Parents and guardians are key leaders and direction-setters for our collaborative work.					
8. Agency heads/decision-makers who have the authority to make policy and allocate resources participate actively in our collaborative.					
9. School district, county and city agency, community-based organization, and other policy-makers are committed to supporting our efforts by making the systemic changes we need in order to succeed.					
10. Our collaborative reflects participation across the spectrum of professions and service agencies relevant to the specific needs and concerns of our children and families.					



Effective Collaboration Components

	Mark with an "X" your level of planning or implementation for each element			Level of Priority	STRATEGIES
	Highly Developed	Partially Developed	Not Yet Developed		
11. Our decision-making structure ensures that decisions are made at the appropriate level (e.g., site-level team, county-wide interagency body), with guidance from consumers or agency policy-makers as needed.					
12. We form action committees to research issues and develop policy and implementation recommendations on which our collaborative then makes decisions.					
13. Decisions are effectively communicated throughout our structure.					
14. We struggle together to reach consensus on decisions. We don't allow decisions to be controlled by one person, group, or agency.					
<u>Sustaining Relationships</u> 15. We have undertaken the cross-training necessary at all levels for our collaborative participants to understand the basic administrative structure, program processes, and goals of each of our partners.					



Effective Collaboration Components

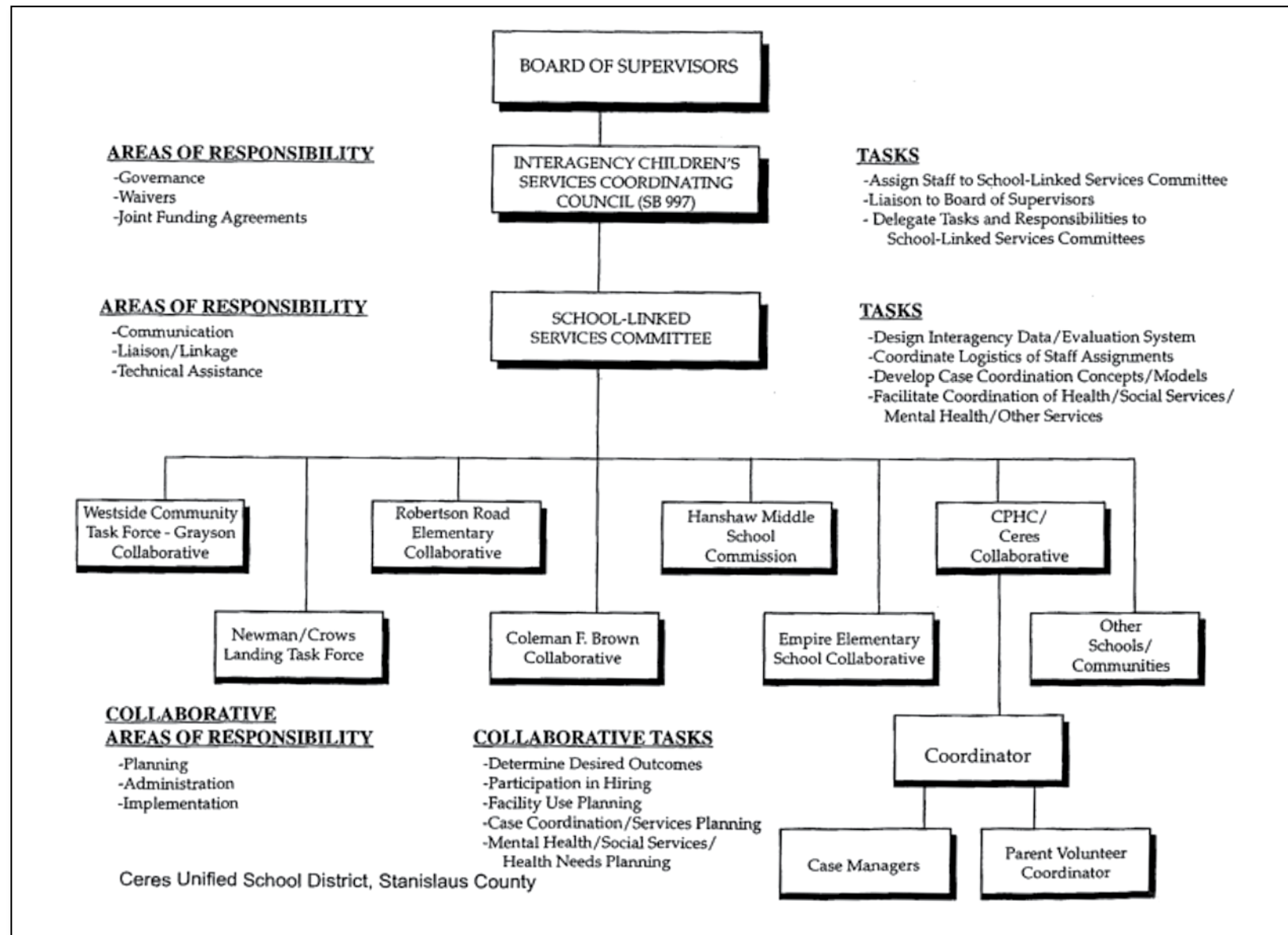
	Mark with an "X" your level of planning or implementation for each element			Level of Priority	STRATEGIES
	Highly Developed	Partially Developed	Not Yet Developed		
16. Our collaborative members understand the motivations, incentives, and commitments of each of our partners well enough to assume their point of view and advocate for their needs.					
17. Our collaborative process is structured in such a way that there is a clear, meaningful role for each of our participants.					
18. Our governing group(s) have built up enough trust and process skills to talk about internal process issues or problems when they arise, rather than side-stepping them.					
19. Conflicts are explored for what they can tell us about our communication or process needs, differences in program or cultural philosophy, or other potential underlying causes and these insights are used to improve our group functioning.					



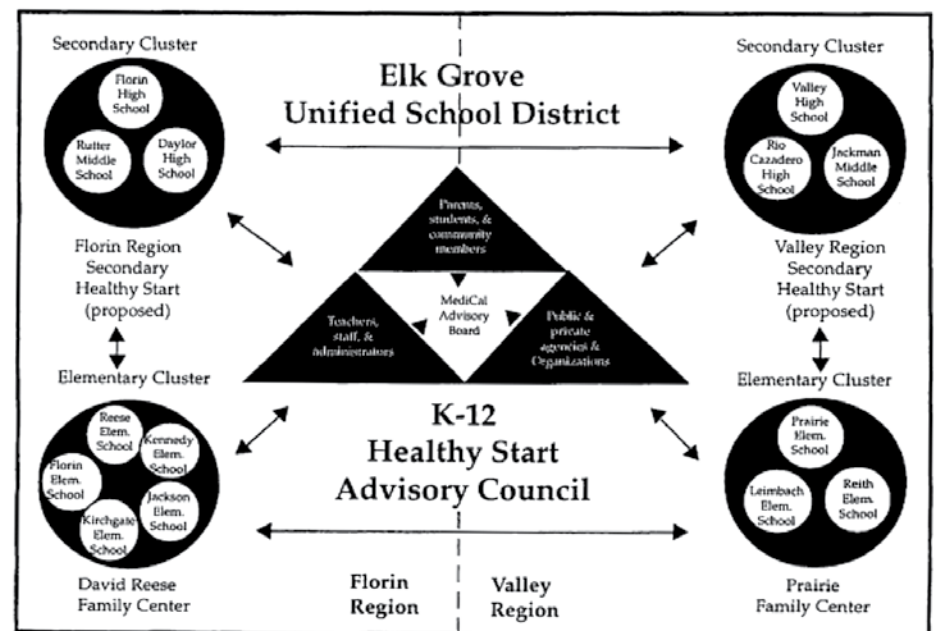
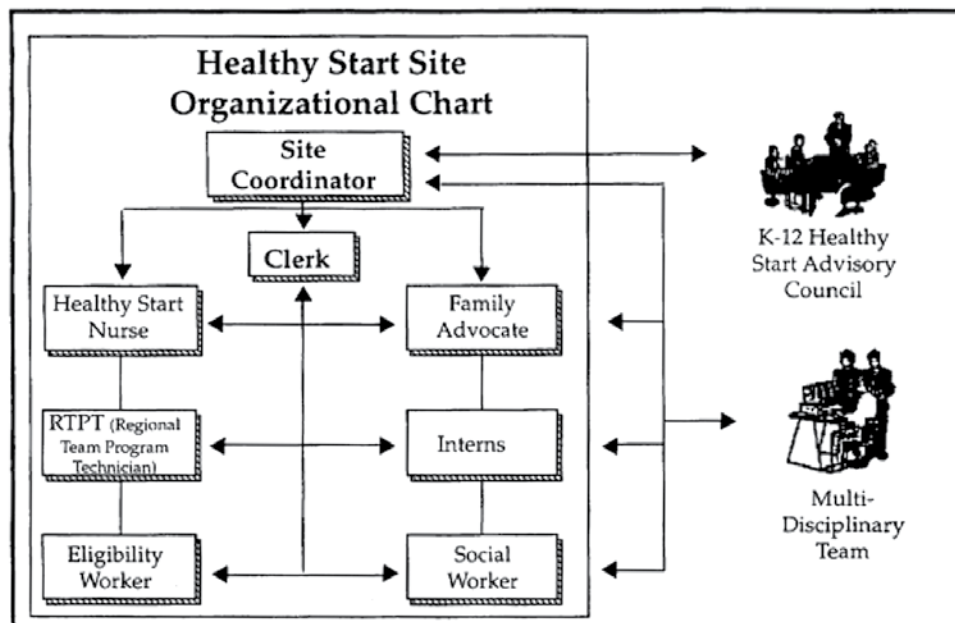
Effective Collaboration Components

	Mark with an "X" your level of planning or implementation for each element			Level of Priority	STRATEGIES
	Highly Developed	Partially Developed	Not Yet Developed		
<u>Sharing Ownership and Accountability for Results</u> 20. Community members as well as agency heads have assumed ownership of our initiative; members hold themselves accountable both for the success of their own contributions and the success of the effort as a whole.					
21. Our collaborative members recognize that getting better results may involve taking risks. Leaders of member agencies have been willing to allow experimentation and flexibility in the use and redirection of resources.					
22. We have systems in place that allow us to track the results of our work with children and families, to periodically review our progress, and to make changes as needed.					
23. We monitor our activities and outcomes to ensure equitable results across gender, cultural, and racial differences.					





Sample Collaborative Structures



Sample MOUs

MEMORANDUM OF UNDERSTANDING

DEPARTMENT OF SOCIAL SERVICES

AND

SAN JUAN UNIFIED SCHOOL DISTRICT

This is a Memorandum of Understanding between the Director of the County of Sacramento Department of Social Services and the San Juan Unified School District.

It is expressly understood and agreed by both the Department of Social Services and the San Juan Unified School District as follows:

- I. **Purpose:** The purpose of this Memorandum of Understanding is to establish and maintain an effective working relationship between the parties. The purpose is also to provide the means by which the Department of Social Services and the San Juan Unified School District will maintain an effective referral process and coordinate services to the high-risk children and families to be served by the Department of Social Services staff through the Cities in Schools (CIS) Project.
- II. **Term:** The term of the Memorandum of Understanding shall commence March 10, 1992, and shall extend through June 30, XXXX, but it is renewable thereafter from year to year unless either party gives notice of termination as provided herein.
- III. **Description of Services:** The Department of Social Services, Children's Services Division, will provide early intervention, protective services, and family support services for such clients as are referred by San Juan Unified School District staff, and who have been determined to meet Cities in Schools Project Program criteria. The San Juan Unified School District will work with the Department of Social Services and the child/family in the Cities in Schools Project to ensure the well being of the child and/or family, to improve the quality of life, and to prevent family break up. It is agreed that the population herein designated describes persons who are at risk of family break up.
 - A. It is agreed that referrals between the Department of Social Services and the San Juan Unified School District will be handled expeditiously, will be given a high priority, and will be responded to on an emergency basis or within three (3) working days whenever possible.
 - B. It is agreed that the San Juan Unified School District will do the following:
 - (1) Notify eligible families of the Cities in Schools Project and services available on the site.

Page 1 of 3

- (2) Provide sufficient space to house the the Department of Social Services staff, Cities in Schools staff, and graduate students from CSUS. Provide telephone and office equipment when necessary for the the Department of Social Services staff, Cities in Schools staff, and graduate students.
 - (3) Contact Children's Protective Service Intake for clearly designated CPS referrals, emergency or routine in nature.
 - (4) Participate in annual joint training for staff from the Department of Social Services, Cities in Schools staff, and the graduate students, and faculty.
 - (5) Share client information pertinent to the determination and delivery of specified services within the guidelines set forth that meet the requirements of the California Administration Code, California Education Code and Welfare Institutions Code.
 - (6) Develop common confidentiality guidelines that adhere to both the California Education Code and the Welfare and Institution Code governing client confidentiality.
 - (7) Agree to participate in the Cities in Schools - San Juan Unified School District multidisciplinary team to improve interagency service delivery to the high-risk children and families.
 - (8) Participate in annual joint evaluation of the Cities in Schools' programs serving the San Juan Unified School District.
- C. It is agreed that the Department of Social Services will:
- (1) Provide a minimum of one the Department of Social Services staff and four master of social work California State University of Sacramento graduate students at the San Juan Unified School District site. The graduate students assignment is contingent upon California State University, Graduate School of Social Work.
 - (a) The person will report directly to the Department of Social Services Administration and coordinate with appropriate San Juan Unified School District personnel.
 - (2) Accept referrals from the following sources:
 - (a) the Department of Social Services.
 - (b) Cities in Schools Project.
 - (c) San Juan Unified School District staff.
 - (d) Self-referral by families in the target schools.
 - (3) Provide training and/or technical assistance regarding child protective services and high-risk children/families on an annual basis.

Page 2 of 3



Sample MOU

- (4) Respond in a timely manner to the San Juan Unified School District referrals and/or concerns.
- (5) Send a social worker or graduate student to the residence of the child/family referred by the San Juan Unified School District, when appropriate.
- (6) Contact the San Juan Unified School District referral source with the general outcome of the client contact made by the Department of Social Services.
- (7) Develop common confidentiality guidelines that adhere both to the California Education Code and the Welfare and Institution Code governing client confidentiality.
- (8) Agree to participate in the Cities in Schools - San Juan Unified School District multidisciplinary team to improve interagency service delivery to high-risk children and families.
- (9) Provide appropriate services to the designated population to prevent a recurrence of the situation regarding the possible break up of these high-risk children/families.
- (10) Participate in annual joint training for staff from the Department of Social Services, the graduate students, and appropriate San Juan Unified School District staff.
- (11) Participate in annual joint evaluation of the Cities in Schools' programs serving the San Juan Unified School District.

IV. **Termination:** This Memorandum of Understanding may be terminated by either party in sixty (60) days of giving written notice of the intention to terminate the agreement.

_____, Director
Department of Social Services
County of Sacramento

_____, ED.D.
Superintendent of Schools
San Juan Unified School District

(Date)

(Date)

(011-511) 1-991-1001

Page 3 of 3



Sample MOUs

INTERAGENCY MEMORANDUM OF UNDERSTANDING

PARTICIPANTS

This agreement is between the Yerba Buena High School Family Service Center and _____.

PURPOSE

The Family Service Center is an interagency collaboration program whose purpose is to:

- a. Develop an integrated services approach based on shared philosophy and collaboration leadership structure.
- b. Provide services to children and families to promote personal wellness, growth, development, and educational advancement.
- c. Develop an automated information network system that facilitates interagency personal information sharing, referrals and collection of case characteristic and outcome data.

GOAL

The goal of the program is to produce measurable improvements in outcomes for students and their families in the areas of school attendance and performance, physical and social health indicators, and family functioning. The program includes a strong evaluation component for that purpose.

COMMITMENTS

The District/School shall provide:

- a. A confidential place with appropriate office furniture for services to be rendered.
- b. A locked file cabinet and telephone access and means to receive messages.
- c. Access to computer network which provides information on student attendance, grades, schedule, etc.
- d. A referral process for student access to services.
- e. An up to date fire inspection clearance.
- f. Necessary forms for accountability evaluation purposes.
- g. Awareness of the program to students, parents, and community.
- h.
- i.
- j.

The participating Agency shall:

- a. Provide professional staff person(s) to do direct services _____ hours per week.
- b. Conduct individual, group, and family sessions, as needed, on a regular basis. Group sessions will be co-facilitated by trained Yerba Buena staff member.
- c. Offer inservice trainings on services including confidentiality and other relevant issues.
- d. Provide a professional staff person to be an active participant in the multi-disciplinary team for referral screening.
- e. Collaborate with school and Center providing student/parent/community awareness of the program.
- f. Fulfill requirements of the statewide evaluation process and necessary accountability procedures.
- g. Provide professional staff person (director, program manager) to attend and be an active participant in the Yerba Buena Collaborative (policy making team).
- h. Comply with all State and Federal laws pertaining to issues of confidentiality and mandated reporting.
- i.

TERM

There will be no cost to either the Agency, District, or school. This agreement shall commence _____ and remain in full force and effect until June 30, XXXX. The terms of this agreement can be renegotiated by:

- a. either party's initiation
- b. the parties calling a meeting to redefine
- c. after 30 days notice

SIGNATURES

These responsibilities and agreed to by the following authorized signatories.

YERBA BUENA HIGH SCHOOL FAMILY SERVICE CENTER

Name (Print): _____ TITLE: _____

SIGNATURE: _____ DATE: ____ / ____ / ____
Principal or Designee

(Agency Name)

Name (Print): _____ TITLE: _____

SIGNATURE: _____ DATE: ____ / ____ / ____
Director or Designee



Parent Outreach

First Step

Needs Assessment – identifies and defines the primary stakeholders – parents. Talk to community members, visit the area, and research any census data that is available to learn more about the strengths and needs of the community. Remember that a personal connection is often the key to getting the buy-in and commitment of parents who have not traditionally participated in school leadership.

Questions to ask during a needs assessment

- What do you know about the targeted community?
- Is it an urban, rural, or suburban setting?
- What is the socioeconomic status of the people living in the area?
- Are there cultural or language differences that you need to be aware of?
- Does the school play an active role in the community?
- Are children attending the school doing well academically? If not, why?
- What do you know about the parents who will be participating in the training?
- What are their values and beliefs?
- What expectations do they have for their learning? Are they currently involved as leaders in their school communities or will this experience be the first step for many of them?
- What types of leadership training have been requested?
- What other workshops have been offered on leadership? Were they successful?
- Are parents already in leadership roles in their school community?
- What types of systems exist for parents and can parents rely on these resources and services?
- Is the professional staff comfortable and willing to work with parents as leaders? If not, is professional development available for them?

Here are eight steps schools can take to help ensure effective parent involvement:

1. Establish a welcoming school climate that encourages the talents and insights of all parents.
2. Focus on the school mission rather than personalities and egos.
3. Acknowledge that communication, recognition, action, and trust are two-way processes that require the time and commitment of parents and educators.
4. Encourage parental participation in school improvement efforts and in the decision-making process.
5. Take positive steps to overcome cultural and communication barriers.
6. Provide staff in-service opportunities to attain knowledge and skills on how to communicate and work with parents in authentic ways.
7. Establish policies that reflect a commitment to a comprehensive parent involvement program.
8. Provide administrative support to parent leadership and involvement activities.



RIO REAL ELEMENTARY SCHOOL HEALTHY START PROGRAM COMPREHENSIVE STRENGTHS AND NEEDS ASSESSMENT FAMILY SURVEY

Rio Real Elementary School is in the process of starting a Healthy Start Program. The Healthy Start Program will provide a "family resource center" and a wide range of services to students, families, and community members. This is a wonderful opportunity for Rio Real Elementary School, the families served through Rio Real Elementary School, and the surrounding community. We need your help to ensure that the Healthy Start Program will provide the services that are most important to you and your family. **ALL OF YOUR ANSWERS WILL BE KEPT CONFIDENTIAL.** Thank you for your help.

PART I: Topics of Community Concern

Please select the three (3) topics that are the most important to you and your family. Of the three (3) topics that you selected below, please rank them with a "1" for the most important, a "2" for the next most important, and a "3" for the least important of your three (3) selections. **Remember only choose three (3) topics please.**

- ___ 1. Access to Social Services
- ___ 2. Adult Reading and Writing
- ___ 3. Adult School
- ___ 4. After School Care
- ___ 5. Child Abuse
- ___ 6. Child Care
- ___ 7. Child Discipline/Control
- ___ 8. Community/School Safety
- ___ 9. Dental Care
- ___ 10. Domestic Violence/Spousal Abuse
- ___ 11. Drugs and Alcohol Abuse
- ___ 12. English Language Classes
- ___ 13. Family Guidance/Counseling
- ___ 14. Gangs and Violence
- ___ 15. Grief and Violence Counseling
- ___ 16. Health/Medical
- ___ 17. Housing/Utilities
- ___ 18. Job/Vocational Training
- ___ 19. Money Concerns
- ___ 20. Race/Ethnic Relations
- ___ 21. Special Needs Children (e.g., Learning Disabled, Physically Disabled, Mentally Disabled, Attention Deficit)
- ___ 22. Student Achievement
- ___ 23. Teen Pregnancy
- ___ 24. Transportation
- ___ 25. Vision Care
- ___ 26. Other: _____

Page 18

PART II: MEDICAL NEEDS

Please circle all of the medical needs you or your family experienced over the past year.	Did you Get Help for this condition?		If YES, where did you go for help? 1 = Emergency Room 2 = Family Doctor/HMO/PPO 3 = Self Medicate 4 = Curandero (a) (folk medicine) 5 = Clinic (identify name of agency) 6 = Family member or friend 7 = OTHER (write description) LIST ALL THAT APPLY.	If NO, what prevented you from getting help? 1 = Didn't know about services 2 = Lack of Medi-Cal 3 = Money issues 4 = Transportation 5 = Child care 6 = Language/Cultural Barriers 7 = Time/Schedule Problems 8 = Didn't think it necessary 9 = OTHER (write description)
	YES	NO		
27. Allergies	Y	N		
28. Arthritis	Y	N		
29. Asthma	Y	N		
30. Attention Deficit Disorder	Y	N		
31. Birth Control	Y	N		
32. Bronchitis/Pneumonia	Y	N		
33. Cancer: Type _____	Y	N		
34. Colds/Flu	Y	N		
35. Chronic Diarrhea	Y	N		
36. Depression	Y	N		
37. Diabetes				
38. Ear Infections	Y	N		
39. Emergency Dental Care	Y	N		
40. Emergency Medical Care	Y	N		
41. Family Planning				
42. Headache	Y	N		
43. Head Lice	Y	N		
44. Hearing	Y	N		
45. Heart Problems	Y	N		
46. Hepatitis	Y	N		
47. High Blood Pressure/Hypertension	Y	N		
48. HIV/AIDS/Sexually Transmitted Disease (Chlamydia, Syphilis)	Y	N		
49. Hyperactivity	Y	N		
50. Immunizations	Y	N		
51. Kidney Problems	Y	N		
52. Migraine Headaches	Y	N		
53. Multiple Sclerosis	Y	N		
54. Pregnancy/Prenatal Care	Y	N		
55. Regular/Preventive Dental Care	Y	N		
56. Sickle Cell Anemia	Y	N		
57. Stomachaches	Y	N		
58. Thyroid Problems				
59. Tuberculosis	Y	N		
60. Ulcers	Y	N		
61. Vision Care	Y	N		
62. OTHER: _____	Y	N		

Please select the three (3) most important medical needs you or your family have from the list above.

- A. _____
- B. _____
- C. _____

Page 19



PART III: STUDENT EDUCATION NEEDS

Please circle all of the student education needs you or your family experienced over the past year.	Did you get help with this need?		If YES, where did you go for help? 1 = Rio Real Elementary School 2 = Place of Employment 3 = Agency (include name) 4 = Another School (include name) 5 = Religious Institution 6 = Adult School 7 = Family member or friend 8 = OTHER LIST ALL THAT APPLY.	If NO, what prevented you from getting the service you needed? 1 = Didn't know about services 2 = Money Issues 3 = Transportation 4 = Child Care 5 = Language/Cultural Barriers 6 = Times/Schedule Problems 8 = Didn't think it necessary 9 = Didn't think it would help 10 = OTHER (write description)
	YES	NO		
63. After School Student Program	Y	N		
64. Avoiding Dropping Out	Y	N		
65. Before School Student Program	Y	N		
66. Computer Skills	Y	N		
67. Cultural Programs	Y	N		
68. English Classes	Y	N		
69. Job/Vocational Training	Y	N		
70. Learning Disability Program	Y	N		
71. Math Skills	Y	N		
72. Preschool	Y	N		
73. Racial/Ethnic Tension	Y	N		
74. Reading and Writing Skills	Y	N		
75. Recreation Activities	Y	N		
76. School Safety	Y	N		
77. School Supplies	Y	N		
78. Special Education Program	Y	N		
79. Student Body Programs/Student Leadership	Y	N		
80. Student Achievement Scores	Y	N		
81. Student/Teacher Communication	Y	N		
82. Tutoring Services/ Homework Assistance	Y	N		
83. OTHER:	Y	N		

Please select the three (3) most important student education needs you or your family have from the list above.

- A. _____
- B. _____
- C. _____

PART IV: PARENT/ADULT EDUCATION NEEDS

Please circle all of the parent/adult education needs that you or your family experienced over the past year.	Did you get help with this need?		If YES, where did you go for help? 1 = Rio Real Elementary School 2 = Place of Employment 3 = Agency (include name) 4 = Another School (include name) 5 = Religious Institution 6 = Adult School 7 = Family member or friend 8 = OTHER LIST ALL THAT APPLY.	If NO, what prevented you from getting the service you needed? 1 = Didn't know about services 2 = Money Issues 3 = Transportation 4 = Child care 5 = Language/Cultural Barriers 6 = Times/Schedule Problems 8 = Didn't think it necessary 9 = Didn't think it would help 10 = OTHER (write description)
	YES	NO		
84. Adult Reading and Writing	Y	N		
85. Adult School	Y	N		
86. Communication with Teachers and School Staff	Y	N		
87. Computer Skills	Y	N		
88. English Classes	Y	N		
89. GED Preparation	Y	N		
90. Help with your Child's Discipline/Behavior	Y	N		
91. Helping your Child Resist Gangs	Y	N		
92. Helping your Child Resist Substance Abuse	Y	N		
93. How to Assist your Child with Homework	Y	N		
94. How to Talk to your Child about Growth, Development/Sexual Education	Y	N		
95. Information about Available Services	Y	N		
96. Job/Vocational Training	Y	N		
97. Nutrition Information	Y	N		
98. Parent Involvement at School/ PTA/Advisory Councils (BAC)	Y	N		
99. Recreation	Y	N		
100. Spanish Classes	Y	N		
101. OTHER:	Y	N		

Please select the three (3) most important parent/adult education needs you or your family have from the list above.

- A. _____
- B. _____
- C. _____



PART V:

SOCIAL SERVICE NEEDS

Please circle all of the social service needs that you or your family experienced over the past year.	Did you get help with this need?		If YES, where did you go for help?	If NO, what prevented you from getting the service you needed?
	YES	NO	1 = Public Agency 2 = Private Professional 3 = Non-Profit/Community Agency 4 = Friend 5 = Family/Relative 6 = School Staff Member 7 = Representative of my religious affiliation 8 = Place of Employment 9 = Another School 10 = OTHER (write in description) LIST ALL THAT APPLY.	1 = Didn't know about services 2 = Not eligible for Public Assistance 3 = Didn't know how to apply for Public Assistance 4 = Money Issues 5 = Transportation 6 = Child care 7 = Language/Cultural barriers 8 = agency has a waiting list of clients 9 = Time/Schedule problems 10 = OTHER (write in description)
102. Alcohol Abuse	Y	N		
103. Child Abuse/Incest Counseling	Y	N		
104. Child Care	Y	N		
105. Community Safety	Y	N		
106. Drug Abuse	Y	N		
107. Eligibility Worker	Y	N		
108. Family Planning	Y	N		
109. Family Violence Counseling	Y	N		
110. Foster Care	Y	N		
111. GAIN Program	Y	N		
112. Help with Utility Service Concerns	Y	N		
113. Housing Shelter Assistance	Y	N		
114. Immigration Concerns	Y	N		
115. Information about Available Services	Y	N		
116. Landlord/Tenant Concerns	Y	N		
117. Legal Services	Y	N		
118. Medical Insurance	Y	N		
119. Parenting Skills	Y	N		
120. Racial/Ethnic Discrimination	Y	N		
121. Support Groups for Children	Y	N		
122. AFDC/Food Stamps/TANF	Y	N		
123. Transportation	Y	N		
124. OTHER:	Y	N		

Please select the three (3) most important social service needs you or your family have from the list above.

- A. _____
- B. _____
- C. _____

PART VI:

FAMILY INFORMATION

Directions: The following information is completely **CONFIDENTIAL**.

125. What is the total number of FAMILY members living in your household? ____
126. What is the total number of NON FAMILY individuals living in your household? ____
127. What is the number of FAMILY members living in your household in each age group?
Birth-4 years: ____ 5-11 years: ____ 12-15 years: ____ 16-21 years: ____ 22-55: ____ 56 & up: ____
128. What is the number of NON FAMILY members living in your household in each age group?
Birth-4 years: ____ 5-11 years: ____ 12-15 years: ____ 16-21 years: ____ 22-55: ____ 56 & up: ____
129. What is your relationship to the student(s) enrolled at Rio Real Elementary School?
Mother: ____ Father: ____ Grandparent: ____ Foster Care Parent: ____ Group Home Parent: ____ Other: ____ (describe)
130. Who is the primary caregiver for the child(ren) enrolled at Rio Real Elementary School?
Mother: ____ Father: ____ Grandparent: ____ Foster Care Parent: ____ Group Home Parent: ____ Other: ____ (describe)
131. What is your primary language? Spanish: ____ English: ____ Other: ____
132. What do you describe yourself as?
African-American: ____ Asian: ____ Hispanic: ____ Native American: ____ White: ____ Other: ____ (describe)
133. Circle the highest grade you completed in school? 1 2 3 4 5 6 7 8 9 10 11 12 GED AA College
134. How old was the birth mother of the Rio Real Elementary School student(s) living in the household when she had her first child?

135. Did the birth mother of the Rio Real Elementary School student(s) living in your household receive regular medical check-ups during each of these pregnancies? Yes No I do not know.
136. How early in the pregnancies of the birth mother of the Rio Real Elementary School student(s) living in the household did this prenatal care start? 1st trimester 2nd trimester 3rd trimester I do not know.
137. Number of children in the family who were less than 5.5 lbs. (2500 grams) at birth: ____
138. Number of children in the family who were less than 3.4 lbs. (1500 grams) at birth: ____
139. Does the Rio Real Elementary School student(s) living in the household have a family member who has been incarcerated?
Yes No If yes, check: Mother: ____ Father: ____ Grandparent: ____ Brother: ____ Sister: ____ Other: ____ (describe)
140. Does the Rio Real Elementary School student(s) living in the household have a family member who has been placed in a mental institution? Yes No If yes, check: Mother: ____ Father: ____ Grandparent: ____ Brother: ____ Sister: ____ Other: ____ (describe)
141. Does the Rio Real Elementary School student(s) living in the household have a family member who has received counseling and/or psychological/psychiatric services? Yes No
If yes, check: Mother: ____ Father: ____ Grandparent: ____ Brother: ____ Sister: ____ Other: ____ (describe)
142. Does the Rio Real Elementary School student(s) living in the household have a family member who has been a victim of a violent crime? Yes No If yes, please explain the type of crime: _____
If yes, check: Mother: ____ Father: ____ Grandparent: ____ Brother: ____ Sister: ____ Other: ____ (describe)
143. How do you usually travel around the city?
Bus ____ walk ____ my car ____ driven by someone ____ other ____ (list: _____)
144. Do you work outside of the home? Yes No If yes, list the type of work you do _____
145. Does your spouse work outside of the home? Yes No If yes, list the type of work he or she does _____
146. How long have you lived in your current home? Less than one month ____ Less than three months ____ Less than six months ____
Less than one year ____ Less than two years ____ Less than five years ____ More than five years ____
147. Is there anything else that you feel we should know about your family, Rio Real Elementary School, and/or this community?

THANK YOU FOR TAKING THE TIME TO HELP THE STUDENTS AND FAMILIES AT RIO REAL ELEMENTARY SCHOOL AND THE MEMBERS OF THE SURROUNDING COMMUNITY



EVALUACION DE NECESIDADES FAMILIARES PARA LA BECA HEALTHY START DE LA ESCUELA RIO REAL

La Escuela Rio Real necesita su apoyo para poder continuar con los esfuerzos de planeación. Deseamos poder proveerles los servicios que son de más importancia para usted y su familia. Parte de nuestro proceso de planeación incluye el solicitar una beca llamada Healthy Start, la cual si es otorgada, será un importante fondo económico para nosotros. **TODAS SUS RESPUESTAS SERAN CONFIDENCIALES.** Gracias por su ayuda.

PARTE I: A continuación encontrará unos tópicos que son de importancia para la comunidad. Por favor seleccione los tres temas que sean de mayor importancia para usted y su familia. De esos tres temas que usted escoja, indique con el número 1 el más importante, con el 2 el que le sigue en importancia, y con el 3 el de menor importancia. **RECUERDE, POR FAVOR SOLO ELIJA TRES TOPICOS.**

- ___ 1. Acceso a Servicios Sociales
- ___ 2. Lectura y Escritura para Adultos
- ___ 3. Escuela para Adultos
- ___ 4. Cuidado de Niños después de Clases
- ___ 5. Abuso Infantil
- ___ 6. Guardería Infantil
- ___ 7. Disciplina/Control Infantil
- ___ 8. Protección para la Comunidad/Escuela
- ___ 9. Cuidado Dental
- ___ 10. Violencia Domestica/Abuso por Parte de el(la) Esposo(a)
- ___ 11. Abuso de Drogas y Alcohol
- ___ 12. Clases del idioma Inglés
- ___ 13. Guía Familiar/Consejería
- ___ 14. Pandillas (Gangs) y Violencia
- ___ 15. Consejería para Violencia y Sufrimiento
- ___ 16. Salud/Bienestar Médico
- ___ 17. Vivienda/Servicios Públicos
- ___ 18. Empleo/Entrenamiento Vocacional
- ___ 19. Problemas Monetarios
- ___ 20. Relaciones Raciales
- ___ 21. Niños con Necesidades Especiales (ejemplo: Problemas de Aprendizaje, Impedimento Físico, Retraso Mental, Falta de Concentración)
- ___ 22. Desempeño Académico
- ___ 23. Embarazo Juvenil
- ___ 24. Transportación
- ___ 25. Cuidado de la Vista
- ___ 26. Otro: _____

Page 24

PARTE II:

NECESIDADES MEDICAS

Por favor circule todas las necesidades médicas que usted y su familia han experimentado durante este último año.	SI	NO	Si, Si obtuvo ayuda, dónde obtuvo esta ayuda? 1 = Sala de Emergencias 2 = Doctor de Cabecera/HMO/PPO 3 = Se Auto-Recetó 4 = Curandero(a) (medicina casera) 5 = Clínica (identifique la agencia) 6 = Miembro de la Familia o Amigo 7 = OTRO (Escriba una descripción) LISTE TODO LO QUE APLIQUE A SU CASO	Si NO obtuvo ayuda, qué le impidió recibir esta ayuda? 1 = No Sabía Acerca de los Servicios 2 = Falta de Medi-Cal 3 = Problemas de Dinero 4 = Transportación 5 = Cuidado Infantil 6 = Idioma/Barrera Cultural 7 = Hora/Problemas de Horario 8 = No lo Creyó Necesario 9 = OTRO (Escriba una descripción)
27. Alergias	Si	No		
28. Artritis	Si	No		
29. Asma	Si	No		
30. Falta de Concentración	Si	No		
31. Control Natal	Si	No		
32. Bronquitis/Neumonía	Si	No		
33. Cáncer: tipo _____	Si	No		
34. Resfriados/Gripe	Si	No		
35. Diarrea	Si	No		
36. Deprecion	Si	No		
37. Diabetes	Si	No		
38. Infeccion del oído	Si	No		
39. Cuidado Dental de Emergencia	Si	No		
40. Cuidado Médico de Emergencia	Si	No		
41. Planeando para tener una familia	Si	No		
42. Dolores de Cabeza	Si	No		
43. Piojos	Si	No		
44. Deficiencia Auditiva	Si	No		
45. Problemas Cardiacos	Si	No		
46. Epatitis	Si	No		
47. Alta Precion	Si	No		
48. SIDA/Enfermedades Transmítidas Sexual- mente (Clamidia, Sifilis)	Si	No		
49. Hiperactividad	Si	No		
50. Inmunizaciones/Vacunas	Si	No		
51. Problemas de Rinon	Si	No		
52. Migraña	Si	No		
53. Esclerosis Multiple	Si	No		
54. Embarazo/Cuidado Prenatal	Si	No		
55. Cuidado Dental Preventivo/Regular	Si	No		
56. Sickle Cell Anemia	Si	No		
57. Dolores Estomacales	Si	No		
58. Problema de Tiroide	Si	No		
59. Tuberculosis	Si	No		
60. Ulceras	Si	No		
61. Cuidado de la Vista	Si	No		
62. OTRO:	Si	No		

De la lista de arriba, por favor seleccione las 3 necesidades médicas más importantes que tienen usted o su familia.

- D. _____
 E. _____
 F. _____

Page 25



PARTE III: NECESIDADES DE EDUCACION PARA LOS ESTUDIANTES

Por favor circule todas las necesidades educativas que usted o su familia han experimentado durante este último año.	¿Obtuvo ayuda para esta necesidad? SI NO	Si SI, obtuvo ayuda dónde obtuvo esta ayuda? 1 = Escuela Rio Real 2 = Lugar de Empleo 3 = Agencia (incluya el nombre) 4 = Otra Escuela (incluya el nombre) 5 = Institución Religiosa 6 = Escuela de Adultos 7 = Miembro de la Familia o Amigo 8 = OTRO LISTE TODO LO QUE APLIQUE A SU CASO	Si NO obtuvo ayuda, ¿qué le impidió recibir esta ayuda? 1 = No Sabía Acerca de los Servicios 2 = Problemas de Dinero 3 = Transportación 4 = Guardería Infantil 5 = Idioma /Barreras Culturales 6 = Hora/Problemas de Horario 8 = No lo Creyó Necesario 9 = No Pensó que Esto lo Ayudaría 10 = OTRO (Escriba una descripción)
63. Programa para Estudiantes para Después de Clases	Si No		
64. Como Evitar el Abandono de los Estudios	Si No		
65. Programa Estudiantil para Antes de Clases	Si No		
66. Conocimientos de Computación	Si No		
67. Programas Culturales	Si No		
68. Clases de Inglés	Si No		
69. Empleo/Entrenamiento Vocacional	Si No		
70. Programa de Incapacidad de Aprendizaje	Si No		
71. Conocimientos de Matemáticas	Si No		
72. Programa Pre-escolar	Si No		
73. Tensión Racial	Si No		
74. Conocimientos de Lectura y Escritura	Si No		
75. Actividades Recreativas	Si No		
76. Seguridad Escolar	Si No		
77. Útiles Escolares	Si No		
78. Programa de Educación Especial	Si No		
79. Programas para Estudiantes/Programas para Guías de Estudiantes	Si No		
80. Resultados de Aprovechamiento Estudiantil	Si No		
81. Comunicación Estudiante/Maestro	Si No		
82. Servicios de Asistencia para Tareas y para Clases	Si No		
83. OTRO:	Si No		

De la lista de arriba, por favor seleccione las 3 necesidades más importantes que tienen usted o su familia.

- D. _____
E. _____
F. _____

Page 26

PARTE IV: NECESIDADES DE EDUCACION DE LOS PADRES DE FAMILIA

Circule los servicios que usted o su familia necesitaron	Obtuvo ayuda para esta necesidad? SI NO	Si SI obtuvo ayuda, dónde obtuvo esta ayuda? 1 = Escuela Rio Real 2 = Lugar de Empleo 3 = Agencia (incluya el nombre) 4 = Otra Escuela (incluya el nombre) 5 = Institución Religiosa 6 = Escuela de Adultos 7 = Miembro de la Familia o Amigo 8 = OTRO LISTE TODO LO QUE APLIQUE A SU CASO	Si NO obtuvo ayuda, ¿qué le impidió recibir el servicio que necesitaba? 1 = No Sabía Acerca de los Servicios 2 = Problemas de Dinero 3 = Transportación 4 = Guardería Infantil 5 = Idioma/Barreras Culturales 6 = Hora/Problemas de Horario 8 = No lo Creyó Necesario 9 = No Pensó que Esto lo Ayudaría 10 = OTRO (Escriba una descripción)
84. Lectura y Escritura para Adultos	Si No		
85. Escuela para Adultos	Si No		
86. Comunicación con maestros y personal de la escuela	Si No		
87. Conocimientos de computación	Si No		
88. Clases de Inglés	Si No		
89. Preparación para el examen del GED	Si No		
90. Ayuda para la disciplina/comportamiento de su niño	Si No		
91. Ayudar a su niño a resistir las pandillas	Si No		
92. Ayudar a su niño a resistir el consumo de drogas	Si No		
93. Como ayudar a su hijo con la tarea	Si No		
94. Como hablar con mi hijo/hija sobre las cambias del cuerpo durante adolescencia y educales sobre el sexo	Si No		
95. Información sobre Servicios Disponibles	Si No		
96. Entrenamiento Vocacional o de trabajo	Si No		
97. Información sobre Nutrición	Si No		
98. Los padres participan en Rio Real/PTA/ Conilio de Consejeros (BAC)	Si No		
99. Recreación	Si No		
100. Clases de Español	Si No		
101. OTRO:	Si No		

De la lista de arriba, por favor seleccione las 3 necesidades más importantes que tienen usted y su familia.

- A. _____
B. _____
C. _____

Page 27



PARTE V:

NECESIDADES DE SERVICIOS SOCIALES

Circule todos los servicios sociales que usted o su familia hayan necesitado durante este último año.	¿Obtuvo ayuda para esta necesidad? SI NO	Si, SI obtuvo ayuda, dónde obtuvo esta ayuda?	Si NO obtuvo ayuda, ¿qué le impidió obtener el servicio que necesitaba?
		1 = Agencia Pública 2 = Profesional Privado 3 = Agencia Comunitaria/ sin Fines de Lucro 4 = Amigo 5 = Familia/Pariente 6 = Miembro del Personal de la Escuela 7 = Representante de mi Afiliación Religiosa 8 = Trabajo 9 = Otra Escuela 10 = OTRO (Escriba una descripción) LISTE TODO LO QUE APLIQUE A SU CASO	1 = No Sabía Acerca de los Servicios 2 = No era Elegible para Asistencia Pública 3 = No sabía como Aplicar para Asistencia Pública 4 = Problemas de Dinero 5 = Transportación 6 = Guardería Infantil 7 = Idioma/Barreras Culturales 8 = La Agencia Tiene una Lista de Espera para Clientes 9 = Hora/Problemas de Horario 10 = OTRO (Escriba una descripción)
102. Abuso de Alcohol	Si No		
103. Consejería para Abuso Infantil/ Incesto	Si No		
104. Guardería Infantil	Si No		
105. Protección para la Comunidad	Si No		
106. Abuso de Drogas	Si No		
107. Trabajadora Social	Si No		
108. Planeando para tener una familia	Si No		
109. Consejería sobre Violencia Doméstica	Si No		
110. Cuidado de padres de crianza temporal	Si No		
111. Programa GAIN	Si No		
112. Asistencia con Asuntos de Servicios Públicos	Si No		
113. Asistencia con lugares de alojamiento	Si No		
114. Asuntos de Inmigración	Si No		
115. Información acerca de Servicios Disponibles	Si No		
116. Asuntos de Arrenda- tario/ Inquilino	Si No		
117. Servicios Legales	Si No		
118. Seguro Médico	Si No		
119. Destrezas para Padres	Si No		
120. Discriminación Racial	Si No		
121. Grupos de Apoyo para Niños	Si No		
122. AFDC/ Estampillas de Comida/ TANF	Si No		
123. Transportación	Si No		
124. OTRO:	Si No		

De la lista de arriba, por favor seleccione las 3 necesidades más importantes que tienen usted y su familia.

- A. _____
B. _____
C. _____

Parte VI:

INFORMACION FAMILIAR

Instrucciones: Ahora vamos a cubrir alguna información delicada y nos gustaría recordarle que toda la información será CONFIDENCIAL. Apreciamos su ayuda.

125. ¿Cuál es el número total de miembros de su familia viviendo en su casa? _____
126. ¿Cuál es el número total de personas viviendo en su casa que NO son sus familiares? _____
127. ¿Cuál es el número de miembros de su familia en cada grupo de edades?
Recien nacido-4 años: _____ 5-11 años: _____ 12-15 años: _____ 16-21 años: _____ 22-55 años: _____
56 o más: _____
128. ¿Cuál es el número de personas que NO son sus familiares en cada grupo de edades?
Recien nacido-4 años: _____ 5-11 años: _____ 12-15 años: _____ 16-21 años: _____ 22-55 años: _____
56 o más: _____
129. ¿Cuál es su parentesco con el (los) estudiante(s) matriculados en la Escuela Primaria Rio Real?
Madre: _____ Padre: _____ Abuelo: _____ Padre de Crianza: _____ Padre de Grupo Familiar: _____
Otro: _____ (Describa)
130. ¿Quién es la persona que provee el cuidado primario a el/los niño(s) que está(n) matriculado(s) en la Escuela Primaria Rio Real?
Madre: _____ Padre: _____ Abuelo: _____ Padre de Crianza: _____ Padre de Grupo Familiar: _____
Otro: _____ (Describa)
131. ¿Cuál es su lenguaje primario? Español: _____ Inglés: _____ Otro: _____
132. ¿Cómo se describe a sí mismo?
Africano-Americano: _____ Asiático: _____ Hispano: _____ Nativo Americano: _____ Blanco: _____
Otro: _____ (Describa)
133. Circule el grado escolar más alto que haya terminado: 1 2 3 4 5 6 7 8 9 10 11 12 GED AA Universidad
134. ¿Qué edad tenía la mamá del(os) estudiante(s) que viven en su casa que asisten a la escuela Rio Real cuando tuvo su primer niño? _____
135. ¿Recibió exámenes médicos regulares durante cada uno de sus embarazos la mamá de los estudiantes que viven en su casa que asisten a la escuela Rio Real? Si No No se
136. ¿Qué tan pronto empezó el cuidado prenatal durante los embarazos de la mamá del(os) estudiante(s) que viven en su casa que asisten a Rio Real? 1er trimestre 2do trimestre 3er trimestre No se
137. ¿Cuántos niños en la familia pesaron menos de 5.5 lbs (2500 gramos) al momento de nacer? _____
138. ¿Cuántos niños en la familia pesaron menos de 3.4 lbs (1500 gramos) al momento de nacer? _____
139. El (los) estudiante(s) de Rio Real que vive(n) en su casa tiene(n) un familiar que haya estado encarcelado?
Si No Si, si ha tenido un familiar encarcelado, indique quien: Madre: _____ Padre: _____ Abuelo: _____
Hermano: _____ Hermana: _____ Otro: _____ (describa)
140. El (los) estudiante(s) de Rio Real que vive(n) en su casa tiene(n) algún familiar que haya estado en una institución mental? Si No
Si, si ha tenido un familiar en una institución mental, indique quien: Madre: _____ Padre: _____ Abuelo: _____
Hermano: _____ Hermana: _____ Otro: _____ (describa)
141. El (los) estudiante(s) de Rio Real que vive(n) en su casa tiene(n) un familiar que haya recibido asistencia y/o servicios psicológicos/psiquiátricos? Si No
Si, si ha tenido un familiar que haya recibido estos servicios, indique quien: Madre: _____ Padre: _____
Abuelo: _____ Hermano: _____ Hermana: _____ Otro: _____ (describa)
142. El (los) estudiante(s) que vive(n) en su casa que asiste a Rio Real tiene(n) un familiar que haya sido víctima de un crimen violento? Si No Si sí, explique el tipo de crimen:
Si, si ha tenido un familiar que haya sido víctima de un crimen, indique quien: Madre: _____ Padre: _____
Abuelo: _____ Hermano: _____ Hermana: _____ Otro: _____ (describa)

143. ¿Que clase de transportación usa para andar durante la ciudad? Autobús _____ caminando _____
 automovil _____ alguna otra persona _____ otro: _____ (describa)
144. ¿Trabaja fura de casa? Si No Si, si indique que tipo de trabajo usted hace _____
145. ¿Su esposa (a) trabaja fura de casa? Si No
 Si, si indique que tipo de trabajo el/ella hace _____
146. ¿Por quanto tiempo ha vivido en su casa? Menos de un mes _____ Menos do tres meses _____ Menos de seis
 meses _____
 Menos de un año _____ Menos de dos años _____ Menos de cinco años _____ Mas de cinco años _____
147. ¿Hay algo más que usted crea deberiamos de saber acerca de su familia, la Escuela Rio Real, y/o esta comunidad?

COMENTARIOS:

GRACIAS POR TOMARSE TIEMPO PARA AYUDAR A LOS ESTUDIANTES DE RIO REAL!

