Resource-Oriented Teams: Key Infrastructure Mechanisms For Enhancing Learning Supports

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Preface

At schools, obviously the administrative leadership is key to ending the marginalization of efforts to address learning, behavior, and emotional problems. The other key is establishment of a mechanism that focuses specifically on how resources for learning supports are used at the school.

For those concerned with school improvement, resource-oriented mechanisms are a critical facet of efforts to transform and restructure daily operations. In some schools as much as 30 percent of the budget may be going to problem prevention and correction. Every school is expending resources to enable learning; few have a mechanism to ensure appropriate use of existing resources and enhance current efforts related to learning supports. Such a mechanism contributes to cost-efficacy of learner supports by ensuring all such activity is planned, implemented, and evaluated in a coordinated and increasingly integrated manner. It also provides another means for reducing marginalization. Creation of such a mechanism is essential for braiding together existing school and community resources and encouraging services and programs to function in an increasingly cohesive way. When this mechanism is created in the form of a "team," it also is a vehicle for building working relationships and can play an expanded role in solving turf and operational problems.

One of the primary tasks a learning supports resource-oriented mechanism undertakes is that of enumerating school and community programs and services that are in place to support students, families, and staff. A comprehensive "gap" assessment is generated as resources are mapped and compared with surveys of the unmet needs of and desired outcomes for students, their families, and school staff. Analyses of what is available, effective, and needed provide a sound basis for formulating priorities and developing strategies to link with additional resources at other schools, district sites, and in the community and enhance resource use. Such analyses also can guide efforts to improve cost-effectiveness.

In a similar fashion, a learning supports resource-oriented mechanism for a complex or family of schools (e.g., a high school and its feeder schools) and one at the district level provide mechanisms for analyses on a larger scale. This can lead to strategies for cross-school, community-wide, and district-wide cooperation and integration to enhance intervention effectiveness and garner economies of scale.

In the late 1980s, we began pilot testing a new infrastructure mechanism designed to ensure that schools paid more systematic attention to how they used resources for addressing barriers to student learning and promoting healthy development. Early in our work, we called the school level resource-oriented mechanism a Resource Coordinating Team because we operationalized the mechanism as a team and focused it first on resource coordination. Although the term doesn't fully capture, the aims and functions of the mechanism, the term is being used in many places. However, coordination is too limited a descriptor of the teams role and functions. So, others have adopted the term *Learning Supports Resource Team.* Properly constituted, such a team works with the school's administrators to expand on-site leadership for efforts to address barriers comprehensively and ensures the maintenance and improvement of a multifaceted and integrated approach.

In this report, we stress the fact that what we mean to focus on is resource-oriented mechanisms that are a permanent part of the infrastructure at all levels. For such mechanisms to become part of the infrastructure, school reformers must understand their importance and ensure they are included as schools and districts restructure.

And, from a decentralized perspective, it is a good idea to conceive the process of restructuring from the school outward. That is, first the focus is on school level resource-oriented mechanisms. Then, based on analyses of what is needed to facilitate and enhance school level efforts, mechanisms are conceived that enable groups or "families" of schools to work together where this increases efficiency and effectiveness and achieves economies of scale. Then, system-wide mechanisms can be (re)designed to support what each school and family of schools are trying to develop.

A resource-oriented mechanism at a school, multiple school sites, and system-wide are required for oversight, leadership, resource development, and ongoing support. Such mechanisms provide ways to (a) arrive at decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of education support (enabling) activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize the component to reflect the best intervention thinking and use of technology. At each system level, these tasks require that staff adopt some new roles and functions and that parents, students, and other representatives from the community enhance their involvement. They also call for redeployment of existing resources, as well as finding new ones.

This report pulls together our work on resource-oriented mechanisms. For more systematic changes related to schools and their interface with communities, search the Center's resources through the internet – http://smhp.psych.ucla.edu or request that a resource list be sent to you.

Howard S. Adelman & Linda Taylor
Co-directors

Resource-Oriented Teams:
Key Infrastructure Mechanisms for Enhancing Learning Supports

*P*olicy makers are calling for higher standards and greater accountability for instruction, improved curricula, better teaching, increased discipline, reduced school violence, an end to social promotion, and more. At the same time, it is evident that current strategies to accomplish all this are inadequate to the task. This is likely to remain the case as long as so little attention is paid to reforming and restructuring the ways schools address many well-known factors interfering with the performance and learning of so many young people.

The notion of barriers to learning encompasses external and internal factors. It is clear that too many youngsters are growing up and going to school in situations that not only fail to promote healthy development, but are antithetical to the process. Some also bring with them intrinsic conditions that make learning and performing difficult. As a result, youngsters at every grade level come to school unready to meet the setting's demands effectively.

Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to student learning (see http://smhp.psych.ucla.edu/summit2002/nind7.htm. As a whole, their work underscores a reality that too few school reformers have acted upon. Namely:

> *If our society truly means to provide the opportunity for all students to succeed at school, fundamental changes are needed so that schools and communities can effectively address barriers to development and learning.*

Addressing barriers is not at odds with the "paradigm shift" that emphasizes strengths, resilience, assets, and protective factors. Efforts to enhance positive development and improve instruction clearly can improve readiness to learn. However, it is frequently the case that preventing problems also requires direct action to remove or at least minimize the impact of barriers, such as hostile environments and intrinsic problems. Without effective, direct interventions, such barriers can continue to get in the way of development and learning.

What are Schools Doing Now?

All schools have some activity focused on specific concerns, such as learning problems, substance abuse, violence, teen pregnancy, school dropouts, and delinquency. Looked at as a whole, one finds in many school districts an extensive range of activity oriented to students' needs and problems. Some programs are provided throughout a school district, others are carried out at or linked to targeted schools. The interventions may be designed to benefit all students in a school, those in specified grades, and/or those identified as having special needs. The activities may be implemented in regular or special education classrooms and may be geared to an entire class, groups, or individuals; or they may be designed as "pull out" programs for designated students. They encompass ecological, curricular, and clinically oriented activities.

While schools can use a wide-range of persons to help students, most school-owned and operated services are offered as part of pupil personnel services. Federal and state mandates tend to determine how many pupil services professionals are employed, and states regulate compliance with mandates. Governance of daily practice usually is centralized at the school district level. In large districts, counselors, psychologists, social workers, and other specialists may be organized into separate units. Such units straddle regular, special, and compensatory education. Analyses of the situation find that the result is programs and services that are planned, implemented, and evaluated in a fragmented and piecemeal manner. Service staff at schools tend to function in relative isolation of each other and other stakeholders, with a great deal of the work oriented to discrete problems and with an overreliance on specialized services for individuals and small groups. In some schools, a student identified as at risk for grade retention, dropout, and substance abuse may be assigned to three counseling programs operating independently of each other. Such fragmentation not only is costly, it works against developing cohesiveness and maximizing results.

Similar concerns about fragmented community health and social services has led to increasing interest in school-community collaborations (e.g., school-linked services). A reasonable inference from available data is that such collaborations can be successful and cost effective over the long-run. By placing staff at schools, community agencies make access easier for students and families – especially those who usually are underserved and hard to reach. Such efforts not only provide services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and greater family involvement. At the same time, the emphasis on primarily co-locating community services at school sites is producing another form of fragmentation.

Toward Ending Fragmentation

Policymakers have come to appreciate the relationship between limited intervention efficacy and the widespread tendency for complementary programs to operate in isolation. Limited efficacy does seem inevitable as long as interventions are carried out in a piecemeal and often competitive fashion and with little follow through. From this perspective, reformers have directed initiatives toward reducing service fragmentation and increasing access.

The call for "integrated services" clearly is motivated by a desire to reduce redundancy, waste, and ineffectiveness resulting from fragmentation (Adler & Gardner, 1994). Special attention is given to the many piecemeal, categorically funded approaches, such as those created to reduce learning and behavior problems, substance abuse, violence, school dropouts, delinquency, and teen pregnancy.

New directions are emerging that reflect fundamental shifts in thinking about current education support programs and services. Three major themes have emerged so far: (1) the move *from* fragmentation *to* cohesive intervention, (2) the move *from* narrowly focused, problem specific, and specialist-oriented services *to* comprehensive general programmatic approaches, and (3) the move toward research-based interventions, with higher standards and ongoing accountability emphasized.

To ensure development of essential programs for addressing barriers to learning and teaching, greater attention must be given to developing policy, leadership, and infrastructure and to building capacity (Adelman & Taylor, 2002; Center for Mental Health in Schools, 1999a; 1999b). The focus in this report is on one facet of the necessary infrastructure – *resource-oriented mechanisms.*

Resource-Oriented Mechanisms

Resource-oriented organizational mechanisms focus specifically on ensuring the appropriate use of existing resources and enhancing efforts to address barriers to student learning. Such mechanisms can reduce marginalization and fragmentation and enhance cost-efficacy of learner support activity by ensuring all such activity is planned, implemented, and evaluated in a coordinated and increasingly integrated manner.

Creation of resource-oriented mechanisms is essential for starting to weave together existing school and community resources and encouraging services and programs to function in an increasingly cohesive way. When such mechanisms are created in the form of

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"teams," they also are vehicles for building working relationships and can play a role in solving turf and operational problems, developing plans to ensure availability of a coordinated set of efforts, and generally improving the attention paid to developing a comprehensive, integrated approach for addressing barriers to student learning.

One primary task a resource-oriented mechanism undertakes is that of enumerating school and community programs and services that are in place to support students, families, and staff. A comprehensive "gap" assessment is generated as resource mapping is compared with surveys of the unmet needs of and desired outcomes for students, their families, and school staff. Analyses of what is available, effective, and needed, provide a sound basis for formulating strategies to link with additional resources at other schools, district sites, and in the community and enhance use of existing resources. Such analyses also can guide efforts to improve cost-effectiveness. In a similar fashion, a resource-oriented team for a complex or family of schools (e.g., a high school and its feeders) and at the district level provides mechanisms for analyses that can lead to strategies for cross-school, community-wide, and district-wide cooperation and integration to enhance intervention effectiveness and garner economies of scale. For those concerned with school improvement, establishment of such mechanisms are a key facet of efforts designed to restructure school support services.

This report first explores such mechanisms at the school level, then in terms of a feeder pattern, and finally at the district level.

Focusing on Resources at the School Level

Creation of a school-site resource-oriented mechanism provides a good starting place in efforts to enhance coordination and integration of services and programs and for reaching out to District and community resources to enhance learner supports. And, over time, such a mechanism can be evolved to do much more – eventually transforming current approaches to addressing barriers to student learning and promoting healthy development.

As discussed here, the school level resource-oriented mechanism first was dubbed a *Resource Coordinating Team* and currently we are using the term *Learning Supports Resource Team*. We initially piloted such teams in the Los Angeles Unified School District and now they are being introduced in many schools across the country (see http://smhp.psych.ucla.edu/summit2002/nind7.htm) Properly constituted, such a team provides on-site leadership for efforts to address barriers comprehensively and ensures the maintenance and improvement of a multifaceted and integrated approach.

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When we mention a Resource Team, some school staff quickly respond:

We already have one!

When we explore this with them, we usually find what they have is a *case-oriented team* -- that is, a team that focuses on individual students who are having problems. (Such a team may be called a student study team, student success team, student assistance team, teacher assistance team, and so forth.)

To help clarify the difference, we have developed the following exhibit:

Contrasting Team Functions

A Case-Oriented Team	*A Resource-Oriented Team*
Focuses on specific *individuals* and discrete *services* to address barriers to learning	Focuses on *all* students and the *resources, programs, and systems* to address barriers to learning & promote healthy development
Sometimes called:	Possibly called:
• Child Study Team • Student Study Team • Student Success Team • Student Assistance Team • Teacher Assistance Team • IEP Team	• Learning Supports Resource Team • Resource Coordinating Team • Resource Coordinating Council • School Support Team
EXAMPLES OF FUNCTIONS:	EXAMPLES OF FUNCTIONS:
>triage >referral >case monitoring/management >case progress review >case reassessment	>aggregating data across students and from teachers to analyze school needs >mapping resources in school and community >analyzing resources >identifying the most pressing program development needs at the school >coordinating and integrating school resources & connecting with community resources >establishing priorities for strengthening programs and developing new ones >planning and facilitating ways to strengthen and develop new programs and systems >recommending how resources should be deployed and redeployed >developing strategies for enhancing resources >social "marketing"

In contrasting the two teams, the intent is to highlight the difference in functions and the need for both teams (not to suggest one set of functions should take precedence over the other).

Another way to help differentiate the two types of mechanisms is by use of two familiar metaphors. A *case-orientation* fits the *starfish* metaphor.

> The day after a great storm had washed up all sorts of sea life far up onto the beach, a youngster set out to throw back as many of the still-living starfish as he could. After watching him toss one after the other into the ocean, an old man approached him and said:
>
> > *It's no use your doing that, there are too many,*
> > *You're not going to make any difference.*
>
> The boy looked at him in surprise, then bent over, picked up another starfish, tossed it back, and then replied:
>
> > *It made a difference to that one!*

And, of course, that is the metaphor that reflects all the important clinical efforts undertaken by staff alone and when they meet together to work on specific cases.

The *resource-oriented* focus is captured by what can be called the *bridge* metaphor.

> In a small town, one weekend a group of school staff went to the river to go fishing. Not long after they got there, a child came floating down the rapids calling for help. One of the group on the shore quickly dived in and pulled the child out. Minutes later another, then another, and then many more children were coming down the river. Soon every one was diving in and dragging children to the shore and then jumping back in to save as many as they could.
>
> In the midst of all this frenzy, one of the group was seen walking away. Her colleagues were irate. How could she leave when there were so many children to save? After long hours, to everyone's relief, the flow of children stopped, and the group could finally catch their breath.
>
> At that moment, their colleague came back. They turned on her and angrily shouted: *How could you walk off when we needed everyone here to save the children?*
>
> She replied: *It occurred to me that someone ought to go upstream and find out why so many kids were falling into the river. What I found is that the old wooden bridge had several planks missing, and when some children tried to jump over the gap, they couldn't make it and fell through into the river. So I got someone to fix the bridge.*

Fixing and building better bridges is a good way to think about prevention work, and it is the way to understand the importance of taking time to focus on improving and enhancing resources, programs, and systems.

As indicated, a resource oriented team's focus is not on specific individuals, but on how resources are used. In doing so, it provides what often is a missing link for managing and enhancing *systems* in ways that integrate and strengthen interventions. For example, such a team can (a) map and analyze *activity and resources* to improve their use in preventing and ameliorating problems, (b) build effective referral, case management, and quality assurance *systems,* (c) enhance *procedures* for management of programs and information and for commun-ication among school staff and with the home, and (d) explore ways to *redeploy and enhance resources* – such as clarifying which activities are nonproductive and suggesting better uses for resources, as well as reaching out to connect with additional resources in the school district and community. Indeed, such a school-site team provides a key mechanism for weaving together existing school and community resources and increasing cohesive functioning of services and programs.

A Resource Team exemplifies the type of mechanism needed for overall cohesion and coordination of school support programs and systems for students and families. Minimally, such a team can reduce fragmentation and enhance cost-efficacy by assisting in ways that encourage programs to function in a coordinated and increasingly integrated way. For example, the team can develop communication among school staff and to the home about available assistance and referral processes, coordinate resources, and monitor programs to be certain they are functioning effectively and efficiently. More generally, this group can provide leadership in guiding school personnel and clientele in evolving the school's vision for its support program (e.g., as not only preventing and correcting learning, behavior, emotional, and health problems but as contributing to classroom efforts to foster academic, social, emotional, ant physical functioning). The group also can help to identify ways to improve existing resources and acquire additional ones.

Major examples of the group's activity are

- preparing and circulating a list profiling available resources (programs, person-nel, special projects, services, agencies) at the school, in the district, and in the community

- clarifying how school staff and families can access them

- refining and clarifying referral, triage, and case management processes to ensure resources are used appropriately (e.g. where needed most, in keeping with the principle of adopting the least intervention needed, with support for referral follow-through)

- mediating problems related to resource allocation and scheduling,

- ensuring sharing, coordination, and maintenance of needed resources

- assisting in creation of area program teams

- exploring ways to improve and augment existing resources to ensure a wider range are available (including encouraging preventive approaches, developing linkages with other district and community programs, and facilitating relevant staff development)

- evolving a site's infrastructure for developing a comprehensive, multifaceted, and integrated approach to addressing barriers to student learning and promoting healthy development (possibly including health and family centers as hubs)

Where creation of "another team" is seen as a burden, existing teams, such as student or teacher assistance teams and school crisis teams, have demonstrated the ability to focus on enhancing resources and programs by augmenting their membership and agendas. Of course, in doing so, they must take great care to structure the agenda so that sufficient time is devoted to the additional tasks. In small schools where there are so few staff that a large team is not feasible, there still is a need for some form of a resource-oriented mechanism. Thus, in some instances, the "team" may be as small as two persons.

recruit a broad range of stakeholders

Although a resource-oriented mechanism might be created solely around psychosocial programs, it is meant to focus on resources related to all major programs and services supporting the instructional component. Thus, it tries to bring together representatives of all these programs and services. This might include, for example, guidance counselors, school psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after school program staff, bilingual and Title I program coordinators, health educators, safe and drug free school staff, and union reps. It also should include representatives of any community agency that is significantly involved with schools. Beyond these "service" providers, such a team is well-advised to add the energies and expertise of administrators, regular classroom teachers, non-certificated staff, parents, and older students.

The larger the group, of course, the harder it is to find a meeting time and the longer each meeting tends to run. Nevertheless, the value of broad stakeholder representation far outweighs these matters. And, good meeting facilitation that maintains a task-focus and an action orientation can make meetings a invaluable opportunity to enhance systems (see Appendix A).

ensure motivational readiness & capability

For the team to function well, there must be a core of members who have or will acquire the ability to carry out identified functions and make the mechanism work (others are auxiliary members). They must be committed to the team's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because various teams at a school require the expertise of the same personnel, some individuals will necessarily be on more than one team.) The team must have a dedicated leader/facilitator who is able to keep the group task-focused and productive. It also needs someone who records decisions and plans and reminds members of planned activity and products. Where advanced technology is available (management systems, electronic bulletin boards and E-mail, clearinghouses), it can be used to facilitate communication, net-working, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

The team meets as needed. Frequency of meetings depends on the group's functions, time availability, and ambitions. Initially, this may mean once a week. Later, when meetings are scheduled for every 2-3 weeks, continuity and momentum are maintained through interim tasks performed by individuals or subgroups. Because some participants are at a school on a part-time basis, one of the problems that must be addressed is that of rescheduling personnel so that there is an overlapping time for meeting together. Of course, the reality is that not all team members will be able to attend every meeting, but a good approximation can be made at each meeting, with steps taken to keep others informed as to what was done. Well planned and trained teams can accomplish a great deal through informal communication and short meetings.

ensure representation on governance & planning bodies

Properly constituted, trained, and supported, a resource oriented team complements the work of the site's governance body through providing on-site overview, leadership, and advocacy for all activity aimed at addressing barriers to learning and enhancing healthy development. Having at least one representative from the resource team on the school's governing and planning bodies ensures the type of infrastructure connections that are essential if programs and services are to be maintained, improved, and increasingly integrated with classroom instruction. And, of course, having an administrator on the team provides the necessary link with the school's administrative "table."

For many support service personnel, their past experiences of working in isolation – and sometimes in competition with others – make this collaborative opportunity unusual and one which requires that they learn new ways of relating and functioning. See Appendix A for some resource aids that can help in establishing a Resource Team and ensuring it is structured to operate effectively.

Focusing on Resources for a Complex or "Family" of Schools

Schools in the same geographic (catchment) area have a number of shared concerns, and feeder schools often are interacting with students from the same family. Furthermore, some programs and personnel are (or can be) shared by several neighboring schools, thus minimizing redundancy and reducing costs. A multi-site team can provide a mechanism to help ensure cohesive and equitable deployment of resources and also can enhance the pooling of resources to reduce costs. Such a mechanism can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools. (This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster. It is neither cost-effective nor good intervention for each school to contact a family separately in instances where several children from a family are in need of special attention.)

With respect to linking with community resources, multi school teams are especially attractive to community agencies who often don't have the time or personnel to link with individual schools. In general, then, a group of sites can benefit from having an ongoing, multi-site, resource-oriented mechanism that provides leadership, facilities communication, coordination, integration, and quality improvement of all activity the sites have for addressing barriers to learning and promoting healthy development.

Thus, a multi-site team or Learning Supports Resource *Council* for a complex of schools (e.g., a high school and its feeder middle and elementary schools) brings together one to two representatives of each school's resource *team* (see figure below). Such a mechanism can help (a) coordinate and integrate programs serving multiple schools, (b) identify and meet common needs with respect to guidelines and staff development, and (c) create linkages and collaborations among schools and with community agencies. In this last regard, the group can play a special role in community outreach both to create formal working relationships and ensure that all participating schools have access to such resources. More generally, the council provides a useful mechanism for leadership, communication, maintenance, quality improvement, and ongoing development of a component for addressing barriers to learning and teaching. Natural starting points for councils are the sharing of needs assessment, resource mapping, analyses, and recommendations for reform and restructuring. Specific areas of initial focus may be on such matters as addressing community-school violence and developing prevention programs and safe school plans.
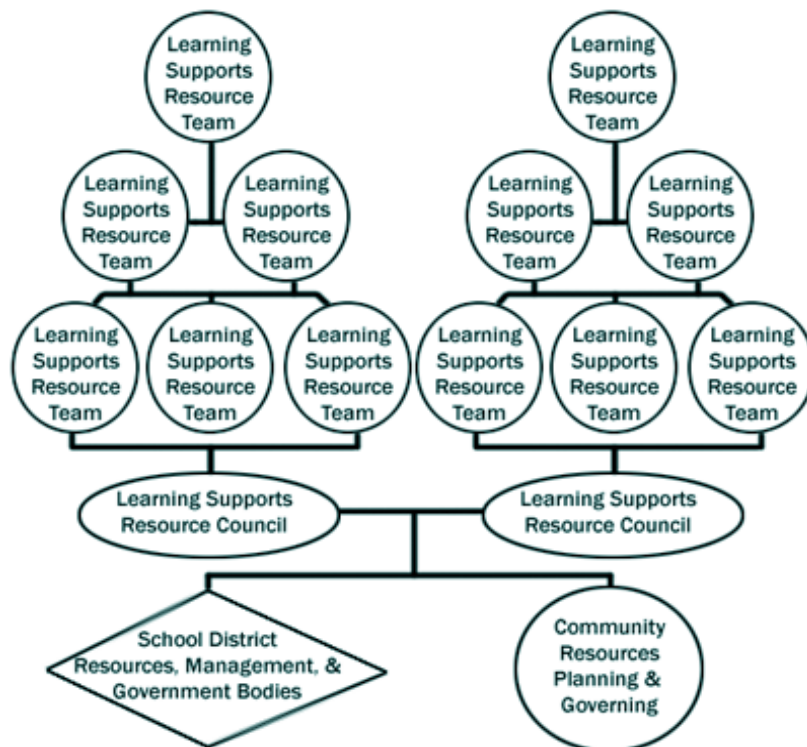

Figure 1. Developing and connecting mechanisms at schools sites, among families of schools, and district and community-wide

Council
functions

Some specific functions for a Council are:

- to share information about resource availability (at participating schools and in the immediate community and in geographically related schools and district-wide) with a view to enhancing coordination and integration.
- to identify specific needs and problems and explore ways to address them (e.g., Can some needs be met by pooling certain resources? Can improved linkages and collaborations be created with community agencies? Can additional resources be acquired? Can some staff and other stakeholder development activity be combined?)
- to discuss and formulate longer-term plans and advocate for appropriate resource allocation related to enabling activities.

Council
membership

Each school might be represented on the *Council* by two members of its Resource *Team.* To assure a broad perspective, one of the two might be the site administrator responsible for enabling activity; the other would represent line staff. To ensure a broad spectrum of stakeholder input, the council also should include representatives of classroom teachers, non-certificated staff, parents, and students, as well as a range of community resources that should be involved in schools.

Council facilitation involves responsibility for convening regular monthly (and other ad hoc) meetings, building the agenda, assuring that meetings stay task focused and that between meeting assignments will be carried out, and ensuring meeting summaries are circulated. With a view to shared leadership and effective advocacy, an administrative leader and a council member elected by the group can co-facilitate meetings. Meetings can be rotated among schools to enhance understanding of each site in the council.

System-wide
Mechanism

School and multi-site mechanisms are not sufficient. A system-wide mechanism must be in place to support school and cluster level activity. A *system-wide resource coordinating body* can provide guidance for operational coordination and integration across groups of schools. Functions might encompass (a) ensuring there is a district-wide vision and strategic planning for addressing barriers to student learning and promoting healthy development, (b) ensuring coordination and integration among groups of schools and system-wide, (c) establishing linkages and integrated collaboration among system-wide programs and with those operated by community, city, and county agencies, (d) ensuring complete and comprehensive integration with the district's education reforms, and (e) ensuring evaluation, including determination of equity in program delivery, quality improvement reviews of all mechanisms and procedures, and ascertaining results for accountability purposes.

The system-wide group should include (a) representatives of multi-school councils, (b) key district administrative and line staff with relevant expertise and vision (including unit heads, coordinators, union reps), and (c) various other stakeholders such as nondistrict members whose job and expertise (e.g., public health, mental health, social services, recreation, juvenile justice, post secondary institutions) make them invaluable contributors to the tasks at hand.

As the above discussion stresses, well-redesigned organizational and operational mechanisms that enable schools to (a) arrive at wise decisions about resource allocation, (b) maximize systematic and integrated planning, implementation, maintenance, and evaluation of enabling activity, (c) outreach to create formal working relationships with community resources to bring some to a school and establish special linkages with others, and (d) upgrade and modernize interventions to reflect the best models and use of technology. Implied in all this are new roles and functions for some staff and greater involvement of parents, students, and other representatives from the community. Also implied is redeployment of existing resources as well as finding new ones.

Phasing-in Resource Teams and Councils

Building on what is known about organizational change, our Center staff for many years has been working on a change model for use in establishing, sustaining, and scaling-up school and community reforms. In this context, we have developed a position called an *Organization Facilitator* to aid with major restructuring (Adelman, 1993; Adelman & Taylor 1997; Center for Mental Health in Schools, 1999a, 1999b, 2001; Taylor & Adelman 1999). This specially trained change agent embodies the necessary expertise to help school sites and complexes implement and institutionalize substantively new approaches, such as the establishment of Resource Teams and Councils.

The exhibit on the following pages offers an outline of phases for establishing such mechanisms and summarizes some key facets of what has been discussed above.

Exhibit

Phasing in Resource Teams and Councils

Phase *1. Organizing Resource Teams at a School Site*

Creation of a School-site *Resource Team* provides a starting point in efforts to reform and restructure education support programs. Such a team not only can begin the process of transforming what already is available, it can help reach out to District and community resources to enhance education support activity. Such a resource-oriented team differs from case-oriented teams (e.g., Student Assistance/Guidance Teams). The focus of this team is not on individual students. Rather, it is oriented to clarifying resources and how they are best used.

Such a team can help

- improve coordination and efficacy by ensuring

    >basic systems (for referral, triage, case management) are in place and effective
    >programs/services are profiled, written up, and circulated
    >resources are shared equitably

- enhance resources through staff development and by facilitating creation of new resources via redeployment and outreach

- evolve a site's education support activity infrastructure by assisting in the creation of program teams and Family/Parent Centers as hubs for such activities.

Among its first functions, the Resource Team can help clarify

  (a)   the resources available to the school (who? what? when?) – For example, the team can map out and then circulate to staff, students, and parents a handout describing "Available Special Services, Programs, and Other Resources" (see Appendix B).

  (b)   how someone gains access to available resources – The team can clarify processes for referral, triage, follow-through, and case management, and circulate a description of procedures to the school staff and parents.

  (c)   how resources are coordinated – To ensure systems are in place and to enhance effectiveness, the team can help weave together resources, make analyses, coordinate activity, and so forth.

  (d)   what other resources the school needs and what steps should be taken to acquire them – The team can identify additional resources that might be acquired from the District or by establishing community linkages.

Toward the end of Phase 1, a *Complex Resource Council* (a multi-locality council) can be organized. This group is designed to ensure sharing and enhancement of resources across schools in a given neighborhood. Of particular interest are ways to address common concerns related to crisis response and prevention, as well as dealing with the reality that community resources that might be linked to schools are extremely limited in many geographic areas and thus must be shared.

More info on the functions of a Resource Team and the complex Council are provided in the body of this report.

Phase II. *Organizing a Programmatic Focus and Infrastructure for Education Support Activity*

All sites that indicate readiness for moving toward reconceptualizing education support (enabling) activity into a delimited set of program areas are assisted in organizing program teams and restructuring the site's Resource Team.

This involves facilitating

- development of program teams

- analyses of education support activity (programs/services) by program area teams to determine

  >how well the various activities are coordinated/integrated (with a special emphasis
   on minimizing redundancy)
  >whether any activities need to be improved (or eliminated)
  >what is missing -- especially any activity that seems as important or even more
   important than those in operation.

- efforts by program area teams related to

  >profiling, writing up, circulating, and publicizing program/service information
  >setting priorities to improve activity in a programmatic area
  >setting steps into motion to accomplish their first priority for improvement
  >moving on to their next priorities.

Phase III. *Facilitating the Maintenance and Evolution of Appropriate Changes*

In general, this involves evaluating how well the infrastructure and related changes are working, including whether the changes are highly visible and understood. If there are problems, the focus is on clarifying what is structurally and systemically wrong and taking remedial steps. (It is important to avoid the trap of dealing with a symptom and ignoring ongoing factors that are producing problems; that is, the focus should be on addressing systemic flaws in ways that can prevent future problems.)

Examples of activity:

Checking on maintenance of Program Teams (keeping membership broad based and with a working core through processes for identifying, recruiting, and training new members when teams need bolstering).

Holding individual meetings with school site leadership responsible for restructuring in this area and with team leaders to identify whether everyone is receiving adequate assistance and staff development.

Determining if teams periodically make a new listing (mapping) of the current activity at the site and whether they update their analyses of the activity.

Checking on efficacy of referral, triage, and case management systems.

Checking on the effectiveness of mechanisms for daily coordination, communication, and problem solving.

Evaluating progress in refining and enhancing program activity.

Phase IV. *Facilitating the Institutionalization/Sustainability of Appropriate Changes*

A critical aspect of institutionalization involves ensuring that school staff responsible for restructuring education support activity formulate a proposal for the next fiscal year. Such a proposal encompasses resource requests (budget, personnel, space, staff development time). It must be submitted and approved by the site's governance authority. Institutionalization requires a plan that is appropriately endorsed and empowered through appropriation of adequate resources.

Institutionalization is further supported by evaluating functioning and outcomes related to new infrastructure mechanisms and fundamental activities. With a view to improving quality and efficacy, the findings from such evaluations are used to revise activities and mechanisms as necessary.

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About Mapping, Analyzing, & Deploying Resources

It has been speculated that when the various sources of support are totaled in certain schools, as much as 30% of the resources may be going to addressing barriers to learning. Whatever the actual percentage, the fact is that in too many locales the resources are being expended in rather ad hoc, piecemeal, and fragmented ways. This is why mapping, analyzing, and (re)deploying resources are such important functions for resource-oriented mechanisms to pursue.

Mapping can be carried out in various ways. For example, in mapping a school's resources for addressing barriers to learning, some teams begin simply by developing a list of names and brief descriptions of the work performed by staff and those from the community who are at the school at various times (see Appendix B). This probably is a good starting point since so few schools seem to have done even this simple form of mapping, and everyone at or otherwise connected to a school should have easy access to such basic information. Eventually, all resources should be mapped (e.g., all programs, services, personnel, space, material resources and equipment, cooperative ventures, budgetary allocations). Moreover, to facilitate subsequent analyses, efforts should be made to differentiate among (a) regular, long-term programs and short-term projects and activities, (b) those that have potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit many students and those designed to serve a few.

Because of the fragmented way policies and practices have been established, there tends to be inefficiency and redundancy, as well as major gaps in efforts to address barriers to learning. Thus, a logical focus for *analyses is* how to reduce fragmentation and fill gaps in ways that increase effectiveness and efficiency. Another aspect of the analyses involves identifying activities that have little or no effects; these represent resources that can be redeployed to help underwrite the costs of filling major gaps.

Below we describe how all this can be done using the framework developed for operationalizing an enabling component. Use of a well-conceived framework avoids the tendency to create laundry-lists of the various programs and services offered at a school. Such lists communicate a fragmented picture rather than a comprehensive, multifaceted, cohesive approach and provide insufficient information for analyzing how well resources are being used.

Step 1: School-Focused Mapping

The matrix below provides a framework for the school-based resource mechanism (e.g., a Resource Team) to begin mapping.

AREAS OF CONCERN FOR MAPPING

	Classroom-Focused Enabling Activity	Crisis Response & Prevention	Support for Transitions	Home Involvement in Schooling	Community Outreach (including volunteers)	Student & Family Assistance	System Change Activity
Systems for Promoting Healthy Develop. & Preventing Problems							
Systems to Respond Early-After-Onset							
Systems of Care to treat Severe Problems							

As aids for mapping, our Center has developed a set of tools that outlines the types of activities schools might have in these various areas. (See Appendix B for a description and for information on accessing these tools by downloading them from our website or requesting a copy from the Center.)

The mapping should include all district-level and community resources that have had some direct connection with the work of the school. As noted above, the mapping should also include efforts to differentiate (a) regular, long-term programs and short-term projects and activities, (b) those that have potential to produce major results and those likely to produce superficial outcomes, and (c) those designed to benefit many students and those designed to serve a few.

After mapping each area, the products can be used immediately to communicate in an organized manner what the school is currently doing to address barriers to learning and promote healthy development. With relatively little effort, the products can be an important step forward in "social marketing" the school's efforts to meet the needs of all students. Appendix B provides examples of summaries related to such mapping. After developing such summaries, they can be copied as a set and circulated to all stakeholders, and can even be condensed into a brochure, newsletter, and other formats that will be useful to stakeholders. They also can be mounted as a set on poster board and displayed prominently in the staff lounge, the main hallway, and anywhere else in the school where the presentation will be widely seen. The point is to make certain that everyone begins to understand what already exists and that work is underway to develop a comprehensive, multifaceted, cohesive approach.

Step 2:
Mapping the
"Family" of
Schools

Once individual schools have done their initial mapping, the schools in a feeder pattern (or an other-wise designated "family" of schools) can meet together to pool the information. At this juncture, efforts should also be made to identify other district-level and community resources that could be brought to the family of schools.

Here, again, the products of the expanded mapping engender a significant opportunity for social marketing.

In anticipating the analyses of resources, it is important at the family of schools level to designate whether the resources currently are deployed at elementary, middle, high school, or at all levels.

Step 3:
Analyses

With the initial mapping done, the focus turns to analyzing how resources are currently used. The aim is to develop specific recommendations for improving the work at each school through enhancing use of the resources currently at a school and enhancing resources through collaboration among the family of schools and with neighborhood resources.

Essentially, the process involves conducting a gap analysis. That is, existing resources are laid out in the context of the vision schools have for a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development. From that perspective, the analysis focuses on (1) what parts are in place, (2) what's still missing, and (3) what needs to be done to improve matters.

(1) *What's in place?* Discussion focuses on how effective and efficient current efforts are. Special attention is given to identifying redundant efforts, inefficient use of resources, and ineffective activities. With respect to what is seen as ineffective, the analyses should differentiate between activities that might be effective if they were better supported and those that are not worth continuing because they have not made a significant impact or because they are not well-conceived. This facilitates generating recommendations about what should be discontinued so that resources can be redeployed to enhance current efforts and fill gaps.

(2) *What's still missing?* Every school has a wish list of programs and services it needs. The analyses put these into perspective of the school's vision for a comprehensive, multifaceted, and integrated approach to addressing barriers to learning and promoting healthy development. By doing this, the analyses provide an appreciation of major gaps. Thus, rather than making ad hoc choices from a laundry-list of wishes, recommendations can be based on a systematic analysis of current efforts that require enhancement and gaps that need to be filled.

(3) How can resources be used better? Analyses of how resources might be used better first focus on identifying wasteful uses (i.e., redundancies, ineffective activity, programs where costs far out-weigh benefits, lack of coordination). Then, the emphasis is on promising programs that are under-supported. Finally, discussion turns to exploring which gaps should be filled first (e.g., new activity that is as or even more important than existing efforts).

Step 4:
Recommendations
for Deploying &
Enhancing
Resources

No school or family of schools can do everything at once -- especially when there is a great deal to do (see Appendix C). Based on the analyses, recommendations first must stress combining some efforts to reduce redundancy at each school and for the family of schools and discontinuing ineffective activity. A second set of recommendations focus on redeploying freed-up resources to strengthen promising efforts. Finally, recommendations are made about priorities for filling gaps and for strategies to expand the pool of resources.

With respect to expanding the pool of resources, the first strategy can involve braiding together the resources of the family of schools to achieve economies of scale and to accomplish overlapping activity. Then, the focus is on enhancing connections with community resources in order to enhance existing programs and services and fill specific gaps. Recommendations should clarify how the limited community resources can be added in integrated and equitable ways across the family of schools. Finally, recommendations can be made about seeking additional funds. (See Center Brief and Fact Sheet on *Financing Mental Health for Children & Adolescents.)*

School Steering Body for a Learning Supports Component

All initiatives need a team of "champions" who agree to steer the process. Thus, at the school level, initially it helps not only to have a resource-oriented team, but also to establish an advisory/steering group. This leadership body ensures overall development of the component to address barriers to learning and guides and monitors the resource team. These advocates must be competent with respect to the work to be done and highly motivated not just to help get things underway, but to ensure the changes are sustained over time.

 The group's first focus is on assuring that capacity is built to accomplish the desired systemic changes. This includes ensuring an adequate policy and leadership base. If such a base is not already in place, the group needs to focus on getting one in place. Capacity building, of course, also includes special training for change agents. Over time, the main functions of a steering group are to ensure that staff assigned to facilitate changes (a) maintain a big picture perspective and appropriate movement toward long-term goals and (b) have sufficient support and guidance.

The steering group should be fully connected with teams guiding the instructional and management components at the school. Each school steering body needs to be linked formally to the district mechanism designed to guide development of learning supports components at schools.

Steering groups should not be too large. For example, at a school level, membership might include key change agents, one or two other key school leaders, perhaps someone from a local institution of higher education, perhaps a key agency person or two, and a few well-connected "champions." Such a group can meet monthly (more often if major problems arise) to review progress, problem solve, decide on mid-course corrections. To work against the perception that it is a closed, elite group, it can host "focus groups" to elicit input and feedback and provide information.

Ad Hoc and Standing Work Groups for a Resource Team

Work groups are formed as needed by a Learning Supports Resource Team to address specific concerns (e.g., mapping resources, planning for capacity building and social marketing, addressing problems related to case-oriented systems), develop new programs (e.g., welcoming and social support strategies for newcomers to the school), implement special initiatives (e.g., positive behavior support), and so forth. Such groups usually are facilitated by a member of the resource team who recruits a small group of others from the school and community who are willing and able to help. The group facilitator provides regular updates to the resource team on work group progress and brings back feedback from the Team.
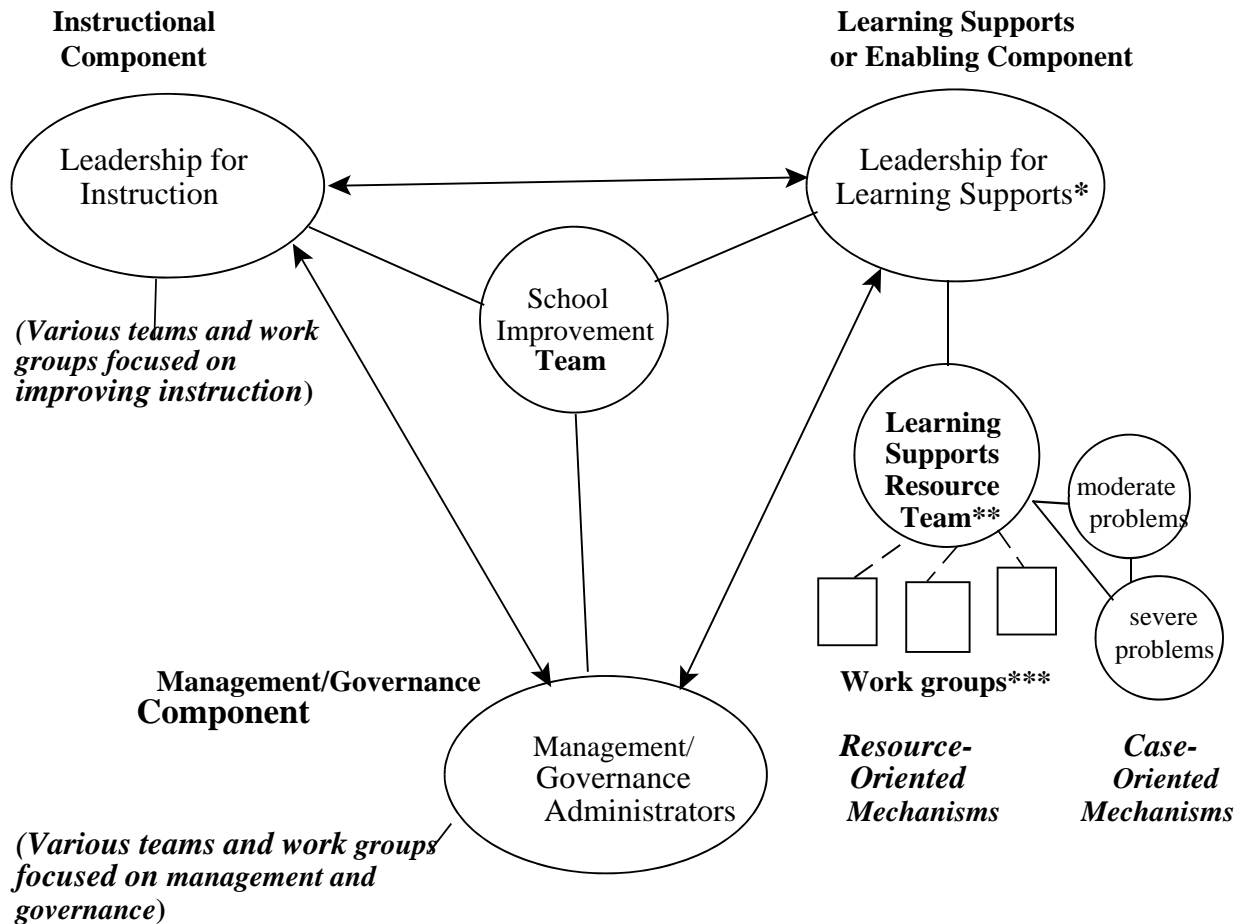
Ad hoc work groups take on tasks that can be done over a relatively short time period, and the group disbands once the work is accomplished. *Standing* work groups focus on defined programs areas and pursue current priorities for enhancing intervention in a given arena. For example, a standing work group might be established for any of the six intervention arenas outlined in Chapter 6.

Integrating the Component into the School Infrastructure

The figure on the next page illustrates the type of infrastructure that needs to emerge at the school if it is to effectively develop a comprehensive component to address barriers to learning.

Note especially the links among the three components, and the connection within the various groups involved in planning, implementing, evaluating, and sustaining learning supports.

Example of an Integrated Infrastructure at the School Level

**Instructional
Component**

**Learning Supports
or Enabling Component**

Leadership for
Instruction

Leadership for
Learning Supports*

*(Various teams and work
groups focused on
improving instruction)*

School
Improvement
Team

**Learning
Supports
Resource
Team****

moderate
problems

severe
problems

**Management/Governance
Component**

Management/
Governance
Administrators

Work groups***

*Resource-
Oriented
Mechanisms*

*Case-
Oriented
Mechanisms*

*(Various teams and work groups
focused on management and
governance)*

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  *Learning Supports or Enabling Component Leadership consists of an administrator and
other advocates/champions with responsibility and accountability for ensuring the vision
for the component is not lost. The administrator meets with and provides regular input to
the Learning Supports Resource Team.

 **A Learning Supports Resource Team ensures component cohesion, integrated
implementation, and ongoing development. It meets weekly to guide and monitor daily
implementation and development of all programs, services, initiatives, and systems at a
school that are concerned with providing learning supports and specialized assistance.

***Ad hoc and standing work groups – Initially, these are the various "teams" that already exist
related to various initiatives and programs (e.g., a crisis team) and for processing
"cases" (e.g., a student assistance team, an IEP team). Where redundancy exists, work
groups can be combined. Others are formed as needed by the Learning Supports
Resource Team to address specific concerns. These groups are essential for
accomplishing the many tasks associated with such a team's functions.

For more on this, see
>http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf
>http://smhp.psych.ucla.edu/pdfdocs/studentsupport/toolkit/aidk.pdf

A Caveat

In building a comprehensive, multifaceted continuum of interventions, the team will be confronted by the complementary challenges surrounding the needs for *evidence-based strategies* and *demonstrating results.* These matters must be addressed in ways that enhance rather than hinder system-wide effectiveness. The dilemma arises because of the limited nature and scope of interventions that currently have strong research support. The best (not always to be equated with good) evidence-based strategies for identifying and working with student's problems are for a small number of non-comorbid disorders. And, the data show efficacy – not effectiveness. Clearly, before these strategies are seen as the answer, they must be widely implemented in community and school settings, and they must generate data that demonstrate enhanced cost-effectiveness.

But it should be stressed that there is a bigger problem related to addressing barriers to student learning. This involves investing in the development and evaluation of interventions that go beyond one-to-one and small group approaches and that incorporate public health and primary prevention initiatives. Such approaches must be comprehensive, multifaceted, and integrated and must encompass a full intervention continuum in the form of systems of prevention, systems of early intervention (early after the onset of problems), and systems of care. Development of such a continuum of overlapping systems requires major school-based programs and school-community collaborations

In sampling the literature, it is evident that there is not a strong evidence base for addressing many psychosocial problems. Unfortunately, the field is not moving in the direction of developing such an evidence base because (1) there is not support for the type of research that must be carried out to determine the impact of comprehensive, multifaceted, and integrated approaches, and (2) many in the field are falling into the trap of thinking large-scale problems can be solved by reifying a few evidence-based interventions. It is striking that there never has been a formal study of the impact on a catchment area (e.g., a neighborhood) of a comprehensive, multifaceted, and integrated approach that encompasses a full intervention continuum in the form of systems of prevention, early intervention, and care.

This is not to say, data are not available to support development of comprehensive, multifaceted, and integrated approaches. There are both negative data that indicate the need (e.g., the "plateau effect" increasingly becoming evident around direct efforts to increase achievement test scores and close the achievement gap in many districts. And, there is the positive data related to efforts to aggregate findings related to addressing barriers to learning and teaching into an "big picture" perspective. See the research brief:

Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base online at http://smhp.psych.ucla.edu/pdfdocs/briefs/BarriersBrief.pdf

Concluding Comments

Most of us know how hard it is to work effectively with a group. Many staff members at a school site have jobs that allow them to carry out their duties each day in relative isolation of other staff. And despite various frustrations they encounter in doing so, they can see little to be gained through joining up with others. In fact, they often can point to many committees and teams that drained their time and energy to little avail.

Despite all this, the fact remains that no organization can be truly effective if everyone works in isolation. And it is a simple truth that there is no way for schools to play their role in addressing barriers to student learning and enhancing healthy development if a critical mass of stakeholders do not work together towards a shared vision. There are policies to advocate for, decisions to make, problems to solve, and interventions to plan, implement. and evaluate.

Obviously, true collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in effective programs.

The danger in creating new mechanisms is that they can become just another task, another meeting -- busy work. Infrastructure must be designed in keeping with the major functions to be carried out, and all functions must be carried out in the service of a vital vision. Resource-oriented mechanisms are valuable only if they are driven by and help advance an important vision. Leaders and facilitators must be able to instill that vision in team members and help them hold on to it even when the initial excitement of "newness" wanes.

In outlining the ongoing functions of mapping, analyzing, and deploying resources, we have also stressed that, in our work, resource-oriented functions are done in the service of building, sustaining, and evolving a comprehensive, multifaceted, and cohesive approach to addressing barriers to learning and promoting healthy development. It is that vision that sustains us and our colleagues.

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WHAT IS A LEARNING SUPPORTS RESOURCE TEAM?

*E*very school that wants to improve its systems for providing student support needs a mechanism that focuses specifically on improving resource use and enhancement. A *Learning Support Resource Team* (previously called a Resource Coordinating Team) is a vital form of such a mechanism.

Most schools have teams that focus on individual student/family problems (e.g., a student support team, an IEP team). These teams focus on such functions as referral, triage, and care monitoring or management. In contrast to this case-by-case focus, a school's *Learning Support Resource Team* can take responsibility for enhancing use of all resources available to the school for addressing barriers to student learning and promoting healthy development. This includes analyzing how existing resources are deployed and clarifying how they can be used to build a comprehensive, multifaceted, and cohesive approach. It also integrally involves the community with a view to integrating human and financial resources from public and private sectors to ensure that all students have an equal opportunity to succeed at school.

What are its functions?

A Resource Coordinating Team performs essential functions related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development.

Examples of key tasks are:

- ♦ Aggregating data across students and from teachers to analyze school needs
- ♦ Mapping resources at school and in the community
- ♦ Analyzing resources
- ♦ Identifying the most pressing program development needs at the school
- ♦ Coordinating and integrating school resources & connecting with community resources
- ♦ Establishing priorities for strengthening programs and developing new ones
- ♦ Planning and facilitating ways to strengthen and develop new programs and systems
- ♦ Recommending how resources should be deployed and redeployed
- ♦ Developing strategies for enhancing resources
- ♦ "Social marketing"

Related to the concept of an Enabling (Learning Support) Component, these functions are pursued within frameworks that outline six curriculum content areas and

the comprehensive continuum of interventions needed to develop a comprehensive, multifaceted approach to student support that is integrated fully into the fabric of the school.

Who's on Such a Team?

A Learning Support Resource Team might begin with only two people. Where feasible, it should expand into an inclusive group of informed stakeholders who are able and willing. This would include the following:

- • Principal or assistant principal
- • School Psychologist
- • Counselor
- • School Nurse
- • School Social Worker
- • Behavioral Specialist
- • Special education teacher
- • Representatives of community agencies involved regularly with the school
- • Student representation (when appropriate and feasible)
- • Others who have a particular interest and ability to help with the functions

It is important to integrate this team with the infrastructure mechanisms at the school focused on instruction and management/governance. For example, the school administrator on the team must represent the team at administrative meetings; there also should be a representative at governance meetings; and another should represent the team at a Learning Support Resource *Council* formed for a family of schools (e.g., the feeder pattern).

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Appendix A

Resource Aids for Developing Resource Teams/Councils

- *Checklist for Establishing School-Site Teams*

- *Examples of Initial and Ongoing Tasks for Team/Council*

- *Planning and Facilitating Effective Meetings*

Checklist for Establishing School-Site Teams

1. ___ Job descriptions/evaluations reflect a policy for working in a coordinated and increasingly integrated way to maximize resource use and enhance effectiveness (this includes allocation of time and resources so that team members can build capacity and work effectively together to maximize resource coordination and enhancement).

2. ___ Every interested staff member is encouraged to participate.

3. ___ Team include key stakeholders (e.g., guidance counselors, school psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, after school program staff, bilingual and Title I program coordinators, health educators, safe and drug free school staff, representatives of any community agency significantly involved with the site, administrator, regular classroom teachers, non-certificated staff, parents, older students).

4. ___ The size of teams reflects current needs, interests, and factors associated with efficient and effective functioning. (The larger the group, the harder it is to find a meeting time and the longer each meeting tends to run. Frequency of meetings depends on the group's functions, time availability, and ambitions. Properly designed and trained teams can accomplish a great deal through informal communication and short meetings).

5. ___ There is a core of team members who have or will acquire the ability to carry out identified functions and make the mechanism work (others are auxiliary members). All are committed to the team's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because various teams at a school require the expertise of the same personnel, some individuals will necessarily be on more than one team.)

6. ___ Team has a dedicated leader/facilitator who is able to keep the group task-focused and productive

7. ___ Team has someone who records decisions and plans and reminds members of planned activity and products.

8. ___ Team uses advanced technology (management systems, electronic bulletin boards and E-mail, resource clearinghouses) to facilitate communication, networking, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

Exhibit

Examples of Initial and Ongoing Tasks for *Team/Council*

- Orientation for representatives to introduce each to the other and provide further clarity of group's purposes and processes

- Review membership to determine if any major stakeholder is not represented; take steps to assure proper representation

- Share and map information regarding what exists (programs, services, systems for triage, referral, case management, etc. – at a site; at each site; in the district and community)

- Analyze information on resources to identify important needs at specific sites and for the complex/family of schools as a whole

- Establish priorities for efforts to enhance resources and systems

- Formulate plans for pursuing priorities

- Each site discusses need for coordinating crisis response across the complex and for sharing complex resources for site specific crises and then explores conclusions and plans at Council meeting

- Discussion of staff (and other stakeholder) development activity with a view to combining certain training across sites

- Discussion of quality improvement and longer-term planning (e.g., efficacy, pooling of resources)

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General Meeting format

- Updating on and introduction of membership

- Reports from those who had between meeting assignments

- Current topic for discussion and planning

- Decision regarding between meeting assignments

- Ideas for next agenda

</div>

Forming a Working Group

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

Meeting Format

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

Some Group Dynamics to Anticipate

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

Appendix B

Resource Aids
and Other Relevant References for Mapping

- *Mapping of Resource Staff*

- *Mapping of Activities Using an Enabling Component Framework*

- *Mapping Community Resources*

- *Other Relevant Resources for Mapping*

- *Beyond Resource Mapping*

Resource Mapping and Management
to Address Barriers to Learning:
An Intervention for Systemic Change

Overview

In their effort to raise test scores, school leaders usually have pursued intensive instruction as the primary route. While improved instruction is necessary, for too many youngsters it is not sufficient. Students who arrive at school on any given day lacking motivational readiness and/or certain abilities need something more. That something more involves developing comprehensive, multifaceted, and integrated approaches to address barriers to student learning and promote healthy development.

Schools already have a variety of programs and services to address barriers and promote development. These range from Title I programs, through extra help for low performing students, to accommodations for special education students. In some places, the personnel and programs to support learning account for about 30% of the resources at a school. However, because school leaders have been so focused on instruction, essential efforts to support learning are marginalized, and resources are deployed in a fragmented and often wasteful and ineffective manner. The result of the marginalization is that school improvement efforts continue to pay little attention to the need for and potential impact of rethinking how these resources can be used to enable student learning by doing more to address barriers.

How can a school improve its impact in addressing barriers to student learning?

It can begin by (a) taking stock of the resources already being expended and (b) considering how these valuable resources can be used to the greatest effect. These matters involve a variety of functions and tasks we encompass here under the rubric of *mapping and managing resources.*

Carrying out the functions and tasks related to mapping and managing resources is, in effect, an intervention for systemic change. For example:

- A focus on these matters highlights the reality that the school's current infrastructure probably requires some revamping to ensure the necessary functions are carried out (e.g., a resource-oriented mechanism focusing on resources is needed).

- By identifying and analyzing existing resources (e.g., personnel, programs, services, facilities, budgeted dollars, social capital), awareness is heightened of their value and potential for playing a major role in helping students engage and re-engage in learning at school.

- Analyses also lead to sophisticated recommendations for deploying and redeploying resources to improve programs, enhance cost-effectiveness, and fill programmatic gaps in keeping with well-conceived priorities.

- The products of mapping activities can be invaluable for "social marketing" efforts designed to show teachers, parents, and other community stakeholders all that the school is doing to address barriers to learning and promote healthy development.

Enhanced appreciation of the importance of resource mapping and management may lead to a desire to accomplish the work quickly. Generally speaking, it is not feasible to do so because mapping usually is best done in stages and requires constant updating. Thus, most schools will find it convenient to do the easiest forms of mapping first and, then, build the capacity to do in-depth mapping over a period of months. Similarly, initial analyses and management of resources will focus mostly on enhancing understanding of what exists and coordination of resource use. Over time, the focus is on spread-sheet type analyses, priority recommendations, and braiding resources to enhance cost-effectiveness, and fill programmatic gaps.

About Resource Mapping and Management

A. Why mapping resources is so important.

- To function well, every system has to fully understand and manage its resources. Mapping is a first step toward enhancing essential understanding, and done properly, it is a major intervention in the process of moving forward with enhancing systemic effectiveness.

B. Why mapping both school *and* community resources is so important.

- Schools and communities share
  - > goals and problems with respect to children, youth, and families
  - > the need to develop cost-effective systems, programs, and services to meet the goals and address the problems.
  - > accountability pressures related to improving outcomes
  - > the opportunity to improve effectiveness by coordinating and eventually integrating resources to develop a full continuum of systemic interventions

C. What are resources?

- Programs, services, real estate, equipment, money, social capital, leadership, infrastructure mechanisms, and more

D. What do we mean by mapping and who does it?

- A representative group of informed stakeholder is asked to undertake the process of identifying
  - > what currently is available to achieve goals and address problems
  - > what else is needed to achieve goals and address problems

E. What does this process lead to?

- Analyses to clarify gaps and recommend priorities for filling gaps related to programs and services and deploying, redeploying, and enhancing resources
- Identifying needs for making infrastructure and systemic improvements and changes
- Clarifying opportunities for achieving important functions by forming and enhancing collaborative arrangements
- Social Marketing

F. How to do resource mapping

- Do it in stages (start simple and build over time)
  - > a first step is to clarify people/agencies who carry out relevant roles/functions
  - > next clarify specific programs, activities, services (including info on how many students/families can be accommodated)
  - > identify the dollars and other related resources (e.g., facilities, equipment) that are being expended from various sources
  - > collate the various policies that are relevant to the endeavor
- At each stage, establish a computer file and in the later stages create spreadsheet formats
- Use available tools (see examples in this packet)

G. Use benchmarks to guide progress related to resource mapping

B-4

Mapping of Resource Staff

The following templates can be used as aids in generating a list of the special resource personnel at a site and throughout a feeder pattern (or "family") of schools.

Note the following:

In listing "itinerant" resources (e.g., staff who go to different schools on different days), information should be included that indicates the days and hours the individual is at the school.

The individuals listed for a school are a logical group to build a resource-oriented team around. Then, when a multi-site council is formed, 1-2 representatives of each school's team can be the core around which the council is built.

Resource Coordination (names & schedules provided so staff, students, and families can access)

Some of the Special Resources Available at _____ School

In a sense, each staff member is a special resource for each other. A few individuals are highlighted here to underscore some special functions.

Administrator for Learning Supports
_____

School Psychologist _____
 times at the school _____

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse _____
 times at the school_____
 - Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor
 _____
 times at the school _____

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker _____
 times at the school _____

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors   times at the school
 _____   _____
 _____   _____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordination
 _____
 times at the school _____

- Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators
 _____
 _____

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers
 _____
 _____
 _____
 times at the school _____

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)
 _____/_____
 _____/_____
 _____/_____
 _____/_____
 _____/_____

School Improvement Program Planners
 _____/_____
 _____/_____
 _____/_____

Community Resources

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

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

Mapping the Resource Staff in a Family of Schools (e.g., the feeder pattern)

Enter the Name of Each School

Type of Resource Staff (under school name, enter each person by name)						
School Psychologist						
School Counselor(s)						
School Nurse						
Attendance Counselor						
Social Worker						
Dropout Prevention Coordinator						
Title I Coordinator						
Bilingual Coordinator						
Resource Teacher						
Speech & Language Specialist						
Enter all other school resource staff						
Enter all resource staff who come to the school from the community						

A School Improvement Tool for Moving toward a Comprehensive System of Learning Supports

Mapping & Analyzing Learning Supports

http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf

The matrix on the following page provides a graphic organizer for reviewing school improvement plans and implementation to identify how well the efforts address barriers to learning and teaching – schoolwide and in the classroom. It can also be used to chart all current activities and resource use (e.g., involving school, community, district) as a basis for making status reports, doing a gap analysis, and setting priorities for moving forward.

Places that have plans to cover a considerable range of the interventions outlined by the matrix are considered to be developing a comprehensive a system of learning supports.

How the matrix has been used for initial mapping and priority setting:

Step 1. Reproduce an enlarged version of the attached matrix so there is room to enter all activity

Step 2. Enter all activity and resources (Note: some will go in more than one cell)

Step 3. Review the examples provided in the attached Exhibit and add anything that was forgotten.

Step 4. Identify which cells are well covered with *effective* interventions and which have only weak interventions or none at all

Step 5. Identify what needs to be done as the highest priorities to strengthen efforts to develop a comprehensive system of learning supports to address barriers to learning and teaching – schoolwide and in the classroom

Step 6. Revise school improvement plans in keeping with the mapping and analysis

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Matrix for reviewing scope and content of a component to address barriers to learning.

Scope of Intervention

	Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care
Classroom-Focused Enabling			
Crisis/ Emergency Assistance & Prevention			
Support for transitions			
Home Involvement in Schooling			
Community Outreach/ Volunteers			
Student and Family Assistance			

Organizing around the

Content/ "curriculum"

(an enabling or learning supports component for addressing barriers to learning & promoting healthy development)

Accommodations for differences & disabilities — Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)

*Embedded into the above content arenas are specific school-wide and classroom-based activities related to such concepts as social-emotional learning and initiatives such as positive behavior support, response to intervention, and CDC's Coordinated School Health Program.

Exhibit

"Content" Areas for a Component to Address Barriers to Learning

(1) Classroom-Based Approaches encompass

- Opening the classroom door to bring available supports in (e.g., peer tutors, volunteers, aids trained to work with students-in-need; resource teachers and student support staff work in the classroom as part of the teaching team)
- Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals (e.g. personalized instruction; special assistance as necessary; developing small group and independent learning options; reducing negative interactions and over-reliance on social control; expanding the range of curricular and instructional options and choices; systematic use of prereferral interventions)
- Enhancing and personalizing professional development (e.g., creating a Learning Community for teachers; ensuring opportunities to learn through co-teaching, team teaching, and mentoring; teaching intrinsic motivation concepts and their application to schooling)
- Curricular enrichment and adjunct programs (e.g., varied enrichment activities that are not tied to reinforcement schedules; visiting scholars from the community)
- Classroom and school-wide approaches used to create and maintain a caring and supportive climate

  Emphasis at all times is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings.

(2) Crisis Assistance and Prevention encompasses

- Ensuring immediate assistance in emergencies so students can resume learning
- Providing Follow up care as necessary (e.g., brief and longer-term monitoring)
- Forming a school-focused Crisis Team to formulate a response plan and take leadership for developing prevention programs
- Mobilizing staff, students, and families to anticipate response plans and recovery efforts
- Creating a caring and safe learning environment (e.g., developing systems to promote healthy development and prevent problems; bullying and harassment abatement programs)
- Working with neighborhood schools and community to integrate planning for response and prevention
- Capacity building to enhance crisis response and prevention (e.g., staff and stakeholder development, enhancing a caring and safe learning environment)

(3) Support for Transitions encompasses

- Welcoming & social support programs for newcomers (e.g., welcoming signs, materials, and initial receptions; peer buddy programs for students, families, staff, volunteers)
- Daily transition programs for (e.g., before school, breaks, lunch, afterschool)
- Articulation programs (e.g., grade to grade – new classrooms, new teachers; elementary to middle school; middle to high school; in and out of special education programs)
- Summer or intersession programs (e.g., catch-up, recreation, and enrichment programs)
- School-to-career/higher education (e.g., counseling, pathway, and mentor programs; Broad involvement of stakeholders in planning for transitions; students, staff, home, police, faith groups, recreation, business, higher education)
- Broad involvement of stakeholders in planning for transitions (e.g., students, staff, home, police, faith groups, recreation, business, higher education)
- Capacity building to enhance transition programs and activities

(cont.)

Exhibit (cont.) "Content" Areas for a Component to Address Barriers to Learning

(4) Home Involvement in Schooling encompasses

- Addressing specific support and learning needs of family (e.g., support services for those in the home to assist in addressing basic survival needs and obligations to the children; adult education classes to enhance literacy, job skills, English-as-a-second language, citizenship preparation)
- Improving mechanisms for communication and connecting school and home (e.g., opportunities at school for family networking and mutual support, learning, recreation, enrichment, and for family members to receive special assistance and to volunteer to help; phone calls and/or e-mail from teacher and other staff with good news; frequent and balanced conferences – student-led when feasible; outreach to attract hard-to-reach families – including student dropouts)
- Involving homes in student decision making (e.g., families prepared for involvement in program planning and problem-solving)
- Enhancing home support for learning and development (e.g., family literacy; family homework projects; family field trips)
- Recruiting families to strengthen school and community (e.g., volunteers to welcome and support new families and help in various capacities; families prepared for involvement in school governance)
- Capacity building to enhance home involvement

(5) *Community Outreach for Involvement and Support* encompasses

- Planning and Implementing Outreach to Recruit a Wide Range of Community Resources (e.g., public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations; community policy and decision makers)
- Systems to Recruit, Screen, Prepare, and Maintain Community Resource Involvement (e.g., mechanisms to orient and welcome, enhance the volunteer pool, maintain current involvements, enhance a sense of community)
- Reaching out to Students and Families Who Don't Come to School Regularly – Including Truants and Dropouts
- Connecting School and Community Efforts to Promote Child and Youth Development and a Sense of Community
- Capacity Building to Enhance Community Involvement and Support (e.g., policies and mechanisms to enhance and sustain school-community involvement, staff/stakeholder development on the value of community involvement, "social marketing")

(6) Student and Family Assistance encompasses

- Providing extra support as soon as a need is recognized and doing so in the least disruptive ways (e.g., prereferral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs)
- Timely referral interventions for students & families with problems based on response to extra support (e.g., identification/screening processes, assessment, referrals, and follow-up – school-based, school-linked)
- Enhancing access to direct interventions for health, mental health, and economic assistance (e.g., school-based, school-linked, and community-based programs and services)
- Care monitoring, management, information sharing, and follow-up assessment to coordinate individual interventions and check whether referrals and services are adequate and effective
- Mechanisms for *resource* coordination and integration to avoid duplication, fill gaps, garner economies of scale, and enhance effectiveness (e.g., braiding resources from school-based and linked interveners, feeder pattern/family of schools, community-based programs; linking with community providers to fill gaps)
- Enhancing stakeholder awareness of programs and services
- Capacity building to enhance student and family assistance systems, programs, and services

Mapping Community Resources

The following are examples of resources that may be in a community and may be invaluable to any school concerned with improving its outcomes. Partnerships may be established to connect and enhance programs by increasing availability and access and filling gaps. They may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; shared underwriting of some activity; donations; volunteer assistance; pro bono services, mentoring, and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; mutual support; shared responsibility for planning, implementation, and evaluation of programs and services; building and maintaining infrastructure; expanding opportunities for assistance, community service, internships, jobs, recreation, enrichment; enhancing safety; shared celebrations; building a sense of community.

One of the set of self-study instruments developed by our Center focuses on school-community partnerships and provides a template to aid school personnel in identifying the status of current efforts. The instrument is available for downloading from the Center's website (http://smhp.psych.ucla.edu) or in hardcopy from the Center (for the cost of copying and handling).

County Agencies and Bodies
(e.g., Depts. of Health, Mental Health, Children & Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, Service Planning Area Councils, Recreation & Parks, Library, courts, housing)

Municipal Agencies and Bodies
(e.g., parks & recreation, library, police, fire, courts, civic event units)

Physical and Mental Health & Psychosocial Concerns Facilities and Groups
(e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

Mutual Support/Self-Help Groups
(e.g., for almost every problem and many other activities)

Child Care/Preschool Centers

Post Secondary Education Institutions/Students
(e.g., community colleges, state universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry)

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

Service Clubs and Philanthropic Organizations
(e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

Youth Agencies and Groups
(e.g., Boys and Girls Clubs, Y's, scouts, 4-H, KYDS, Woodcraft Rangers)

Sports/Health/Fitness/Outdoor Groups
(e.g., sports teams, athletic leagues, local gyms, conservation associations, Audubon Society)

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

Faith Community Institutions
(e.g., congregations and subgroups, clergy associations, Interfaith Hunger Coalition)

Legal Assistance Groups
(e.g., Public Counsel, schools of law)

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

Special Interest Associations and Clubs
(e.g., Future Scientists and Engineers of America, pet owner and other animal-oriented groups)

Artists and Cultural Institutions
(e.g., museums, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector's groups)

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

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

Family Members, Local Residents, Senior Citizens Groups

Other Relevant Resources for Mapping

You will find a good range of references to mapping (information, tools) in our Technical Aid Packet entitled: *Resource Mapping and Management to Address Barriers to Learning: An Intervention for Systemic Change*.   Online at
http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf

The following is the table of contents for that document:

Beyond Resource Mapping

All school community work can benefit from clear demographic profiles, and from an evaluation perspective, base-level data on factors to be affected by interventions are essential. Thus, in the process of resource mapping, efforts also should be made to map what profiles and data are available.

At the *school level*, this includes information on such matters as:

- staffing demographics
  - >administrator(s)
  - >teachers
  - >student support service staff
  - >noncertificated staff
  - >teacher-to-student ratios (e.g., at different grade levels, for different subjects)

- demographics related to student enrollment
  - >number enrolled
  - >gender
  - >ethnicity
  - >socio-economic indicators
  - >family indicators (e.g., one parent home, foster parent)
  - >primary language (e.g., of students, parents)

- attendance and mobility concerns
  - >attendance rates
  - >tardies
  - >mobility/transiency
  - >dropout

- academic and socio-emotional functioning
  - >achievement test statistics
  - >school ranking indicators (e.g., district, state)
  - >any positive indicators of social and emotional learning (e.g., related to planned instruction in these domains)
  - > indicators of behavior problems (e.g., discipline referrals, suspensions, expulsions, vandalism, graffiti, bullying, pregnancy, drug abuse, physical abuse, sexual harrassment or abuse, arrests, number of students on juvenile probation)
  - >service referrals and number currently receiving special assistance (including spec. ed)

Also of interest are key school policies and current plans (e.g., in school improvement plan) that affect efforts to address barriers to learning and promote healthy development.

_ _

Notes:

(1) Much of the above data should be available from existing school, school district, and community data systems. To determine what is and isn't available, a first step is to turn the above items into a checklist and identify (1) which information is available, (2) where it can be accessed, (3) and the plan for gathering the data (who, when, how).

(2) Efforts to profile a school will identify where the gaps are in the data gathering systems so that steps can be taken to fill these gaps. Where important data are not available, steps should be taken to establish ad hoc systems for gathering essential information.

(3) In the process of profiling the school, it will become clear what demographic and general information profiles are available for the District and the community (e.g., district information booklets, community resource directories, census summaries, chamber of commerce booklets, community report cards, juvenile justice reports, etc.). These can be collated to provide a context profile for the school.

Appendix C

Thinking About a Five Year Plan

One school recently began working on a 5 year plan for developing its enabling (Learning Supports) component. The sketch is a bit rough, but it provides a sense of one sites thinking and could readily be adapted.

Learning Supports Component	Year 1	Year 2	Year 3	year 4	year 5
General Component Development					
>policy	>governance authority prepares written policy	>additional policies as needed; initial draft of guidebooks; strategic plan for sustainability, replication, and scale-up	>District reviews policies and explores matters related to sustainability, replication and scale-up; draft of guidebook circulated for revision	>If approved, full replication in feeder schools	>ensuring sustainability of what has been developed and ongoing involvement related to replication and scale-up
>use of systemic change facilitator	>training of facilitator	>additional training as necessary	>additional training & write-up of training process for the guidebook	>additional training & revision of guidebook write-up of training process	>participation in training of other facilitators for replication/scale-up
>infrastructure *adm. & staff leads *support personnel *resource coord. team *feeder pattern Council	>facilitator initiates infrastructure develop. *job descriptions developed & initial training for new roles & functions *team functions defined & team members trained; initial implementation of team *orientation of support staff at feeder schools; discussion of each school developing a coordinating *team* in preparation of establishing a feeder pattern *council*	>monitoring of infrastructure to improve functioning (including additional training for leads, staff, community-based/ linked participants, feeder pattern staff; newcomers training) *council functions defined & members trained	>ongoing monitoring of infrastructure to improve functioning; revise guidebook discussion of infrastructure based on lessons learned; newcomer training	>ongoing monitoring of infrastructure to improve functioning and revise guidebook; newcomer training	>ongoing monitoring of infrastructure to improve functioning; use of demonstration for replication/scale-up
>stakeholder involvement	>training re. learning support concepts and resources for all concerned stakeholders	>in-depth training for subgroups of key stakeholders	>in-depth training for subgroups of key stakeholders; revise guidebook related to stakeholder involvement based on lessons learned	>in-depth training for subgroups of key stakeholders; revise guidebook related to stakeholder involvement based on lessons learned	>in-depth training for subgroups of key stakeholders; involve key stakeholders in promoting replication/scale-up
>capacity building	>allocation of appropriate budget, space, equipment, time, etc.	>expansion of program activity related to all 6 areas based on identified priorities; allocation of appropriate resources for expansion	>ongoing expansion of program activity related to all 6 areas based on identified priorities; allocation of appropriate resources for expansion; guidebook revisions	>ongoing expansion of program activity related to all 6 areas based on identified priorities; allocation of appropriate resources for expansion; guidebook revisions	>ongoing expansion of program activity related to all 6 areas based on identified priorities; allocation of appropriate resources for expansion; guidebook revision; use of demonstrations for replication/scale-up

C-2

Enhancing Classroom Capacity for Addressing Problems & Promoting Healthy Development	>Identify who will take a lead role in this area; >identify rep. for resource coord. team >training of staff to *work together to promote social-emotional develop. *use accommodative strategies, peers, and volunteers to enhance support and address problems >train of support and special education personnel for working directly in classrooms	>analysis of patterns of referrals for special assistance in order to plan targeted approaches for reducing the need for referrals >continued staff development with respect to engaging students who are not highly motivated and re-engaging students who are manifesting avoidance motivation	>Additional staff training related to deepening understanding of personalizing instruction and offering special assistance in the classroom as needed; >cross-disciplinary training to enhance staff functioning	>Continued staff development; outreach to feeder schools to enhance their staff development	>Ongoing inservice >Use of classroom demonstrations in relation to replication and scale-up
Increasing Parent/Home Involvement	>Identify who will take a lead role in this area; >identify rep. for resource coord. team >training of staff to understand a expanded view of home involvement >Begin Parent Academies & home meetings >Establish process for incorporating family member volunteers at the school	>Expand use of family member volunteers >Update family needs' assessment as an aid in establishing priorities for expanding programs in this area >Train parents who represent the Learning Supports Component in working with the school's governance authority >Expand adult educ. opportunities	>Expand and enhance opportunities for families to access adult education, job training (as feasible, at school and in the immediate neighborhood) >Initiate some career ladders for family members at the school and in the neighborhood	>Continued staff development; outreach to feeder schools to enhance their staff development	>Ongoing inservice >Use of classroom demonstrations in relation to replication and scale-up
Enhancing Support for Transitions	>Identify who will take a lead role in this area; >identify rep. for resource coord. team >Develop welcoming and social support progs. for newcomers – students, families, and staff >Develop articulation programs (into kinder.; grade-to-grade; from elementary to middle) >Develop after-school and intersession progs. >Training of staff related to the above	>Work with Feeder Pattern Council to enhance articulation programs (including welcoming and social support) >Expand school-to-higher educ./career programs >Develop before school program to provide recreation and enrichment and minimize tardiness >Expand after-school and intersession programs >Ongoing staff devel.	>Analyze mobility and dropout patterns for family of schools and develop programs to target system weaknesses and vulnerable students >Develop recess and lunch programs for recreation, enrich., & to minimize negative student interactions >Develop Community Service and job opportunities >Enhance mentoring through increasing links with business and higher educ. settings >Ongoing staff devel.	>Enhance transition programs for movement back and forth from special education >Continued staff development; outreach to feeder schools to enhance their staff development C-3	>Ongoing inservice >Use of classroom demonstrations in relation to replication and scale-up

Expanding Crisis Response and Prevention	>Identify who will take a lead role in this area;
	
	>identify rep. for resource coord. team
	
	>upgrade crisis team
	
	>review and improve safe school plan and crisis response plan
	
	>training of staff for
	  *crisis response
	  *crisis aftermath supp
	
	  *crisis prevention
		>Connect with feeder pattern schools to coordinate crisis training and response
		
		>Establish access to emergency assistance
			>With community stakeholders, analyze neighborhood and school safety and develop safe passages procedures and a safe neighborhood plan	>Expand feeder pattern crisis prevention program (e.g., to address stakeholder involvement in preventing, bullying, abuse, suicide)
				
				>Continued staff development
					>Ongoing inservice
					
					>Use of classroom demonstrations in relation to replication and scale-up

Enhancing Special Assistance for Students and Families	>Identify who will take a lead role in this area >identify rep. for resource coord. team >review and improve systems for special assistance to minimize referrals, triage, care and resource management, referrals >map and communicate to all stakeholders info on all services at the school and in the community >integrate representatives of all community providers who work at or with the school >coordinate with feeder schools to integrate responses to families >training of staff related to the above	>Analyze referrals for special assistance to identify priorities for developing prevention and early-after-onset programs >Based on the analysis of needs and resource assessments, identify major gaps in special assistance, set priorities, and work with stakeholders to outreach to District, feeder schools, public and private agencies, higher education, etc. to fill gaps >Develop mutual support groups and outreach strategies that will appeal to family members not easily involved at school >ongoing staff development	>Continue to work with stakeholders to outreach to the District, feeder schools, public and private agencies, higher education, etc. to fill gaps >Weaving together all available resources, expand hours for providing special assistance to students and families (after school, evenings, weekends) >Explore idea of a Family Resource Center for the feeder pattern >ongoing staff development	>Enhance special education programs and their coordination and work with general education to enhance successful inclusion >Continued staff development; outreach to feeder schools to enhance their staff development	>Ongoing inservice >Use of classroom demonstrations in relation to replication and scale-up
Enhancing Involvement and Linkage with the Community	>Identify who will take a lead role in this area >identify rep. for resource coord. team >map & communicate info on all community resources >Expand outreach programs to enhance involvement & linkage w/ community >training of staff & community stakeholders	>Enhance breadth of involvements, work on reducing inappropriate redundancies by enhancing collaboration >Identify areas in which neighborhood resources can strengthen the school and the school can strengthen the neighborhood >ongoing training	>Formalize partnerships with community resources and clarify their roles in governance >Focus on expanding opportunities for career and economic development of families >ongoing training for staff and community stakeholders C-4	>Continued staff development; outreach to feeder schools to enhance their staff development	>Ongoing inservice >Use of classroom demonstrations in relation to replication and scale-up