Beginning Steps

COMMUNITY SCHOOL PARTNERSHIPS TOOLKIT

Bring together a planning team

You want to design a solid strategy to improve the achievement and wellbeing of children and families through school-linked supports and services. This will take the time, commitment, resources, and best thinking of many people. Without a coordinated planning process to guide their efforts, even the best-intentioned groups will not produce results.

To bring together a planning team you need to:

- Bring together a representative working group of community members.
- Assess family, community, and school needs, resources, strengths and weaknesses. Base plans on the realities of the community.
- Create consensus and a shared vision.
- Set priorities and develop an action plan.
- Secure commitments of staff and resources from participating agencies.
- Work through technical, organizational, and other obstacles that make it hard to get the most use out of services and resources you already have.
- Find ways for agencies and groups that participate on the team to share power and govern the group together.

Manage the collaborative planning process

You have assembled your planning team and created a shared vision. Now you must begin to actually accomplish the tasks that will allow you to reach your goals. You will need to manage both practical tasks and the process of working together.

Work Together and Build Trust

Deliberately encourage team members to get to know each other. This defuses potential sources of mistrust. It also helps to create the strong and flexible relationships your group will need in order to do the difficult work of creating change together. *The following steps will help you get to know each other.*

1. Inform Each Other About Your Home Agencies and Professions.
2. Develop a Common Language. Make an agreement that no one will use program acronyms without explaining them.
3. Learn About the Cultural and Organizational Histories of Participating Groups.

How to Get the Work Done

Organize the Workload. Your group can handle your staff and coordination needs in a number of ways. Consider the following options:

- Divide responsibilities among a few planning group members. This generally works well if those who have agreed to take on the responsibility truly have the resources and the skills to get the work done in a timely fashion.

- Designate a single person or organization to handle most of the administrative tasks. This option involves a large commitment of resources on the part of a single organization. This option has a big risk. The person or organization who takes on most of these tasks may end up in charge of the entire effort. Other stakeholders won't have input.

- Pool available funds or use outside discretionary funds to hire a coordinator. This has obvious advantages, but you must take some precautions. First, it usually takes time for a new coordinator to get oriented to the dynamics and the vision of the group. Second, planners who hire a coordinator sometimes assume that it means they can back away from the process. This occurs just when the group needs their involvement the most.

Visioning Activity

Purpose

To begin to develop a shared vision for your group by providing an opportunity for participants to reflect, share, and discuss their own values and beliefs as they relate to children, families, and communities.

Materials: Paper for writing, pencils/ pens, flipchart, markers, tape, glue sticks, magazine pictures/magazines, scissors

Time: 60 Minutes

Instructions

1. Welcome and Introductions.

2. Reflection & Quick Write. Ask people to finish the following "What I what my school-community to be for all kids and families is…" Allow people a few minutes to reflect on their own values and beliefs. Next, explain that what we are going to do next is a "Quick Write". Explain that a QuickWrite is brainstorming by yourself on paper. Tell people that you are going to challenge them to dream! Encourage them to write from the heart. Clarify that the QuickWrite can be written in sentences, phrases, bullets, etc. whatever will keep the "pen to paper".

3. Pair Share. After people have had time to finish their QuickWrite, ask each person to turn to the person seated to their right and discuss the things that they wrote. (Note to Facilitator: it is okay for people to share in a manner that they are most comfortable with. Some may want to read directly from their paper, others may want to summarize, etc.).

Now, ask that pairs stand-up and link up with another pair that is not seated next to them. Explain that they will now repeat the process in groups of 4 people. (Note to Facilitator: for groups over 30 people, pair share again).

4. Group Share. Explain that the final groups of 4-6 people will compose one large picture using what they each shared from the QuickWrite. Explain that as a group, they are to create one large picture using markers and magazine pictures, which captures the group's vision of what their school-community would look like for all kids and families. (Note to Facilitator: Allow plenty of time for groups to get creative and to capture the overall vision that incorporates each group member's thoughts).

5. Picture Display Share Out. Ask that each group share out and describe their picture to the larger group. Allocate no more than 2 minutes per group (adjust time for larger groups).

6. Closing and Debrief.

Questionnaire for Assessing Participation

What I Enjoyed About Today Was...	**What Should Have Been Discussed Today Was...**
Concerns or Questions That I Have Are...	**I Am Leaving Today Needing...**

Understanding Personal Preferences

Purpose

To allow your group members to get to know each other and each other's individual work styles.

Materials: Understanding Personal Preferences handout, pencils/pens, flip chart, markers, tape.

Time: 60 Minutes

Instructions

1. Welcome and Introductions.

2. Understanding Personal Preferences Handout. Explain to the group that a crucial piece of collaboration is understanding personal preferences regarding individual work styles. Pass around the "Understanding Personal Preferences" handout and explain that each person is to complete each of the sentences honestly and silently. Allow enough time for participants to complete each sentence before moving on to the next step.

3. Group Breakout. After every person has completed, explain that there are flip charts posted around the room that are each titled with one of the questions from the handout. Each person will have an opportunity to share their responses on each of the flip charts, but so that not everyone begins at the same flip chart, you will count each person off 1-7 and assign each smaller group to begin at one of the seven flip charts. (Note to Facilitator: Groups should been assigned two flip charts at once if the full group is low in numbers.)

4. Small Group Share. Once everyone is at their beginning flip chart, direct the groups to share their responses by writing them directly on the flip chart. Allow enough time for each person to capture his or her responses on the flip chart before calling time to move to the next flip chart (Facilitator Note: It should be determined in advance which direction the groups will move, either to the right or left). Continue until all groups have had an opportunity to capture their responses at each flip chart.

5. Large Group Share Back. Begin by asking the groups to take a minute to read all the responses on the flip chart that they are currently standing in front of. Next, ask each group to mark, highlight or circle responses that they all agree are similar. After enough time has been given, explain that you would like for each group to share out: What are the similarities? What are the differences?

6. Debrief. Now that all the groups have had an opportunity to share out, ask the group: What would be the reason for doing this activity? In what ways to you think this information can be useful to our collaboration efforts? How should we, as a group use this information?

Understanding Personal Preferences

Please complete each of the following sentences either in words, symbols or pictures.

I work best when:

_____

_____

I am most productive when:

_____

_____

I get the most out of feedback when:

_____

_____

My greatest hope for this group is:

_____

_____

My expectation(s) of the members of this group is:

_____

_____

The best way to show me appreciation is:

_____

_____

The worst way to hurt me is:

_____

_____

Sample Agendas — Community Collaborative Meetings

An effective agenda for a general collaborative meeting, or a committee meeting
should include enough information so that people have answers to the following questions:

- What meeting is this?
- What is the purpose of the meeting?
- When will the meeting begin and end?
- Who will facilitate and who will participate?
- What will the agenda items be?

In developing a statement of the meeting's purpose, be sure to state actions clearly. IF the purpose is to make a specific decision, say so.
If the purpose is to learn or discuss a topic without specific outcomes, make that clear. Usually, there's a combination of both.

Sample Agenda 1 shows one way to make it clear what will happen and why. If there will be more than one person managing the meeting, add a column for "WHO."

Sample Agenda 2 shows another way to show what will happen and why. The second agenda relies more on the group to participate in leading the meeting and might be more suited for groups that meet together regularly and are not likely to have new members each time. Staff meetings, for example might be well suited for Agenda 2 since it allows for a more fluid combination of standing agenda items and input from the group.

SAMPLE AGENDA 1

[Collaborative Name]
[Committee Name/Title]
[Date]
Agenda

Facilitator: [Insert Name(s)]
Meeting Purpose:
- To decide…[insert]
- To learn about…[insert]
- To discuss…[inset]

Activity		Purpose/Outcome
[Timeframe]	Introductions and review of group process/agreements	Meet each other and develop an understanding of the meeting purpose. Review/re-establish how the group agrees to interact
[Timeframe]	Review the assessment activities and update on broad results	Ensure that everyone has updated information and to provide updates about assessment activities that took place since the last meeting
[Timeframe]	Decide which populations are not currently participating in collaborative activities and assign responsibilities for outreach	Establish an equitable community outreach plan and determine who will make contacts and provide feedback at the next meeting
[Timeframe]	Schedule next meeting dates and establish who should attend	
[Timeframe]	Closing and Next Steps	Review accomplishments and meeting process to assist in making the meeting more productive

SAMPLE AGENDA 2

[Collaborative Name]
[Committee Name/Title]
[Date]
Agenda

Facilitator: [Insert Name(s)]

Meeting Purpose:

- To develop recommendations for…[insert]
- To learn about…[insert]
- To make an action plan for…[insert]

[Timeframe]

[Timeframe]

[Timeframe]

[Timeframe]

[Timeframe]

[Timeframe]

[Timeframe]
Introductions and Announcements

Additions to the Agenda

Action Item Updates from Last Meeting

Discussion about increased case management workloads

Create recommendations to the steering committee

Group Identified Items:

Closing and Next Steps
Group and Facilitator

Group

Sally, Juan, others?

Group

Group and Facilitator

Facilitator and Group

Facilitator

Understand Group Development

All groups go through predictable stages as they learn to work together. Bruce Tuckman (1965) called these stages "forming, storming, norming, and performing". Groups move through these stages at their own pace. They recycle through them when necessary. Pay deliberate attention to your group's development. You will have deeper relationships and greater accomplishments. As you complete tasks or add or lose members, the group will naturally cycle back through these stages.

Stage 1. Forming

As group members look for similar goals and needs, they act in a polite and friendly way. The group wants to decide who to include, and why. Members try to decide if they belong in the group and if the group can meet their needs. When different styles and needs of members emerge, anxiety begins to build. Discuss and appreciate members' similarities and differences to ease transition through this stage. Members learn to trust each other during "forming"

Stage 2. Storming

You cannot avoid this stage. You will find it very difficult. The group struggles to balance power and learn how to make decisions. Individuals struggle to balance their own need for independence with their need for direction from the group. Make conscious choices about how the group will make decisions. Make sure all members feel heard and make contributions. This will ease the tension of this stage.

Notice to whom people listen and whose ideas carry the most weight in the group. Gender, age, ethnicity, job title, and personal style often influence who has power. Talk about what you observe in order to decide about power distribution in the group. You must manage this stage well for your group to work as a team. If the group tries to escape the unpleasantness of this stage, it will continue to cycle back through the first two stages until it resolves the issues.

Stage 3. Norming

Norms mean the principles by which a group operates. Groups make decisions, divide the workload, and share power based on routines or habits called "norms". All members know and accept the norms. Work out power issues openly. Realistic and honest norms will usually develop. Unhealthy norms will develop if you distribute power unequally. If a few individuals make decisions behind closed doors, you have set unhealthy norms. You also have unhealthy norms if members don't support each other in public.

Stage 4. Performing

You have built trust and set clear expectations. Members appreciate the group with all its strengths and faults. Those people with unique talents accomplish tasks. Members have opportunities to learn new skills. Conflict will still occur. If the group has "agreed to disagree" it can find and deal with what causes the conflict. Now the group can move forward.

If You Decide to Hire a Coordinator

A list of skills desirable for a planning coordinator typically includes at least some of the following:

Strong Interpersonal Skills	Knowledge of Community Resources
• Ability to work with people from diverse disciplines and racial/ethnic backgrounds • Ability to engage people • Ability to motivate people • _____ • _____	• Knowledge of immediate resources • Public Agencies, non-profit organizations • Faith-based organizations, neighborhood groups, etc. • _____ • _____
Knowledge of Educational Systems	**Commitment to Youth and Community Development**
• Understanding of educational issues • Public School operations • Private School operations • _____ • _____	• Desire to improve lives of ALL young people • Desire to improve the lives of ALL families • Desire to strengthen abilities of communities • _____ • _____
Administrative Experience	**Communication**
• Tolerance for ambiguous situations • Ability to plan activities • Ability to work independently without supervision • _____ • _____	• Strong written communication skills • Strong oral communications skills • Ability to synthesize new information & accurately • _____ • _____

SAMPLE JOB DESCRIPTIONS SITE COORDINATOR

Berkeley Unified School District
Lincoln Child Center

JOB ANNOUNCEMENT

Position Title: Healthy Start Coordinator (at Jefferson School in Berkeley)

In 1991, the State of California created a program called Healthy Start Support Services for Children. It is a state-funded initiative committed to improving educational performance for all students, as well as, improving the lives of children and their families. It encourages parents, schools, community agencies and businesses to find new innovate ways of working together to better meet the needs of families and students. The Coordinator will play a leading role in refining and implementing the SB 620 Healthy Start grant; including managing programmatic operations and external relations; coordinating the Healthy Start Collaborative consisting of parents, students, school personnel and community-based organizations; and developing strategies for sustaining the program at the end of the a three year grant cycle.

Responsibilities:

- Manage the overall Healthy Start Program and supervise staff including the After-School Coordinator, and Family Advocates, Counselor/Case Manager;
- Work with Counselor/Case Manager to insure implementation of a case management and counseling system;
- Interface with all systems and stakeholders in the Jefferson community
- Establish partnerships between families, staff, and community organizations to create culturally-appropriate and responsive programmatic solutions
- Ensure the establishment of a Family Resource Center with active parental involvement
- Assist in the development of the After-School program
- Work with school staff to integrate programs into the daily life and culture of the school
- Act as liaison with the independent evaluator to measure program effectiveness
- Recruit and convene members of the Healthy Start Collaborative and Steering Committee
- Mobilize the Collaborative to establish operating protocols and develop a timeline for implementation of the grant over a 3-5 year period
- Represent the Jefferson Healthy Start Collaborative at all levels of policy-making and programs development (i.e. district, city, regional and state); and Integrate internal and external resources to meet the identified needs of Jefferson students and families

Qualifications:

- Masters degree in human services (i.e. social work, counseling, education) or equivalent combination of training and experience
- At least 2 years experience working in or around school systems
- Excellent communication skills, both written and verbal
- Knowledge of local, community resources
- Good networking skills and the ability to negotiate agreements with a variety of community partners
- Knowledge and understanding of collaboration and school-linked services
- Ability to work effectively with diverse communities and constituencies
- Excellent organizational, analytical, and problem-solving skills
- Experience with developing and monitoring substantial budgets
- Sincere interest in working with elementary school students and families
- Prior experience with or knowledge of Healthy Start programs

Requirements:

- Must be computer literate
- Must be able to work on some evenings and weekends
- Must have the usage of reliable vehicles with adequate insurance coverage
- Must be willing to make a 3-year commitment to nurturing and developing Jefferson's Healthy Start Program

Reports To Jefferson Healthy Start Collaborative

SAMPLE JOB DESCRIPTIONS SITE COORDINATOR

Washington Elementary School
Healthy Start Coordinator

Duties:
- Develop systems to ensure communication between stakeholders (parents, teachers, CBO's) and their work in relation to the goals of the grant
- Serve as the center of information exchange and coordination
- Must be easily accessible to staff and service providers
- Maintain cooperative relationships among stakeholders. Manage external relationships, fostering and maintaining the coalition of service providers, local business community groups, and elected officials. Develop interagency agreements (such as MOU's) or contracts
- Develop self-sustaining source of support for the collaborative including grant and corporate gifts
- Case management of target group by coordinating data collection, record keeping and evaluation
- Assist in the daily facilitation of services
- Plans and facilitates monthly meetings of collaborative
- Facilitate Steering Committee meetings
- Budget reporting (monthly)
- Creation of quarterly newsletter regarding Healthy Start grant

Qualifications:
- M.A. and two years of work related experience or B.A. and three years of work related experience
- Experience in curriculum, knowledge of k-5 grade level expectations and standards desirable
- Word processing and computer skills necessary
- Public relations and Marketing skills desirable
- Sensitivity to cultural diversity and knowledge of community
- Familiarity and experience in working with full range of child and family services (including mental health, physical health, public safety, social service agencies)
- Strong interpersonal skills and demonstrated leadership ability
- Experience supervising adults and working with children (k-5)
- Demonstrated ability to support parent empowerment and mobilize communication services/support, facilitate interdisciplinary team, and administration operation
- Fund raising and development experience strongly desired

Duration of Contract:
Yearly contract with 4 weeks off per year

Salary:
$XX,XXX - $XX,XXX D.O.E Benefits Negotiable

Additional Requirements:
- Candidate will have to submit fingerprints for clearance
- Clearance of TB test
- Provide 3 references

SAMPLE JOB DESCRIPTIONS SOCIAL WORK SPECIALIST

Mt. Diablo Unified School District
Social Work Specialist: Foster Youth Services

Salary: $XX,XXX - $XX,XXX + $XXX for M.A. or Ph.D. (Maximum of $XX,XXX with longevity stipends and M.A/Ph.D.) Fully paid medical, dental and vision benefits
Work Year: 209 days
Duties: See job description below

MINIMUM QUALIFICATIONS:
Hold a Pupil Personnel Services credential with School Social Work Authorization Masters Degree in Social Work with two years post-Masters experience
Social Casework Specialist
Must be eligible to supervise Social Work Interns

PROCEDURE FOR APPLICANTS:
ALL applicants must submit:
• Letter of interest
• Application form (not necessary for internal applicants)
• Updated resume
• Two current (less than 1 year old) letters of recommendation
• Copy of appropriate credential

ANTIPATED PROCESSING SCHEDULE:
Announce opening May 10, 2009
Receive completed application package by June 7, 2009
Interviews beginning week of June 14, 2009
Candidates' recommendation to the Board June 22, 2009

Primary Function
Assesses services and educational needs of foster children located in MDUSD in coordination with Foster Youth Services (FYS) staff and interns. Assists foster homes and group homes with educational planning for students with complex educational needs. Provides direct services to individuals and groups of foster children as needed. Provides Direct services to Healthy Start families with severe social and emotional difficulties as needed. Develops and assists in the development of case plans (with clear goals and objectives) for Foster Youth Services students. Supervises and provides training for Social Work Interns as assigned. Oversees targeted case management activities of Foster Youth Services/Healthy Start staff. Directly Responsible To Administrator, School Linked Services. Supervision Social Work Interns. May supervise and evaluate assigned and classified staff.

Major Responsibilities
1. Identifies services and educational needs of foster children located in MDUSD in coordination with Foster Youth Services staff and interns

2. Consults with MDUSD staff and county social workers regarding "Surrogate Parent" needs of foster children with IEPs
3. Provides outreach and training to county social workers regarding the FYS program, educational needs of foster children, and the process of enrolling foster children in school.
4. Participates in Healthy Start planning collaborative and assists with developing grant proposals for continued program funding
5. Consults with Social Family Resource Workers regarding client issues
6. Coordinates with Health Services and after school programs to provide services to Healthy Start families
7. Recruits Social Work Interns from local MSW programs and provides field instructions for them in cooperation with the graduate programs
8. Maintains a computerized case management system for FYS and Healthy Start programs. Ensure timely documentation of services provided and production of quarterly reports
9. Supports resource workers, interns and FYS staff in developing service plans for their clients
10. Attends SST and IEP meetings for FYS staff in developing service plans for their clients
11. Serves as a resource person for administrators, staff and parents
12. Attends job-related meetings and activities and performs additional duties as assigned by Administrator, School Linked Services
13. Performs those duties and responsibilities, including supervisory and advisory duties, as may be prescribed by the superintendent

Qualifications, Knowledge and Skills:
1. Knowledge of effective strategies for identifying and addressing the needs of high-risk students
2. Ability to work effectively with high-risk students and their families
3. Knowledge of the community and available resources
4. Ability to work effectively with all segments of the educational community, local service agencies and the general public
5. Ability to cope with emergency situations
6. Ability to exercise good judgment and tact
7. Knowledge of school district operations and procedures
8. Creativity in solving complex problems in collaborative way
9. Ability to work independently and as part of a team
10. Ability to work in multidisciplinary setting
11. Skill in working with diverse groups and individuals in a manner that achieves district goals

Education, Training and Experience
1. Social Casework Specialist (experience in working as a case manager in Public Child Welfare Services)
2. Masters Degree in Social Work
3. Possession of Pupil Personnel Services credential with School Social Work Authorization
4. Two years post-Masters experience
5. Must be eligible to supervise Social Work Interns

SAMPLE JOB DESCRIPTION CASE MANAGER

Title: Case Manager

Salary: Classified Management Schedule - $X,XXX - $X,XXX per month (12 months/year)

Deadline: Application must be received in the Hamilton/Palisades/University Cluster Office
    no later than 4:00 PM, August 20, 2009

Definition:
Responsible for managing the activities of a Healthy Start Family Service Center, provide case management services for students and families, coordinate with collaborative Healthy Start agencies, and provide counseling support to sites. This position is under the supervision of the Healthy Start Coordinator.

Typical Duties and Responsibilities:
*   Plans, organizes, directs, and evaluates activities related to the Healthy Start Family Service Center
*   Assist in assessing the needs of students/families by using Healthy Start and state forms and procedures during the intake process
*   Participates in weekly case management meetings with collaborative by presenting needs of coordinates and follow-ups with parents/students and agencies to determine progress toward achieving outcomes of plans
*   Maintains confidential records related to Family Service Plans
*   Coordinates professional activities and maintains liaison with public and private agencies relating to the needs of the Family Service Center
*   Coordinates the need for modification of program, policies, and procedures
*   Assist with the preparation required State Department reports
*   Provides individual group, and family counseling
*   Assist school personnel and parents in developing site
*   Programs to meet the needs of students/families
*   Provides crisis counseling for students, as needed
*   Provides assistance to staff with child abuse cases
*   Other duties as assigned

Requirements:
*   Experience in counseling adolescents, children and families
*   Experience in working with multicultural diverse populations
*   Masters in Social Work/or Masters in Counseling

Essential school participants

Since your initiative will be physically located at or near a school and will serve those students and their families, the involvement of students, school site staff and the support of the schools district are essential. Following are some points to keep in mind as you build your planning team.

- **GET INPUT FROM STUDENTS!** Young people know their school and community best! They are the experts in community school efforts.

- **INVOLVE SCHOOL NURSES, PSYCHOLOGISTS, SOCIAL WORKERS, COUNSELORS, AND OTHER STUDENT PERSONNEL SERVICES STAFF IN PLANNING.** This staff is already working with young people and families at the school to help meet their non-educational needs. They often have considerable knowledge of resources beyond the school and may already have built links to some outside service providers.

- **INVOLVE TEACHERS.** Teachers can help the planning team to understand school culture and the life of students at the school; they can help to ensure that the initiative doesn't result in "just another pull-out program," but is integrated with the existing school structure in a way that is supportive of teachers' educational goals for their kids.

- **TAKE ADVANTAGE OF PRINCIPALS' VISIBILITY AND POWERS OF PERSUASION.** Principals can do a tremendous amount to create a climate of participation and possibility at the school, and to promote the community school efforts in the wider community.

- **INVOLVE THE SCHOOL DISTRICT ADMINISTRATION.** Schools that are eager to move ahead will at some point need active support from the district, both for support in relationship building and coordination with other agencies and in dealing with fiscal and administrative issues that may come up within the school system.

- **GET THE SUPPORT OF THE SCHOOL BOARD.** The board's support and help can also ensure that you are able to carry out necessary policy changes when needed.

- **LINK YOUR PLANNING WITH SCHOOL REFORM EFFORTS.** Like school reform, planning for comprehensive community school supports and services involve going back to the drawing-board and redesigning existing systems to support better outcomes for young people. If your school is actively involved in reform or restructuring, you have an opportunity to plan how the school and its collaborative partners can work together to create a single integrated system of educational and other supports that will generate success, rather than simply treating non-educational supports as an add-on from outside of the school environment.

- **INCLUDE SCHOOL SECRETARIES, CUSTODIANS, CLERKS, AIDES, ETC.** These people know the school environment extremely well and may have important insights to bring to the planning process, especially on what will be day-to-day work.

Sample List of People and Organizations

Although you might want to begin with a very broad-based group, you may find it easier to begin with a smaller, focused group that aligns with your group's initial sense of where the priorities lay. As you move into the community assessment phase and begin to refine your understanding of community conditions, you will undoubtedly modify your list.

Students
Parents and Guardians
Community Residents
Community-Based Organizations such as:
- Girls and Boys Clubs
- Big Brothers/Big Sisters
- Cultural Organizations
- Child Care Centers
- Faith-Based Organizations

School Staff such as:
- Teachers, School Nurses
- School Psychologists
- Guidance Counselors
- Principals
- Instructional Assistants
- School Secretaries
- Custodians

County Service Agencies such as:
- Department of Social Services (welfare, child welfare, etc.)
- Health Department
- Mental Health Department
- Probation
- Sheriff

United Way

Small and Larger Businesses
Unions
Juvenile Courts
City Agencies such as:
- Police
- Parks and Recreation
- Libraries

Elected Officials such as:
- School Board Members
- City Council Members
- County Supervisors

Community-Based Service Providers such as:
- Community Clinics
- Substance Abuse Treatment Centers
- Community Mental Health Clinics
- Child Abuse Prevention Centers
- Rape Crisis or Family Violence Prevention Centers

Hospitals
Local Universities, State Universities, Community Colleges (especially schools of social work, public health, medicine, and education)
Public Housing or Redevelopment Agencies
Private Industry Councils
Philanthropic Organizations/Foundations
Voluntary Organizations of Various Kinds