

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

Developed by Howard Adelman and Linda Taylor under the auspices of
the School Mental Health Project, Department of Psychology, UCLA.

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

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Surveying and Planning to Enhance Efforts to Address Barriers to Learning at a School Site

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

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

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

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

Preface

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

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

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

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

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Support for Transitions: Survey of Program Status

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

Please indicate **all** items that apply.

	<u>YES</u>	Yes, but more of this is <u>needed</u>	<u>NO</u>	If no, is somethi <u>you wa</u>
A. What programs for establishing a welcoming and supportive community are at the site?				
1. Are there welcoming materials/a welcoming decor?	___	___	___	___
Are there welcome signs?	___	___	___	___
Are welcoming information materials used?	___	___	___	___
Is a special welcoming booklet used?	___	___	___	___
Are materials translated into appropriate languages?	___	___	___	___
Is advanced technology used as an aid?	___	___	___	___
2. Are there orientation programs?	___	___	___	___
Are there introductory tours?	___	___	___	___
Are introductory presentations made?	___	___	___	___
Are new arrivals introduced to special people such as the principal and teachers?	___	___	___	___
Are special events used to welcome recent arrivals?	___	___	___	___
Are different languages accommodated?	___	___	___	___
3. Is special assistance available to those who need help registering?	___	___	___	___
4. Are social support strategies and mechanisms used?	___	___	___	___
Are peer buddies assigned?	___	___	___	___
Are peer parents assigned?	___	___	___	___
Are special invitations used to encourage family involvement?	___	___	___	___
Are special invitations used to encourage students to join in activities?	___	___	___	___
Are advocates available when new arrivals need them?	___	___	___	___
5. Other? (specify)_____				
B. Which of the following transition programs are in use for grade-to- grade and program-to-program articulation?				
G. Are orientations to the new situation provided?	___	___	___	___
H. Is transition counseling provided?	___	___	___	___
I. Are students taken on "warm-up" visits?	___	___	___	___
J. Is there a "survival" skill training program?	___	___	___	___
5. Is the new setting primed to accommodate the individual's needs?	___	___	___	___
6. other (specify)_____				

G. Which of the following are used to facilitate transition to post school living?	<u>YES</u>	Yes, but more of this is <u>needed</u>	<u>NO</u>	If no, is somethi <u>you wa</u>
1. vocational counseling	_____	_____	_____	_____
2. college counseling	_____	_____	_____	_____
3. a mentoring program	_____	_____	_____	_____
4. job training	_____	_____	_____	_____
5. job opportunities on campus	_____	_____	_____	_____
6. a work-study program	_____	_____	_____	_____
7. life skills counseling	_____	_____	_____	_____
8. Other? (specify)_____	_____	_____	_____	_____
 H. Which of the following before and after school programs are available?				
a. subsidized breakfast/lunch program	_____	_____	_____	_____
b. recreation program	_____	_____	_____	_____
c. sports program	_____	_____	_____	_____
d. Youth Services Program	_____	_____	_____	_____
5. youth groups such as drill team	_____	_____	_____	_____
interest groups	_____	_____	_____	_____
service clubs	_____	_____	_____	_____
organized youth programs ("Y," scouts)	_____	_____	_____	_____
CA. Cadet Corps	_____	_____	_____	_____
other (specify)_____	_____	_____	_____	_____
6. academic support in the form of tutors	_____	_____	_____	_____
homework club	_____	_____	_____	_____
study hall	_____	_____	_____	_____
homework phoneline	_____	_____	_____	_____
homework center	_____	_____	_____	_____
other (specify)_____	_____	_____	_____	_____
7. enrichment opportunities (including classes)	_____	_____	_____	_____
8. Other (specify)_____	_____	_____	_____	_____

		<u>YES</u>	Yes, but more of this is <u>needed</u>	<u>NO</u>	If no, is th something <u>you want</u>
E.	Which of the following programs are offered during intersession?				
	1. Recreation	_____	_____	_____	_____
	2. sports	_____	_____	_____	_____
	3. Youth Services	_____	_____	_____	_____
	4. youth groups	_____	_____	_____	_____
	5. academic support	_____	_____	_____	_____
	6. enrichment opportunities (including classes)	_____	_____	_____	_____
	7. other (specify)_____				

F.	What programs are used to meet the educational needs of personnel related to this programmatic area?				
	1. Is there ongoing training for team members concerned with the area of Support for Transitions?	_____	_____	_____	_____
	2. Is there ongoing training for staff of specific services/programs (e.g., teachers, peer buddies, office staff, administrators)?	_____	_____	_____	_____
	3. Other? (specify)_____				

G.	Which of the following topics are covered in educating stakeholders?	_____	_____	_____	_____
	1. understanding how to create a psychological sense of community	_____	_____	_____	_____
	2. developing systematic social supports for students, families, and staff	_____	_____	_____	_____
	3. developing motivation, knowledge, and skills for successful transitions	_____	_____	_____	_____
	4. the value of and strategies for creating before and after school programs	_____	_____	_____	_____

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

_____	_____
_____	_____
_____	_____
_____	_____

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

_____	_____
_____	_____
_____	_____
_____	_____

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

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

Please indicate **all** items that apply.

	<u>YES</u>	Yes, but more of this is <u>needed</u>	<u>NO</u>	If no, is this something <u>you want?</u>
A. What programs for personalized professional development are currently at the site?				
1. Are teachers clustered for support and staff development?	___	___	___	___
2. Are models used to provide demonstrations?	___	___	___	___
3. Are workshops and readings offered regularly?	___	___	___	___
4. Is consultation available from persons with special expertise such as				
a. members of the Student Study Team?	___	___	___	___
b. resource specialists and/or special education teachers?	___	___	___	___
c. members of special committees?	___	___	___	___
d. bilingual and/or other coordinators?	___	___	___	___
e. counselors?	___	___	___	___
f. other? (specify) _____	___	___	___	___
5. Is there a formal mentoring program?	___	___	___	___
6. Is there staff social support?	___	___	___	___
7. Is there formal conflict mediation/resolution for staff?	___	___	___	___
8. assistance in learning to use advanced technology	___	___	___	___
9. other (specify) _____	___	___	___	___
B. What additional things are done in the classroom to help students identified as having problems?				
1. Are "personnel" added to the class (or before/after school)?	___	___	___	___
If yes, what types of personnel are brought in:				
a. aides?	___	___	___	___
b. older students?	___	___	___	___
c. other students in the class?	___	___	___	___
d. volunteers?	___	___	___	___
e. parents?	___	___	___	___
f. resource teacher?	___	___	___	___
g. specialists?	___	___	___	___
h. other? (specify) _____	___	___	___	___

	<u>YES</u>	<u>Yes, but more of this is needed</u>	<u>NO</u>	<u>If no, is this something you want?</u>
2. Are materials and activities upgraded to				
a. ensure there are enough basic supplies in the classroom?	___	___	___	___
b. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)?	___	___	___	___
c. include advanced technology as a new option?	___	___	___	___
d. other? (specify) _____	___	___	___	___
C. What is done to assist a teacher who has difficulty with limited English speaking students?				
1. Is the student reassigned?	___	___	___	___
2. Does the teacher receive professional development related to working with limited English speaking students?	___	___	___	___
3. Does the bilingual coordinator offer consultation?	___	___	___	___
4. Is a bilingual aide assigned to the class?	___	___	___	___
5. Are volunteers brought in to help (e.g., parents, peers)?	___	___	___	___
6. other? (specify) _____	___	___	___	___
D. What types of technology are available to the teachers?				
1. Are there computers in the classroom?	___	___	___	___
2. Is there a computer lab?	___	___	___	___
3. Is computer assisted instruction offered?	___	___	___	___
4. Are there computer literacy programs?	___	___	___	___
5. Is the Writing to Read program (Spanish/English) used?	___	___	___	___
6. Does the classroom have video recording capability?	___	___	___	___
7. Is instructional TV used in the classroom?				
a. a. videotapes?	___	___	___	___
b. b. PBS?	___	___	___	___
8. Is there a multimedia lab?	___	___	___	___
9. other? (specify) _____	___	___	___	___
E. What curricular enrichment and adjunct programs do teachers use?				
1. Are library activities used regularly?	___	___	___	___
2. Is music/art used regularly?	___	___	___	___
3. Is health education a regular part of the curriculum?	___	___	___	___

		<u>YES</u>	Yes, but more of this is <u>needed</u>	<u>NO</u>	If no, is th something <u>you want</u>
H.	Which of the following can teachers request as special interventions?				
	1. family problem solving conferences	_____	_____	_____	_____
	2. exchange of students as an opportunity for improving the match and for a fresh start	_____	_____	_____	_____
	3. referral for specific services	_____	_____	_____	_____
	4. other (specify) _____				

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

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

K. Please indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.

Crisis Assistance and Prevention: Survey of Program Status

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

	<u>YES</u>	Yes, but more of this is <u>needed</u>	<u>NO</u>	If no, is something you want
Please indicate all items that apply.				
A. With respect to Emergency/Crisis Response:				
1. Is there an active Crisis Team?	_____	_____	_____	_____
2. Is the Crisis Team appropriately trained? _____	_____	_____	_____	_____
3. Is there a plan that details a coordinated response				
c. a. for all at the school site?	_____	_____	_____	_____
d. b. with other schools in the complex?	_____	_____	_____	_____
e. c. with community agencies?	_____	_____	_____	_____
4. Are emergency/crisis plans updated appropriately with regard to				
f. a. crisis management guidelines (e.g., flow charts, check list)?	_____	_____	_____	_____
g. b. plans for communicating with homes/community?	_____	_____	_____	_____
h. c. media relations guidelines?	_____	_____	_____	_____
5. Are stakeholders regularly provided with information about emergency response plans?	_____	_____	_____	_____
6. Is medical first aid provided when crises occur?	_____	_____	_____	_____
7. Is psychological first aid provided when crises occur?	_____	_____	_____	_____
8. Is follow-up assistance provided after the crises?				
a. for short-term follow-up assistance?	_____	_____	_____	_____
i. b. for longer-term follow-up assistance?	_____	_____	_____	_____
9. Other? (specify) _____				
B. With respect to developing programs to prevent crises, are there programs for				
1. school and community safety/violence reduction?	_____	_____	_____	_____
2. suicide prevention?	_____	_____	_____	_____
3. child abuse prevention?	_____	_____	_____	_____
4. sexual abuse prevention?	_____	_____	_____	_____
5. substance abuse prevention?	_____	_____	_____	_____
6. other (specify) _____				

Home Involvement in Schooling: Survey of Program Status

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

Please indicate **all** items that apply.

	<u>YES</u>	Yes, but more of this is <u>needed</u>	<u>NO</u>	If no, is this something <u>you want?</u>
A. Which of the following are available to address specific learning and support needs of the adults in the home?				
1. Does the site offer adult classes focused on				
a. English As a Second Language (ESL)?	___	___	___	___
b. citizenship?	___	___	___	___
c. basic literacy skills?	___	___	___	___
d. GED preparation?	___	___	___	___
e. job preparation?	___	___	___	___
f. citizenship preparation?	___	___	___	___
g. other? (specify) _____	___	___	___	___
2. Are there groups for				
a. mutual support?	___	___	___	___
b. discussion?	___	___	___	___
3. Are adults in the home offered assistance in accessing outside help for personal needs?	___	___	___	___
4. Other? (specify) _____				
B. Which of the following are available to help those in the home meet their basic obligations to the student?				
1. Is help provided for addressing special family needs for				
a. food?	___	___	___	___
b. clothing?	___	___	___	___
c. shelter?	___	___	___	___
d. health and safety?	___	___	___	___
e. school supplies?	___	___	___	___
g. other? (specify) _____	___	___	___	___
2. Are education programs offered on				
a. childrearing/parenting?	___	___	___	___
b. creating a supportive home environment for students?	___	___	___	___
c. reducing factors that interfere with a student's school learning and performance?	___	___	___	___

	<u>YES</u>	res, but more of this is <u>needed</u>	<u>NO</u>	If no, is somethi you wa
3. Are guidelines provided for helping a student deal with homework?	_____	_____	_____	_____
4. Other? (specify) _____				
1. Which of the following are in use to improve communication about matters essential to the student and family?				
a. Are there periodic general announcements and meetings such as	_____	_____	_____	_____
a. advertising for incoming students?	_____	_____	_____	_____
b. orientation for incoming students and families?	_____	_____	_____	_____
c. bulletins/newsletters?	_____	_____	_____	_____
d. back to school night/open house?	_____	_____	_____	_____
e. parent teacher conferences?	_____	_____	_____	_____
f. other? (specify) _____				
b. Is there a system to inform the home on a regular basis	_____	_____	_____	_____
a. about general school matters?	_____	_____	_____	_____
b. about opportunities for home involvement?	_____	_____	_____	_____
c. other? (specify) _____				
c. To enhance home involvement in the student's program and progress, are interactive communications used, such as	_____	_____	_____	_____
a. sending notes home regularly?	_____	_____	_____	_____
b. a computerized phonenumber?	_____	_____	_____	_____
c. frequent in-person conferences with the family?	_____	_____	_____	_____
d. other? (specify) _____				
4. Other? (specify) _____				
D. Which of the following are used to enhance the home-school connection and sense of community?	_____	_____	_____	_____
1. Does the school offer orientations and open houses?	_____	_____	_____	_____
2. Does the school have special receptions for new families?	_____	_____	_____	_____
3. Does the school regularly showcase students to the community through	_____	_____	_____	_____
a. student performances?	_____	_____	_____	_____
b. award ceremonies?	_____	_____	_____	_____
c. other? (specify) _____				
4. Does the school offer the community	_____	_____	_____	_____
a. cultural and sports events?	_____	_____	_____	_____
b. topical workshops and discussion groups?	_____	_____	_____	_____
c. health fairs	_____	_____	_____	_____
d. family preservation fairs	_____	_____	_____	_____
e. work fairs	_____	_____	_____	_____
f. newsletters	_____	_____	_____	_____
g. community bulletin boards	_____	_____	_____	_____
h. community festivals and celebrations	_____	_____	_____	_____
i. other? (specify) _____				
5. Is there outreach to hard to involve families such as	_____	_____	_____	_____
a. making home visits?	_____	_____	_____	_____
a. offering support networks?	_____	_____	_____	_____

	YES	Yes, but more of this is needed	NO	If no, is th something you want
b. other? (specify) _____				
6. Other? (specify) _____				
E. Which of the following are used to enhance family participation in decision making essential to the student? _____	_____	_____	_____	_____
1. Families are invited to participate through personal				
a. letters	_____	_____	_____	_____
b. phone calls	_____	_____	_____	_____
c. other (specify) _____	_____	_____	_____	_____
2. Families are informed about schooling choices through				
a. letters	_____	_____	_____	_____
b. phone calls	_____	_____	_____	_____
c. conferences	_____	_____	_____	_____
d. other (specify) _____	_____	_____	_____	_____
3. Families are taught skills to participate effectively in decision making				
d. Staff are specially trained to facilitate family participation in decision making meetings	_____	_____	_____	_____
e. Other (specify) _____	_____	_____	_____	_____
F. Which of the following are used to enhance home support of student's learning and development?				
1. Are families instructed on how to provide opportunities for students to apply what they are learning?	_____	_____	_____	_____
2. Are families instructed on how to use enrichment opportunities to enhance youngsters' social and personal and academic skills and higher order functioning?	_____	_____	_____	_____
3. Other? (specify) _____	_____	_____	_____	_____
G. Which of the following are used to mobilize problem solving at home related to student needs?				
1. Is instruction provided to enhance family problem solving skills (including increased awareness of resources for assistance)?	_____	_____	_____	_____
2. Is good problem solving modeled at conferences with the family?	_____	_____	_____	_____
3. Other? (specify) _____	_____	_____	_____	_____
H. Which of the following are used to elicit help from those at home to meet school/community needs? That is, are those in the home recruited and trained to help with				
1. students by				
a. assisting administrators?	_____	_____	_____	_____
b. assisting teachers?	_____	_____	_____	_____

	<u>YES</u>	<u>Yes, but more of this is needed</u>	<u>NO</u>	<u>If no, is this something you want?</u>
c. assisting other staff?	___	___	___	___
d. assisting with lessons or tutoring? _____	___	___	___	___
e. helping on class trips?	___	___	___	___
f. helping in the cafeteria?	___	___	___	___
g. helping in the library?	___	___	___	___
h. helping in computer labs?	___	___	___	___
i. helping with homework helplines?	___	___	___	___
j. working in the front office to welcome visitors and new enrollees and their families?	___	___	___	___
k. phoning home regarding absences?	___	___	___	___
l. outreach to the home?	___	___	___	___
m. other? (specify) _____	___	___	___	___
2. school operations by assisting with				
a. school and community up-keep and beautification?	___	___	___	___
b. improving school-community relations	___	___	___	___
c. fund raising?	___	___	___	___
d. PTA?	___	___	___	___
e. enhancing public support by increasing political awareness about the contributions and needs of the school!	___	___	___	___
f. school governance?	___	___	___	___
g. advocacy for school needs?	___	___	___	___
h. advisory councils?	___	___	___	___
i. program planning?	___	___	___	___
j. other? (specify) _____	___	___	___	___
3. establishing home-community networks to benefit the community?				
a. Other? (specify) _____	___	___	___	___
I. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Home Involvement in Schooling?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs	___	___	___	___
3. Other? (specify) _____	___	___	___	___
J. Which of the following topics are covered in educating stakeholders?				
1. designing an inclusionary "Parent Center"	___	___	___	___
2. overcoming barriers to home involvement	___	___	___	___
3. developing group-led mutual support groups	___	___	___	___
4. available curriculum for parent education	___	___	___	___
5. teaching parents to be mentors and leaders at the school	___	___	___	___

6. other (specify) _____

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

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

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

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

Please indicate **all** items that apply.

	<u>YES</u>	Yes, but more of this is needed	<u>NO</u>	If no, is this something you want?
A. With respect to programs to recruit community involvement and support				
1. From which of the following sources are participants recruited?				
a. public community agencies, organizations, and facilities	_____	_____	_____	_____
b. private community agencies, organizations, and facilities	_____	_____	_____	_____
c. business sector	_____	_____	_____	_____
d. professional organizations and groups	_____	_____	_____	_____
e. volunteer service programs, organizations, and clubs	_____	_____	_____	_____
f. universities and colleges	_____	_____	_____	_____
g. other (specify) _____	_____	_____	_____	_____
2. Indicate current types of community involvement at the school				
a. mentoring for students families	_____	_____	_____	_____
b. volunteer functions	_____	_____	_____	_____
c. a community resource pool that provides expertise as requested, such as				
artists	_____	_____	_____	_____
musicians	_____	_____	_____	_____
librarians	_____	_____	_____	_____
health and safety programs	_____	_____	_____	_____
other (specify) _____	_____	_____	_____	_____
d. formal agency and program linkages that result in community				
health and social services providers coming to the site	_____	_____	_____	_____
after school programs coming to the site	_____	_____	_____	_____
services and programs providing direct access to referrals from the site	_____	_____	_____	_____
other (specify) _____	_____	_____	_____	_____
e. formal partnership arrangements that involve community agents in				
school governance	_____	_____	_____	_____
advocacy for the school	_____	_____	_____	_____

	<u>YES</u>	<u>YES, but more of this is needed</u>	<u>NO</u>	<u>If no, is this something you want?</u>
advisory functions	___	___	___	___
program planning	___	___	___	___
fund raising	___	___	___	___
sponsoring activity (e.g., adopt-a-school partners)	___	___	___	___
creating awards and incentives	___	___	___	___
creating jobs	___	___	___	___
other (specify) _____	___	___	___	___

B. With specific respect to volunteers

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

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

2. Who do volunteers assist?

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

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

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

	<u>YES</u>	<u>res, out more of this is needed</u>	<u>NO</u>	<u>If no, is this something you want?</u>
u. helping enhance public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
v. other (specify) _____	___	___	___	___
c. Are there systems and programs specifically designed to				
a. recruit volunteers?	___	___	___	___
b. train volunteers?	___	___	___	___
c. screen volunteers?	___	___	___	___
d. maintain volunteers?	___	___	___	___
(a) Which of the following are used to enhance school involvement of hard to involve students and families (including truants and dropouts and families who have little regular contact with the school)?				
1. home visits to assess and plan ways to overcome barriers to				
a. student attendance	___	___	___	___
b. family involvement in schooling	___	___	___	___
2. support networks connecting hard to involve				
a. students with peers and mentors	___	___	___	___
b. families with peers and mentors	___	___	___	___
3. special incentives for				
a. students	___	___	___	___
b. families	___	___	___	___
4. Other (specify) _____				
(b) Which of the following are used to enhance community-school connections and sense of community?				
1. orientations and open houses for				
a. newly arriving students	___	___	___	___
b. newly arriving families	___	___	___	___
c. new staff	___	___	___	___
2. student performances for the community				
3. school sponsored				
a. cultural and sports events for the community	___	___	___	___
b. community festivals and celebrations	___	___	___	___
c. topical workshops and discussion groups	___	___	___	___
d. health fairs	___	___	___	___
e. family preservation fairs	___	___	___	___
f. work fairs	___	___	___	___
4. Other? (specify) _____				
E. What programs are used to meet the educational needs of personnel related to this programmatic area?				

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

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

Please indicate **all** items that apply.

	<u>YES</u>	Yes, but more of this is <u>needed</u>	<u>NO</u>	<u>If no, is this something you want?</u>
A. Are there classroom focused enabling programs to reduce the need for teachers to seek special programs and services?	_____	_____	_____	_____
B. What activity is there to facilitate and evaluate requests for assistance?	_____	_____	_____	_____
1. Does the site have a directory that lists services and programs?	_____	_____	_____	_____
2. Is information circulated about services/programs?	_____	_____	_____	_____
3. Is information circulated clarifying how to make a referral?	_____	_____	_____	_____
4. Is information about services, programs, and referral procedures updated periodically?	_____	_____	_____	_____
5. Is a triage process used to assess				
a. specific needs?	_____	_____	_____	_____
b. priority for service?	_____	_____	_____	_____
6. Are procedures in place to ensure use of prereferral interventions?	_____	_____	_____	_____
7. Do inservice programs focus on teaching the staff ways to prevent unnecessary referrals?	_____	_____	_____	_____
8. Other? (specify) _____				
C. After triage, how are referrals handled?	_____	_____	_____	_____
1. Is detailed information provided about available services (e.g., is an annotated community resource system available)?	_____	_____	_____	_____
2. Is there a special focus on facilitating effective decision making?	_____	_____	_____	_____

	<u>YES</u>	more of this is <u>needed</u>	<u>NO</u>	If no, is this something <u>you want?</u>
3. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?	_____	_____	_____	_____
4. Other? (specify) _____				
D. What types of direct interventions are provided currently?				
1. Which medical services and programs are provided?	_____	_____	_____	_____
a. immunizations	_____	_____	_____	_____
b. first aid and emergency care	_____	_____	_____	_____
c. crisis follow-up medical care	_____	_____	_____	_____
d. health and safety education and counseling	_____	_____	_____	_____
e. screening for vision' problems	_____	_____	_____	_____
f. screening for hearing problems	_____	_____	_____	_____
g. screening for health problems (specify)	_____	_____	_____	_____
h. screening for dental problems (specify)	_____	_____	_____	_____
i. treatment of some acute problems (specify)	_____	_____	_____	_____
j. other (specify) _____	_____	_____	_____	_____
2. Which psychological services and programs are provided?				
a. psychological first aid	_____	_____	_____	_____
b. crisis follow-up counseling	_____	_____	_____	_____
c. crisis hotlines	_____	_____	_____	_____
d. conflict mediation	_____	_____	_____	_____
e. alcohol and other drug abuse programs	_____	_____	_____	_____
f. pregnancy prevention program	_____	_____	_____	_____
g. gang prevention program	_____	_____	_____	_____
h. dropout prevention program	_____	_____	_____	_____
i. physical and sexual abuse prevention	_____	_____	_____	_____
j. individual counseling	_____	_____	_____	_____
k. group counseling	_____	_____	_____	_____
l. family counseling	_____	_____	_____	_____
m. mental health education	_____	_____	_____	_____
n. home outreach	_____	_____	_____	_____
o. other (specify) _____	_____	_____	_____	_____
3. Which of the following are provided to meet basic survival needs?				
a. emergency food	_____	_____	_____	_____
b. emergency clothing	_____	_____	_____	_____
c. emergency housing	_____	_____	_____	_____
d. transportation support	_____	_____	_____	_____
e. welfare services	_____	_____	_____	_____
f. language translation	_____	_____	_____	_____
g. legal aid	_____	_____	_____	_____
h. protection from physical abuse	_____	_____	_____	_____
i. protection from sexual abuse	_____	_____	_____	_____
j. employment assistance	_____	_____	_____	_____
k. other (specify) _____	_____	_____	_____	_____

	<u>YES</u>	<u>Yes, but more of this is needed</u>	<u>NO</u>	<u>If no, is th something you want</u>
4. Which of the following special education, Special Eligibility, and independent study programs and services are provided?				
a. early education program	_____	_____	_____	_____
b. special day classes (specify) _____	_____	_____	_____	_____
c. speech and language therapy	_____	_____	_____	_____
d. adaptive P.E.	_____	_____	_____	_____
e. special assessment	_____	_____	_____	_____
f. Resource Specialist Program	_____	_____	_____	_____
g. Chapter I	_____	_____	_____	_____
h. School Readiness Language Develop. Program (SRLDP)	_____	_____	_____	_____
i. other (specify) _____	_____	_____	_____	_____
5. Which of the following adult education programs are provided?				
a. ESL	_____	_____	_____	_____
b. citizenship classes	_____	_____	_____	_____
c. basic literacy skills	_____	_____	_____	_____
d. parenting	_____	_____	_____	_____
e. helping children do better at school	_____	_____	_____	_____
f. other (specify) _____	_____	_____	_____	_____
6. Are services and programs provided to enhance school readiness? specify _____	_____	_____	_____	_____
7. Which of the following are provided to address attendance problems?				
a. absence follow-up	_____	_____	_____	_____
b. attendance monitoring	_____	_____	_____	_____
c. first day calls	_____	_____	_____	_____
8. Are discipline proceedings carried out regularly?				
9. Other? (specify) _____	_____	_____	_____	_____
E. Which of the following are used to manage cases and resources?				
1. Is a student information system used?	_____	_____	_____	_____
2. Is a system used to trail progress of students and their families?	_____	_____	_____	_____
3. Is a system used to facilitate communication for				
a. case management?	_____	_____	_____	_____
b. resource and system management?	_____	_____	_____	_____
4. Are there follow-up systems to determine				
a. referral follow-through?	_____	_____	_____	_____
b. consumer satisfaction with referrals?	_____	_____	_____	_____

	<u>YES</u>	more of this is <u>needed</u>	<u>NO</u>	If no, is this something <u>you want?</u>
c. the need for more help?	___	___	___	___
5. Other? (specify) _____	___	___	___	___
F. Which of the following are used to help enhance the quality and quantity of services and programs?	___	___	___	___
1. Is a quality improvement system used?	___	___	___	___
2. Is a mechanism used to coordinate and integrate services/programs?	___	___	___	___
3. Is there outreach to link-up with community services and programs?	___	___	___	___
4. Is a mechanism used to redesign current activity as new collaborations are developed?	___	___	___	___
5. Other? (specify) _____	___	___	___	___
G. What programs are used to meet the educational needs of personnel related to this programmatic area?	___	___	___	___
1. Is there ongoing training for team members concerned with the area of Student and Family Assistance?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs (e.g., Assessment and Consultation Team, direct service providers)	___	___	___	___
3. Other? (specify) _____	___	___	___	___
H. Which of the following topics are covered in educating stakeholders?	___	___	___	___
1. broadening understanding of causes of learning, behavior, and emotional problems	___	___	___	___
2. broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	___	___	___	___
3. developing systematic academic supports for students in need	___	___	___	___
4. what classroom teachers and the home can do to minimize the need for special interventions	___	___	___	___
5. enhancing resource quality, availability, and scope	___	___	___	___
6. enhancing the referral system and ensuring effective follow-through	___	___	___	___
7. enhancing the case management system in ways that increase service efficacy	___	___	___	___

8. other (specify) _____

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

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

Survey of System Status

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

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

This survey provides a starting point.

Items 1-6 ask about what processes are in place.

Use the following ratings in responding to these items.

- DK = don't know
- I = not yet
- 2 = planned
- 3 = just recently initiated
- 4 = has been functional for a while
- 5 = well institutionalized (well established with a commitment to maintenance)

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

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

DK = don't know
 1 = not yet
 2 = planned
 3 = just recently initiated
 4 = has been functional for a while
 5 = well institutionalized

1. Is someone at the school designated as coordinator/leader for activity designed to address barriers to learning (e.g., education support programs, health and social services, the Enabling Component)? DK 1 2 3 4 5

2. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together? DK 1 2 3 4 5

3. Do you have a Resource Coordinating Team? DK 1 2 3 4 5

4. Do you have written descriptions available to give staff (and parents when applicable) regarding
 - (a) activities available at the site designed to address barriers to learning (programs, teams, resources, services -- including parent and family service centers if you have them)? DK 1 2 3 4 5
 - (b) resources available in the community? DK 1 2 3 4 5
 - (c) a system for staff to use in making referrals? DK 1 2 3 4 5
 - (d) a system for triage (to decide how to respond when a referral is made)? DK 1 2 3 4 5
 - (e) a case management system? DK 1 2 3 4 5
 - (f) a student study team? DK 1 2 3 4 5
 - (g) a crisis team? DK 1 2 3 4 5
 - (h) Specify below any other relevant programs/services -including preventive approaches (e.g., prereferral interventions; welcoming, social support, and articulation programs to address transitions; programs to enhance home involvement in schooling; community outreach and use of volunteers)?

_____	DK	1	2	3	4	5
_____	DK	1	2	3	4	5
_____	DK	1	2	3	4	5
_____	DK	1	2	3	4	5

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

- (a) what is available in the way of programs/services? DK 1 2 3 4 5
- (b) how to access programs/services they need? DK 1 2 3 4 5
6. With respect to your complex/cluster's activity designed to address barriers to learning has someone at the school been designated as a representative to meet with the other schools? DK 1 2 3 4 5

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

7. How effective is the
- (a) referral system? DK 1 2 3 4 5
- (b) triage system? DK 1 2 3 4 5
- (c) case management system? DK 1 2 3 4 5
- (d) student study team? DK 1 2 3 4 5
- (e) crisis team? DK 1 2 3 4 5
8. How effective are the processes for
- (a) **planning, implementing, and evaluating system improvements** (e.g., related to referral, triage, case management, student study team, crisis team, prevention programs)? DK 1 2 3 4 5
- (b) **enhancing resources** for assisting students and family (e.g., through staff development; developing or bringing new programs/services to the site; making formal linkages with programs/services in the community)? DK 1 2 3 4 5
9. How effective are the processes for ensuring that
- (a) resources are properly allocated and coordinated? DK 1 2 3 4 5
- (b) linked community services are effectively coordinated/integrated with related activities at the site? DK 1 2 3 4 5
10. How effective are the processes for ensuring that resources available to the whole complex/cluster are properly allocated and shared/coordinated? DK 1 2 3 4 5

Please list community resources with which you have formal relationships.

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

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