



*A Center Report**

Enhancing Home Involvement to Address Barriers to Learning: A Collaborative Process

(December, 2011)

Abstract

For schools to significantly enhance home involvement will require (1) broadening the focus beyond thinking only in terms of parents and (2) enhancing the range of ways in which schools connect with primary caretakers. Particular attention must be given to outreaching to those who are reluctant to engage with the school, especially if they have a child who is not doing well. Also, to avoid marginalization and minimize fragmentation, it is essential to embed home involvement interventions into an overall approach for addressing factors interfering with school learning and performance and fully integrate the work into school improvement policy and practice.

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Research findings accumulated over ... decades ... show that ... parental encouragement, activities, and interest at home and participation in schools and classrooms affect children's achievement, attitudes, and aspirations, even after student ability and family socioeconomic status are taken into account.

Joyce Epstein

The strongest predictors that a student is likely to drop out are family characteristics such as: socioeconomic status, family structure, family stress (e.g., death, divorce, family moves), and the mother's age. Students who come from low-income families, are the children of single, young, unemployed mothers, or who have experienced high degrees of family stress are more likely than other students to drop out of school. Of those characteristics, low socioeconomic status has been shown to bear the strongest relationship to students' tendency to drop out.

National Education Association

Despite the long-standing call by policy makers and researchers for schools to enhance parent involvement, the challenges in doing so have confounded many schools. Our analyses indicate that this will continue to be the case as long as the focus is on “parents” as a generic concept and until “involvement” is designed as a mutually beneficial and equitable process. Moreover, with respect to students who are not doing well at school, efforts to enhance home involvement need to be embedded into the overall approach to addressing factors interfering with school learning and performance. Underscoring these matters is the purpose of this report.

Appreciating Differences that Can Affect Home Involvement

Research findings over the past 30 plus years have consistently indicated the value of home support for schooling. Researchers also have stressed that “homes” differ in critical ways. For example, increasing attention has been given to single parents. However, intervention implications arising from parent surrogates generally are not sufficiently appreciated. Think about students who are being raised primarily by grandparents, aunts, older siblings, foster home caretakers, and “nannies.”

Other home involvement complications stem from differences in caretaker economic status, work schedules, immigrant status, ethnic and racial considerations, number of children in the home, homes where English is not spoken, extended families, military families, families where parents are in prison, and those who are homeless. Caretakers also differ in attitudes about school, often based on their own past experiences as well as current encounters and how well their child is doing at school. In addition, some caretakers have disabilities, and some are dysfunctional.*

*Because the generic term *caretaker* can be misinterpreted, we use *home* and *family* in its place throughout this report. *Caregivers* is a nicer term, but it obviously may not fit in some instances.

If a school is to significantly enhance involvement, the tasks ahead include (1) broadening the focus beyond thinking only in terms of parents and (2) enhancing the range of ways connections are made with primary caretakers. Of particular concern in this report is outreach to those in the home who are reluctant to engage with the school, especially those with a child who is not doing well. We also stress the importance of embedding home involvement efforts into an overall approach for addressing factors interfering with school learning and performance and fully integrating the work into school improvement policy and practice.

Enhancing the Agenda for Home Involvement

The agenda for home involvement can reflect multiple aims and contrasting rationales.

Categorizing the Various Agenda

Approaching the matter in terms of *parents*, many years ago Joyce Epstein (1988) described five types of parent-school involvements. These can be seen as defining an intervention agenda. As categorized by Epstein, the focus is on:

(1) *basic obligations of parents to children and school* (e.g., providing food, clothing, shelter; assuring health and safety; providing child rearing and home training; providing school supplies and a place for doing school work; building positive home conditions for learning),

(2) *basic obligations of school to children and family* (e.g., using a variety of communication methods to inform parents about school schedules, events, policies and about children's grades, test scores, daily performance; treating children justly and effectively -- including accounting for differences),

(3) *parent involvement at school* (e.g., assisting teachers and students with lessons, class trips; assisting administrators, teachers, and staff in cafeteria, library, computer labs; assisting organized parent groups in fund-raising, community relations, political awareness, program development; attending student assemblies, sports events; attending workshops, discussion groups, training sessions),

(4) *parent involvement in student learning at home* (e.g., contributing to development of child's social and personal skills, basic academic skills, and advanced skills by aiding with schoolwork, providing enrichment opportunities, and monitoring progress and problems),

(5) *parent involvement in governance and advocacy* (e.g., participating in decision making groups; advocating for improved schooling).

Davies (1987) outlined parent involvement as follows:

(1) *coproduction or partnership* (individual and collective activities in school or at home that contribute to school efforts to teach more effectively such as tutoring programs, homework hotlines, suggestions as to how to reinforce classroom efforts, parent education about what the school is trying to do, home visitor programs, parent volunteers to assist teachers),

(2) *decision making* (ranging from parent participation in decisions about the child to involvement in system planning, such as setting policies, assessing schools, deciding about budgeting, curriculum, and personnel),

(3) *citizen advocacy* (e.g., case, class, political advocacy; citizen organizations to build public support for schools),

(4) *parent choice* (e.g., involvement in selecting a school).

Jackson and Cooper (1989) extended the conceptualization of types of parent involvement by adding a sixth and seventh category to Epstein's five. The sixth, *parent decision making (consumer activities)*, expands Davies' category of "parent choice" to a broader consumer role (e.g., parents awareness of the marketplace of available educational choices to make the best feasible arrangements to ensure their child's success). Their seventh category, *parent community networks*, attempts to cover a variety of involvements related to using "the unique culture of the local parent community to help all parties concerned." In this category, they include schools as places for parents to congregate and solve problems, activities that improve parents' skills, schooling that builds on parents' cultural traditions, and networking relevant to parents' agenda.

**Consider the
full range of
caretakers**

Existing categorizations provide a starting point for labeling clusters of activity, and they help highlight agenda differences. Building on this early work, our focus stresses involvement of the *home* (to consider the full range of caretakers) and differentiates the agenda for involvement along a continuum of interventions (Adelman, 1994; Adelman & Taylor, 2006a; Center for Mental Health in Schools, 2007; Taylor & Adelman, 2000). At one end, the emphasis is on helping those in the home address their own basic needs so that they are able to meet basic obligations to their children. At the other end, the emphasis is on addressing the needs of the school by increasing home involvement in improving what goes on at schools and supporting public education. In between, there are interventions to enhance (a) communication between

school and home (especially with reference to matters related to the student), (b) participation in making essential decisions about the student, (c) support at home related to the student's *basic* learning and development, and (d) involvement in solving problems and providing support at home and at school with respect to a student's *special* needs.

Even though the categories are not discrete, the various schemes illustrated above are an obvious aid in delineating the range of ways homes can be involved and analyzing key differences in the nature of the activity. It is important, however, to remember that categorization of types does not adequately highlight many significant matters that must be accounted for in designing interventions. One such matter is the variations in underlying rationale that shape how home involvement is conceived.

Contrasting Rationales

Interventions for involving the home often reflect contrasting but not necessarily mutually exclusive rationales. At the root of the matter are debates about the roles of the school as a socialization agent and as a participant in helping those with specific needs.

A socialization, agenda ...

In general, underlying rationales shaping home involvement interventions can be contrasted as pursuing *socialization, economic, political, and/or helping agenda*. A socialization agenda is seen in many of the messages sent home and in the widespread emphasis on school-based parent training. The intent is to influence parent-caretaker attitudes toward schooling and to socialize parenting practices in ways that can facilitate schooling.

a helping agenda

An economic agenda is intended to aid schooling by involving the home as a supplementary resource to compensate for budget limitations. This is seen in involvement of families in fund raising and volunteering as aides at school.

A political agenda focuses on the role the home plays in making decisions about schools and schooling. Examples are participation on advisory and shared governance committees, in lobbying politicians, and supporting school bond measures.

A helping agenda develops interventions to aid individuals in addressing barriers to learning and teaching. This can include facilitating family access to direct health and social services at the school and referral to community services.

Conflicting Agenda

Approaching the topic from a special education orientation, Dunst and colleagues (1991) provide a good example of the concern about conflicting agenda in involving the home. In categorizing family intervention policies and practices, they contrast those that are family-centered versus those that are not. Specifically, they differentiate the interventions as (1) family-centered, (2) family-focused, (3) family-allied, and (4) professional-centered. To underscore their view of the value of family-oriented as contrasted professional-centered approaches, they stress that the former are much more committed to

- enhancing a sense of community (i.e., "promoting the coming together of people around shared values and common needs in ways that create mutually beneficial interdependencies")
- mobilizing resources and supports (i.e., "building support systems that enhance the flow of resources in ways that assist families with parenting responsibilities)
- shared responsibility and collaboration (i.e., "sharing ideas and skills by parents and professionals in ways that build and strengthen collaborative arrangements")
- protecting family integrity (i.e., "respecting the family beliefs and values and protecting the family from intrusion upon its beliefs by outsiders")
- strengthening family functioning (i.e., "promoting the capabilities and competencies of families necessary to mobilize resources and perform parenting responsibilities in ways that have empowering consequences")
- proactive human service practices (i.e., "adoption of consumer-driven human service-delivery models and practices that support and strengthen family functioning").

Barriers to Involvement

In addition to decisions about agenda, interventions must deal with barriers to involvement. Analyses of the problem of enhancing home involvement stress a host of barriers.

Our analysis leads us to categorize barriers in terms of type and form. That is, we group three types: institutional, personal, and impersonal and three forms: negative attitudes, lack of mechanisms/skills, and practical deterrents – including lack of resources. Exhibit 1 underscores the interacting nature of types and forms of barriers.

First, reduce institutional and impersonal barriers as much as feasible, then address the personal concerns

A few words will help clarify the categories. Institutional barriers stem from deficiencies related to resource availability (money, space, time) and administrative use of what is available. Deficient use of resources includes failure to establish and maintain formal home involvement mechanisms and related skills. It also encompasses general lack of interest or hostile attitudes toward home involvement among school staff, the administration, or the community. Instances of deficient use of resources occur when there is no policy commitment to facilitating home involvement, when inadequate provisions are made for interacting with family members who don't speak English, or when no resources are devoted to upgrading the skills of staff with respect to home involvement.

Similar barriers occur on a more personal level. Specific school personnel or family members may lack requisite skills or find participation uncomfortable because it demands time and other resources. Others may lack interest or feel hostile toward home involvement.

For instance, any given teacher or family member may feel it is too much of an added burden to meet to discuss student problems. Others may feel threatened because they think they can't make the necessary interpersonal connections due to racial, cultural, and/or language differences. Still others do not perceive available activities as worth their time and effort.

Impersonal barriers to home and staff participation are commonplace and rather obvious. For example, there can be practical problems related to work schedules, transportation, and childcare. There can also be skill deficiencies related to cultural differences and levels of literacy. There may be lack of interest due to insufficient information about the importance of home involvement.

Overcoming barriers, of course, is a primary intervention concern. And, when there are inadequate finances to underwrite ways to overcome barriers, finding the resources becomes a constant barrier that must be overcome.

Exhibit 1

General Types and Forms of Barriers to Home Involvement

FORMS OF BARRIERS

		Negative Attitudes	Lack of Mechanisms/Skills	Practical Deterrents
		T Y P E S O F B A R R I E R S	Institutional	e.g., school administration is hostile toward increasing home involvement
Impersonal	e.g., home involvement suffers from benign neglect		e.g., rapid influx of immigrant families overwhelms school's ability to communicate and provide relevant home involvement activities	e.g., schools lack resources; majority in home have problems related to work schedules, childcare, transportation
Personal	e.g., Specific teachers and parents feel home involvement is not worth the effort or feel threatened by such involvement		e.g., specific teachers and parents lack relevant languages and interpersonal skills	e.g., specific teachers and parents are too busy or lack resources

*Your mom said that she never saw this report
I sent her about your work.
What do you know about that?*



Gee, I guess the dog has been eating more than my homework.



Researcher Observations Emphasizing Psychosocial Barriers

“Low-income parents participate less in schools than higher-income parents despite the benefits of parent involvement...This may be due to a number of barriers that low-income parents face in attempts at school involvement, which include not only demographic and psychological obstacles, but also barriers generated by the school itself. ... Low-income parents also experience psychological barriers to involvement ... parents’ confidence in their own intellectual abilities is the most salient predictor of school involvement. This may relate to parent’s own education background, that is, parents may not perceive themselves as capable of helping their children in school” (Van Velsor & Orozco, 2007).

“The demeaning treatment low-income parents receive from their children’s teachers mirrors too well what they remember from their own experiences as students. One ambitious study that involved 350 interviews found that low-income parents ‘carried bad memories of schools and talked about being intimidated by teachers and administrators’... Low-income parents who were interviewed about their children’s school experiences inevitably talked about their own school days, ‘detailing a profusion of humiliating and painful experiences’” (Lott, 2001).

“Extensive research has shown that low-income and minority parents generally have reverence for education and high hopes for their offsprings’ school success, even though they may not interact with schools in the same manner as middle-class White parents. In part because of the barriers they face ... poor parents tend to focus their school support efforts on home-based activities that are often unrecognized by school personnel. And when lower-class parents choose not to participate in school activities, they often have very good reasons.... Many poor and minority parents also have a history of negative interactions with schools, making them reluctant to open themselves to more of the same” (Schutz, 2006).

“In contemporary society issues about parental support and involvement are complicated by diverse family arrangements and vast socio-cultural differences among classroom teachers, children and families. In particular, urban families are often marginalized in everyday school life by poverty, racism, language and cultural differences, and the parents often perceive that public education is designed for children from middle class, white families at the expense of others.... Social relationships are what drive parents’ perceptions of their children’s school. There are already so many social barriers between the school and the families due to differences in skin color, ethnicity, culture, and language that the parents are highly sensitive to whether teachers respect their children. ... Most teacher communication with low income families consists of ‘low intensity’ letters and flyers with little face-to-face interaction with the parents.... .Parents felt anxious about visiting the school. ... Some parents thought their children were “singled-out” whenever there was a problem in school. Given these issues as well as others, it is no wonder that they have been ‘always busy’ and unable to attend school events” (McDermott & Rothenberg, 2000).

Promising Practices are Not Enough

While findings related to home involvement indicate its value, studies exploring how well schools do in enhancing such involvement suggest deficiencies, as well as offering cautions about negative and counterproductive practices (Anderson, 1998; Linse, 2011; Schutz, 2006). For many years, schools, especially in urban-poverty neighborhoods, were reluctant to pursue home and community involvement. Indeed, as Schutz (2006) notes, the emphasis was not on “how to connect with ‘community,’ but how to keep the community at arm’s length.” Remnants of this tendency remain.

Over the past 15 years, as federal policy has called for enhancing “parent involvement,” references abound describing promising practices (e.g., Ferguson, Ramos, Rudo, & Wood, 2008; Harvard Family Research Project, 2008; Henderson, Mapp, Johnson, & Davies, 2006; NEA, 2011). However, little research indicates which specific parent involvement practices will have a significant impact in addressing barriers to learning and teaching and re-engaging disconnected students (Center for Mental Health in Schools, 2008a; Harvard Family Research Project, 2008; Linse, 2011). Leaders in this arena have called for (a) effectiveness research to clarify what works best and for whom (e.g., with respect to elementary and secondary schools, school and class size, demographic and cultural differences) and (b) system-level research focused on the problems of implementation, sustainability, and replication to scale.

While the literature discusses a range of practices and uses labels like family and home, most practices for enhancing involvement focus on parents, often reflect a limited subgroup of parents, and the best practices remain promising rather than proven (e.g., Epstein, Sanders, Simon, et al., 2002; Harvard Family Research Project, 2008; Henderson & Mapp, 2002; Henderson, Mapp, Johnson, & Davies, 2006; Kreider, Caspe, Kennedy, & Weiss, 2007; NEA, 2011). Increasing attention has been given to reducing institutional and impersonal barriers. These, of course, are primary concerns.

Needed . . .

practices that can (re)engage reluctant families

The trend, however, has been to underplay the reality that efforts to involve reluctant primary caretakers (many of whom have one or more children who are not doing well at school) also require an emphasis on personalizing interventions in order to address personal barriers and (re)establish *working* relationships. That is, just as students vary in their personal motivation and ability to participate at school so do parents and other caretakers. And as with many students who are not doing well at school, building productive working relationships with some caretakers involves overcoming personal psychosocial and educational considerations. We suggest that efforts to engage and re-engage those in the home who seem

uninterested or resistant raise all the issues and problems associated with intervening with reluctant individuals in general. For such parents and other home caretakers, extraordinary outreach strategies and a full continuum of supports probably are required to enable effective home involvement in schooling.

Significantly enhancing home involvement and engagement in schools and schooling can be as complex as any other psychological and educational intervention. Clearly, such activity requires considerable time, space, materials, and competence, and these ingredients are purchased with financial resources. Some additional staffing for developing, implementing, and evaluating interventions and for stakeholder development must be underwritten. For the most part, schools have not faced up to these realities.

Reflecting on Those Who Aren't Involved

We find that most efforts to involve parents seem aimed at those who want and are able to show up at school. It's important to have activities for such parents. It's also important to remember that, at most schools, these parents represent a small percent of families. What about the rest? Especially those whose children are doing poorly at school. Ironically, efforts to involve families whose youngsters are doing poorly often result in parents becoming less involved. For example, a parent of such a youngster typically is called to school to explore the child's problems and leaves with a sense of frustration, anger, and guilt. It is not surprising, then, that the parent subsequently avoids school contact as much as feasible. If schools really want to involve such families, they must minimize "finger wagging" and move to offer something more than parent education classes.

A colleague describes the typical pattern of messages over time from the school to families of struggling students as follows:

Early messages: We are concerned about ... [missing assignments, poor attendance, lack of academic progress, behavior problems] ...

Over the years the school's messages become more urgent: Dear parents, we need a conference to talk about ... [behavior problems, academic problems, truancy]; please attend student study team meeting...

Finally, the school's messages become more formal: This is to inform you ... [your child will be retained, your child will be suspended]; you must attend an attendance review board meeting ...

We are reminded of the dictum that it can take as many as eight positive interactions to restore a relationship after a negative encounter.

Home Involvement as One Arena of a Comprehensive System of Learning Supports

As with so many efforts to address barriers to learning and teaching, home involvement policies and practice are developed in ad hoc and piecemeal ways. This contributes to the fragmentation that is widely acknowledge and reflects the long-term marginalization of such efforts in school improvement policy and practice.

To unify all efforts to address barriers to learning and teaching and re-engage disconnected students, we have delineated a prototype framework for a comprehensive system of student and learning supports (e.g., see Adelman & Taylor, 2006a). Such a system is seen as essential to enhancing equity of opportunity for all students to succeed at school and beyond; it encompasses home involvement and engagement as a key intervention arena.

Our prototype for a unified and comprehensive system is graphically outlined in Exhibit 2.

The prototype outlines a full *continuum* of interventions encompassing (1) *promotion* of healthy development and primary *prevention*, (2) those designed for *early after onset*, and (3) *treatments* for severe, pervasive, and chronic problems.

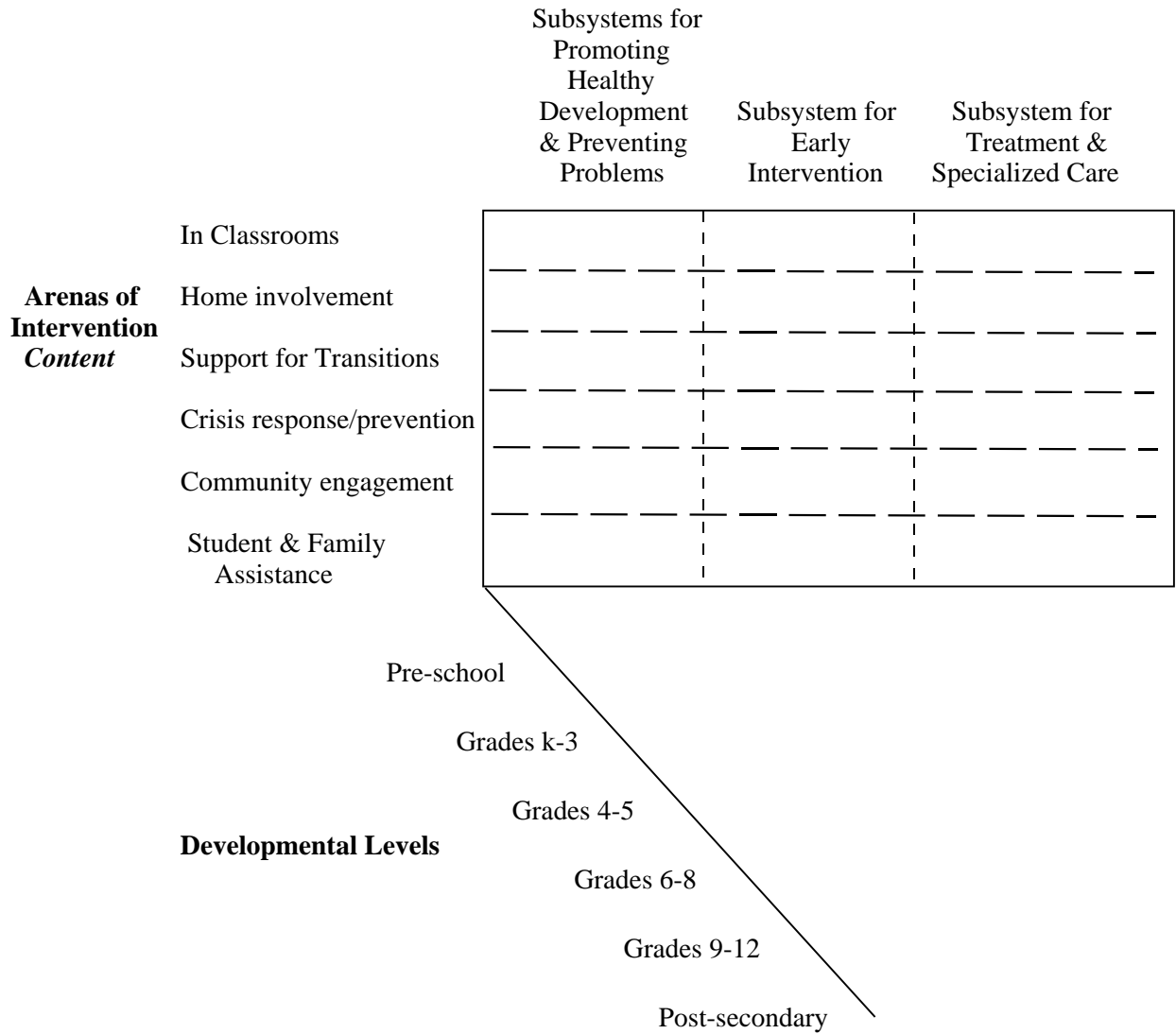
And it groups essential interventions into a set of six major *intervention arenas*, encompassing

- in-classroom approaches designed to enhance how teachers enable learning through prevention and intervening as early after problem onset as feasible
- home involvement approaches to enhance engagement in schools and schooling
- supports for the many transitions experienced by students and their families
- outreach programs to enhance community involvement and engagement (e.g., volunteers, businesses, agencies, faith-based organizations, etc.)
- crisis response and prevention (encompassing concerns about violence, bullying, substance abuse, etc.)
- specialized student and family assistance when necessary.

Exhibit 2

A Unifying Intervention Framework to Aid Schools, Families, and Neighborhoods in Providing a Comprehensive and Cohesive System of Supports

Integrated Intervention *Subsystems*



**A Broad
Range of Home
Interventions**

While home involvement and engagement is one of the six major intervention arenas, it should be noted that agenda relevant to the home overlap the other five. The home involvement arena includes school-wide and classroom-based efforts and community connections designed to strengthen the home situation, enhance family problem solving capabilities, support student development, learning, and well-being, and strengthen schools and the community. In this last respect, as Shutz (2006) stresses: “A critical limitation of efforts to reform schools is our tendency to focus only on individuals when the evidence indicates that, in our most oppressed areas, with few exceptions, individual success can come only in conjunction with more empowered communities.” Schools can play a major role in empowering communities. It begins by reducing institutional and impersonal barriers that interfere with family and other stakeholder involvement and engagement.

*Empower
individuals,

empower
communities*

As part of a comprehensive system of student and learning supports, therefore, the home involvement arena aims first at reducing institutional and impersonal barriers and then at personal barriers. The agenda includes (a) addressing the specific learning and support needs of adults in the home, such as offering them ESL, literacy, vocational and citizenship classes, enrichment and recreational opportunities, and mutual support groups, (b) helping those in the home improve how basic student obligations are met, such as providing guidance related to parenting and how to help with schoolwork, (c) improving forms of basic communication that promote the well-being of student, family, and school, (d) enhancing the home-school connection and sense of community, (e) fostering participation in making decisions essential to a student's well-being, (f) facilitating home support of student learning and development, (g) mobilizing those at home to problem solve related to student needs, and (h) eliciting help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. Examples are highlighted in Exhibit 3.

The other five arenas address the home in a variety of ways. For example: Support for transitions emphasizes providing welcoming and ongoing social supports for newcomer families. Student and family assistance is concerned with addressing individual family factors that interfere with family involvement. Efforts related to community engagement include a focus on ways the community can be increasingly supportive of students and their families.

The context for home-related activity may be a *parent or family center* if one has been established at the site. Outcomes include indices of learning among primary caretakers, student progress, and community enhancement specifically related to home involvement.

Exhibit 3

Examples Related to the Agenda for Home Involvement in Schooling

- **Improving mechanisms for communication and connecting school and home** (e.g., facilitating 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; facilitating child care and transportation to reduce barriers to coming to school; language translation; 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 and facilitate participation of hard-to-reach families – including student dropouts)
- **Addressing specific support and learning needs of families** (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)
- **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 of all stakeholders related to enhancing home involvement**

Note: Our Center provides a range of resources for home involvement in general and for outreach to families of struggling students in particular. A place to start is with the survey on home involvement (see Appendix A).

**About School,
Home, and
Community
Collaboration**

Recently a colleague related: “In our community, there are deep seated resentments based on lack of support for students and families in schools. This makes the community less of a partner than is necessary for us to succeed.” And from a research perspective, Schutz (2006) stresses:

Historically, schools serving impoverished families trapped in America’s “ghettos” have been resistant to community participation. Enhanced participation is critically needed, however, if long-term urban school-reform projects and efforts to develop more empowering, community-supporting forms of pedagogy are to succeed.

It is a fundamental mistake to approach home involvement only as a school concern. Families live in neighborhoods, often with little connection to each other or to the schools their children attend. Schools are located in communities, but are often “islands” with no bridges to the “mainland.” Nevertheless, all these entities affect each other, for good or ill. This is especially true for impoverished families.

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Because of this and because they share goals related to education and socialization of the young, schools, homes, and communities must collaborate with each other if they are to minimize problems and maximize results. Dealing with multiple, interrelated concerns, such as poverty, child development, education, violence, crime, safety, housing, and employment requires multiple and interrelated solutions. Promoting well-being, resilience, and protective factors and empowering families, communities, and schools also requires the concerted effort of all stakeholders (Adelman & Taylor, 2007, 2006b; Epstein, Sanders, Simon, et al., 2002; Harvard Family Research Project, 2008; Henderson & Mapp, 2002; Henderson, Mapp, Johnson, & Davies, 2006; NEA, 2011).

As Dana Goldstein (2011) stresses:

"...while teaching is the most important in-school factor affecting student achievement, family and neighborhood characteristics matter more. The research consensus has been clear and unchanging for more than a decade: at most, teaching accounts for about 15 percent of student achievement outcomes, while socioeconomic factors account for about 60 percent.... Acknowledging connections between the economy, poverty, health and brain function is not an attempt to 'excuse' failing school bureaucracies and classroom teachers; rather, it is a necessary prerequisite for authentic school reform... ..inequality does matter. Our society's decision to deny the poor essential social services reaches children not only in their day-to-day lives but in their brains. In the face of this reality, educators put up a valiant fight, and some succeed. The deck is stacked against them."

Schools are more effective and caring places when they are an integral and positive part of the community. This plays out as enhanced academic performance, fewer discipline problems, higher staff morale, and improved use of resources. Reciprocally, families and other community entities can enhance parenting and socialization, address psychosocial problems, and strengthen the fabric of family and community life by working collaboratively with schools.

Single-factor and single agency solutions will not work. The need is for a unified and comprehensive approach that weaves together the resources of school, home, and community to develop a multifaceted, schoolwide and community-wide system. And, the system must be fully integrated with school improvement efforts at every school site.

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and single
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From a policy perspective, decision makers and other leaders must establish a foundation for building collaborative bridges connecting school, home, and community. Policy must be translated into authentic agreements. Although all this takes considerable time and other resources, the importance of building such bridges cannot be overemphasized. Failure to establish and successfully maintain effective collaboratives probably is attributable in great measure to the absence of clear, high level, and long-term policy support (Bodilly, Chun, Ikemoto, & Stockly, 2004). For example, the primary agenda of community agencies in working with schools usually is to have better access to clients; this is a marginal item in the school accountability agenda for raising test scores and closing the achievement gap. Policy and leadership are needed to address the disconnect in ways that integrate what the agency and school can contribute to each other's mission and elevate the work to a high priority.

When all major parties are committed to building an effective collaboration, the next step is to ensure (a) they understand that the process involves significant systemic changes and (b) they have the ability to facilitate such changes. Leaders in this situation must have both a vision for change and an understanding of how to effect and institutionalize the type of systemic changes needed to build an effective collaborative infrastructure. Changes are necessary with respect to governance, resource redeployment, leadership, planning, implementation, sustainability, scale-up, and accountability.

For example:

- Existing governance must be modified over time. The aim is shared decision making involving families, school and community agency staff, students, and other community representatives. This encompasses equalizing power and sharing leadership so that decisions (e.g., about the vision for school improvement and resource allocation) reflect and account for all stakeholder groups.

- High level leadership assignments must be designated to facilitate essential systemic changes and build and maintain family-community-school connections.
- Mechanisms must be established and institutionalized for analyzing, planning, coordinating, integrating, monitoring, evaluating, and strengthening collaborative efforts. All participants must share in the workload – pursuing clear functions.

Critical to all this is authentic collaboration

Evidence of appropriate policy support is seen in the adequacy of funding for *capacity building* to: (1) accomplish desired system changes and (2) ensure the collaborative operates effectively over time. Accomplishing systemic changes requires establishing temporary facilitative mechanisms and providing incentives, supports, and training to enhance commitment to and capacity for essential changes. Ensuring effective collaboration requires institutionalized mechanisms, long-term capacity building, and ongoing support (Adelman & Taylor, 2007; 2010; Center for Mental Health in Schools, 2006; 2008b; Taylor & Adelman, 1998, 2000, 2003).

Critical to all this is *authentic* collaboration (Anderson, 1998). Without it, efforts not only are ineffective, they counterproductively increase disconnection.

Engagement and Re-engagement are Central Concerns

A poignant reality is that teachers and other school staff often can predict from an early age those students who need extra assistance. They also learn quickly which families are difficult to engage. Too often these matters are related. Logically, schools are concerned about students who are not doing well, especially if a student is misbehaving. Families of such students are commonly called and asked to come to the school. The resulting encounters can be unpleasant for family members and school staff. The dynamics are unlikely to enhance positive engagement of the home with the school; indeed it often is a source of a growing disconnection.

Understanding the problem of enhancing home involvement as that of engaging and, as necessary, re-engaging individuals establishes these concepts as the central intervention concerns. Engagement has three facets: behavioral, emotional, and cognitive (Fredricks, Blumenfeld, & Paris, 2004). Enhancing engagement requires moving from practices that overrely on the use of reinforcers to strategies that incorporate intrinsic motivation theory and research (Deci, 2005; 2009; Deci & Ryan, 1985).

Intrinsic motivation is a fundamental consideration in designing cost-effective interventions. Understanding intrinsic motivation helps clarify how essential it is to avoid processes that (a) mainly emphasize

“remedying” problems, (b) limit options, and (c) make family members feel controlled and coerced.

Research indicates that engagement is associated with positive outcomes and is higher when conditions are supportive, authentic, ensure opportunities for choice and provide sufficient structure. Conversely, disengagement is associated with threats to feelings of competence, self-determination, and/or relatedness to valued others. Maintaining engagement and re-engaging disconnected individuals requires minimizing conditions that negatively affect intrinsic motivation and maximizing conditions that have a positive motivational effect. Practices for preventing disengagement and efforts to re-engage disconnected families require minimizing conditions that negatively affect intrinsic motivation and maximizing those that enhance it.

Re-engagement provides a major challenge. The challenge is greatest when individuals negative experiences in dealing with the school have resulted in a strong desire to avoid contact.

Obviously, it is no easy task to reverse well-assimilated negative attitudes and behaviors. As with disconnected students, personalized intervention strategies are required. Our work suggests the importance of outreaching to

Re-engagement provides a major challenge.

- (a) *ask individuals to share their perceptions of the reasons for their disengagement;* (This provides an invaluable basis for formulating a personalized plan to alter their negative perceptions and to prevent others from developing such perceptions.)
- (b) *reframe the reasons for and the processes related to home involvement to establish a good fit with the family’s needs and interests;* (The intent is to shift perceptions so that the process is viewed as supportive, not controlling, and the outcomes are perceived as personally valuable and obtainable.)
- (c) *renegotiate involvement;* (The intent is to arrive at a mutual agreement with a delineated process for reevaluating and modifying the agreement as necessary.)
- (d) *reestablish and maintain an appropriate working relationship.* (This requires the type of ongoing interactions that over a period of time enhance mutual understanding, provide mutual support, open-up communication, and engender mutual trust and respect.)

Researchers' Observations about Concerns for Competence, Self-determination, and Connectedness

Concerns about Feelings of Competence

Van Velson and Orozoco (2007) note:

“Parents and community leaders from ethnically diverse groups can provide teachers with cultural knowledge and ways to integrate community culture into children’s learning. ...Respecting what parents can contribute to the educational process requires refocusing attention from family deficits to family strengths and recognizing the expertise that different families have to contribute to children’s academic success.”

Our observation: With respect to enhancing cultural competence, from our experience it takes more than token courses for staff and token participation on committees for family members. Authentic interactions provide opportunities, but these must be implemented in ways that increase feelings of competence and avoid undermining such feelings.

Concerns about Feelings of Self-determination

Ziomek-Daigle (2010) notes:

“The school with the largest decrease in the dropout rate had the highest activity around community involvement ... strategies included housing options, transportation, employment, academic tutoring, providing resources for basic needs, day care, health care options, interpretation/translation services, mentoring, and general support and supervision..”

Lott (2001) notes:

“Increase the number of ways that low-income parents can be involved beyond that of ‘consent-giver,’ or signers of notes. Expand the number of possible roles they can play in the classroom while respecting their work schedules and family responsibilities. Combine the education offered to children in public schools with community social services to their families so that schools can function as community centers.”

Our observation: Creating a wide range of options for families to interact with schools can enhance their feelings of self-determination and can aid in establishing a good match for home involvement.

(cont.)

Concerns about Feelings of Connectedness

Lott (2001) notes:

“Low-income parents say they are more interested in informal than scheduled meetings.... Schools should adopt an open-school, open-classroom policy so that parents are always welcome, not just to attend formally scheduled PTO meeting or parent-teacher conferences, but whenever they can come to visit and observe and perhaps chat briefly with school personnel. ...How parents feel about their children’s schools is influenced by the extent to which they are invited in. The parents wanted informal ‘spaces’ created in which they could talk about child rearing and schooling.”

Ziomek-Daigle (2010) notes:

In a review of the impact of Georgia’s Graduation Coaches, the research found ‘..families became more involved and attuned when they observed outreach from the school. Parents reported that they felt validated when representatives from the school met locally during after school programs at recreation centers, housing centers, or at places of worship....

Another practice related to increasing family engagement in the schools is creating a welcoming environment for all parents including those from marginalized populations (e.g., linguistically diverse).’

Van Velsor and Orozoco (2007) note:

“A phone call to provide information about available school programs or a personalized invitation to a school event communicates the value that the school places on parent involvement. A call or a note to a parent offering positive feedback about a student provides an opportunity for relationship building that cannot be accomplished in a contact about a behavior problem...”

McDermott and Rothenberg (2000) note:

“Parents appealed for good communication skills in their children’ teachers. The best teachers communicated frequently through notes and telephone conversations with parents. Parents like teachers who sent home weekly newsletters or notes. They appreciated phone calls and loved it when teachers visited the afternoon tutoring program in the housing project.”

Our observation: Outreach, invitations, welcoming, and an increased range of opportunities for families and school staff to interact positively enhance feelings of connectedness.

The focus on maximizing feelings of competence, self-determination, and connectedness is fundamental to establishing and sustaining productive working relationships.

Concluding Comments

Policy may call for and mandate “parent” involvement, but that has been no guarantee of effective practice. The problem is especially acute in middle and secondary schools, schools serving low income homes, and with respect to families who feel blamed when their child is not doing well at school.

Enhancing home involvement requires greater attention to the full range of caretakers and embedding this intervention arena into a unified and comprehensive system for addressing barriers to productive participation. Approaching the work in this way requires

- revisiting policy to ensure development of such a systems is fully integrated into school improvement policy and practice
- reworking operational infrastructure to provide for the necessary systemic changes and for sustainability
- redeploying resources to underwrite system development
- revising intervention strategies so that engagement and re-engagement are pursued as central concerns.

We conclude by noting what Alexander, Entwisle, and Kabbani (2001) say about students who dropout:

Dropout is not so much an “event” as a “process,” a process of progressive academic disengagement that often traces back to children’s earliest experiences at schools. The habits of conduct and thought that prompt some children to leave school and others to stay take shape in a social matrix of overlapping spheres of influence....”

Much the same can be said about home engagement and disengagement. If schools are to enhance home involvement, they must take the lead in developing a culture of authentic collaboration among all stakeholders, must establish standards that promote a welcoming and supportive climate for students, their families, school staff, and community connections, and must establish processes that counter inherent inequities in power and resources. To do less is to make a mockery out of stated policy commitments to connecting home and community with schools.

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Appendices

Two of the set of self-study surveys developed as aids for mapping and analyzing current district/school programs, services, and systems with a view to developing a comprehensive, multifaceted approach to addressing barriers to learning and teaching.

A. *Home Involvement in Schooling* –

<http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/homeinvolvementsurvey.pdf>

This survey enables stakeholders to map what is currently being done, analyze strengths and weaknesses, and consider gaps in connecting with families. Particular attention is given to engaging families of struggling students.

B. *School-Community Collaboration* –

<http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/schoolcommunitysurvey.pdf>

This survey enables stakeholders to map what is currently being done, analyze strengths and weaknesses, and consider gaps related to existing school-community connections and areas for developing an authentic school-community collaboration.

Home Involvement in Schooling

Indicate all items that apply.

I. Addressing Specific Learning and Support Needs of the Family

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

II. Improve Mechanisms for Communication and Connecting School & Home

A. Are there periodic general announcements and meetings such as				
1. advertising for incoming students?	___	___	___	___
2. orientation for incoming students and families?	___	___	___	___
3. bulletins/newsletters?	___	___	___	___
4. website	___	___	___	___
5. back to school night/open house?	___	___	___	___
6. parent teacher conferences?	___	___	___	___
7. other? (specify) _____	___	___	___	___

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. Is there a system to inform the home on a regular basis (e.g., regular letters, newsletters, email, computerized phone messages, website)				
1. about general school matters?	___	___	___	___
2. about opportunities for home involvement?	___	___	___	___
3. other? (specify) _____	___	___	___	___
C. To enhance home involvement in the student's program and progress, are interactive communications used, such as				
1. sending notes home regularly?	___	___	___	___
2. a computerized phone line?	___	___	___	___
3. email	___	___	___	___
4. frequent in-person conferences with the family?	___	___	___	___
5. other? (specify) _____	___	___	___	___
D. Which of the following are used to enhance the home-school connection and sense of community?				
1. Does the school offer orientations & open houses?	___	___	___	___
2. Does the school have special receptions for new families?	___	___	___	___
3. Does the school regularly showcase students to the community through				
>student performances?	___	___	___	___
>award ceremonies?	___	___	___	___
>other? (specify) _____	___	___	___	___
4. Does the school offer the community				
>cultural and sports events?	___	___	___	___
>topical workshops and discussion groups?	___	___	___	___
>health fairs	___	___	___	___
>family preservation fairs	___	___	___	___
>work fairs	___	___	___	___
>newsletters	___	___	___	___
>community bulletin boards	___	___	___	___
>community festivals and celebrations	___	___	___	___
>other (specify) _____	___	___	___	___
5. Is there outreach to hard to involve families, such as				
>making home visits?	___	___	___	___
>offering support networks?	___	___	___	___
>other? (specify) _____	___	___	___	___
6. Other? (specify) _____	___	___	___	___

III. Involving Homes in Making Decisions Essential to the Student?

A. Families are invited to participate through personal				
1. letters	___	___	___	___
2. phone calls	___	___	___	___
3. email	___	___	___	___
4. other (specify) _____	___	___	___	___

Home Involvement in Schooling (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. Families are informed about schooling choices through				
1. letters	___	___	___	___
2. phone calls	___	___	___	___
3. email	___	___	___	___
4. conferences	___	___	___	___
5. other (specify) _____	___	___	___	___
C. Families are taught skills to participate effectively in decision making.	___	___	___	___
D. With respect to mobilizing problem solving at home related to student needs				
1. Is instruction provided to enhance family problem solving skills(including increased awareness of resources for assistance)?	___	___	___	___
2. Is good problem solving modeled at conferences with the family?	___	___	___	___
E. Other (specify) _____	___	___	___	___
IV. Enhancing Home Support for Student Learning and Development				
A. Are families instructed on how to provide opportunities for students to apply what they are learning?	___	___	___	___
B. Are families instructed on how to use enrichment opportunities to enhance youngsters' social and personal and academic skills and higher order functioning?	___	___	___	___
C. Are family field trips organized?	___	___	___	___
D. Are families provided space and facilitation for meeting together as a community of learners	___	___	___	___
E. Are family literacy programs available?	___	___	___	___
F. Are family homework programs offered?	___	___	___	___
G. Other? (specify) _____	___	___	___	___

Home Involvement in Schooling (cont.)

V. Recruiting Families to Strengthen School and Community

A. For which of the following are those in the home recruited and trained to help meet school/community needs?

1. Improving schooling for students by assisting

>administrators

>teachers

>other staff

>others in the community

>with lessons or tutoring

>on class trips

>in the cafeteria

>in the library

>in computer labs

>with homework helplines

>the front office to welcome visitors and new enrollees and their families

>with phoning/emailing home regarding absences

>outreach to the home

>other? (specify) _____

2. Improving school operations by assisting with

>school and community up-keep and beautification

>improving school-community relations

>fund raising

>PTA

>enhancing public support by increasing political awareness about the contributions and needs of the school

>school governance

>advocacy for school needs

>advisory councils

>program planning

>other? (specify) _____

3. Establishing home-community networks to benefit the community

4. Other? (specify) _____

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

VI. Capacity Building to Enhance Home Involvement

A. Are there programs to enhance broad stakeholder involvement in efforts in enhancing home involvement in schools?

_____	_____	_____	_____
-------	-------	-------	-------

B. With respect to programs used to meet the educational needs of personnel related to home involvement

1. Is there ongoing training for learning supports staff with respect to enhancing home involvement?

_____	_____	_____	_____
-------	-------	-------	-------

2. Is there ongoing training for others involved in enhancing home involvement? (e.g., teachers, parent peer buddies, office staff, administrators)?

_____	_____	_____	_____
-------	-------	-------	-------

3. Other (specify) _____

_____	_____	_____	_____
-------	-------	-------	-------

Home Involvement in Schooling (cont.)

Yes	Yes but		If no, is this something you want?
	more of this is needed	No	

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

- | | | | | |
|---|-----|-----|-----|-----|
| 1. how to facilitate family participation in decision making meetings | ___ | ___ | ___ | ___ |
| 2. designing an inclusionary "Parent Center" | ___ | ___ | ___ | ___ |
| 3. overcoming barriers to home involvement | ___ | ___ | ___ | ___ |
| 4. developing group-led mutual support groups | ___ | ___ | ___ | ___ |
| 5. developing families as a community of learners | ___ | ___ | ___ | ___ |
| 6. available curriculum for parent education | ___ | ___ | ___ | ___ |
| 7. teaching parents to be mentors & leaders at the school | ___ | ___ | ___ | ___ |
| 8. Other (specify) _____ | ___ | ___ | ___ | ___ |

D. Indicate below other things you want the school to do in enhancing home involvement.

- Indicate below other ways the school enhances home involvement.

- Other matters relevant to home involvement are found in the surveys on
 - >Classroom-based Approaches ...
 - >Support for Transitions
 - >Community Involvement and Support
 - >Student and Family Assistance

School-Community Collaboration

I. Make two lists:

- 1) activity and collaborators that are focused on improving the *school* and
- 2) those focused on improving the *neighborhood* (through enhancing links with the school, including use of school facilities and resources)

II. Overview: *Areas for School-Community Collaboration*

Indicate the status of collaboration between a given school or family of schools and community with respect to each of the following areas.

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	---	----	---

Indicate all items that apply

A. Improving the School (name of school(s): _____)

- | | | | | |
|---|---|---|---|---|
| 1. the instructional component of schooling | — | — | — | — |
| 2. the governance and management of schooling | — | — | — | — |
| 3. financial support for schooling | — | — | — | — |
| 4. stakeholder development | — | — | — | — |
| 5. school-based programs and services to address barriers to learning | — | — | — | — |

B. Improving the Neighborhood (through enhancing linkages with the school, including use of school facilities and resources)

- | | | | | |
|---|---|---|---|---|
| 1. youth development programs | — | — | — | — |
| 2. youth and family recreation and enrichment opportunities | — | — | — | — |
| 3. physical health services | — | — | — | — |
| 4. mental health services | — | — | — | — |
| 5. programs to address psychosocial problems | — | — | — | — |
| 6. basic living needs services | — | — | — | — |
| 7. college prep programs | — | — | — | — |
| 8. work/career programs | — | — | — | — |
| 9. social services | — | — | — | — |
| 10. crime and juvenile justice programs | — | — | — | — |
| 11. legal assistance | — | — | — | — |
| 12. support for development of neighborhood organizations | — | — | — | — |
| 13. economic development programs | — | — | — | — |

III. Overview: *System Status for Enhancing School-Community Collaboration*

Items 1-7 ask about what processes are in place. Use the following ratings in responding.

DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for a while; 5 = well institutionalized (well established with a commitment to maintenance)

- | | | | | | | |
|---|----|---|---|---|---|---|
| A. Is there a stated policy for enhancing school-community collaboration (e.g., from the school, community agencies, government bodies)? | DK | 1 | 2 | 3 | 4 | 5 |
| B. Is there a designated leader or leaders for enhancing school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| C. With respect to each entity involved in the school-community collaboration have specific persons been designated as representatives to meet with each other? | DK | 1 | 2 | 3 | 4 | 5 |
| D. Do personnel involved in enhancing school-community collaboration meet regularly as a team to evaluate current status and plan next steps? | DK | 1 | 2 | 3 | 4 | 5 |
| E. Is there a written plan for capacity building related to enhancing the school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| F. Are there written descriptions available to give all stakeholders regarding current school-community collaboration efforts? | DK | 1 | 2 | 3 | 4 | 5 |
| G. Are there effective processes by which stakeholders learn | | | | | | |
| 1. what is available in the way of programs/services? | DK | 1 | 2 | 3 | 4 | 5 |
| 2. how to access programs/services they need? | DK | 1 | 2 | 3 | 4 | 5 |
| H. In general, how effective are your local efforts to enhance school-community collaboration? | DK | 1 | 2 | 3 | 4 | 5 |
| I. With respect to enhancing school-community collaboration, how effective are each of the following: | | | | | | |
| 1. current policy | DK | 1 | 2 | 3 | 4 | 5 |
| 2. designated leadership | DK | 1 | 2 | 3 | 4 | 5 |
| 3. designated representatives | DK | 1 | 2 | 3 | 4 | 5 |
| 4. team monitoring and planning of next steps | DK | 1 | 2 | 3 | 4 | 5 |
| 5. capacity building efforts | DK | 1 | 2 | 3 | 4 | 5 |

IV. School-Community Collaboration to Improve the School

Indicate the status of collaboration between a given school or family of schools and community (name of school(s): _____)

Indicate all items that apply

A. Collaboration to improve school

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. the instructional component of schooling				
>kindergarten readiness programs	_____	_____	_____	_____
>tutoring	_____	_____	_____	_____
>mentoring	_____	_____	_____	_____
>school reform initiatives	_____	_____	_____	_____
>homework hotlines	_____	_____	_____	_____
>media/technology	_____	_____	_____	_____
>service learning	_____	_____	_____	_____
>career mentoring	_____	_____	_____	_____
>career academy programs	_____	_____	_____	_____
>adult education, ESL, literacy, citizenship classes	_____	_____	_____	_____
>others _____	_____	_____	_____	_____
2. the governance and management of schooling				
>PTA/PTSA	_____	_____	_____	_____
>shared leadership	_____	_____	_____	_____
>advisory bodies	_____	_____	_____	_____
>others _____	_____	_____	_____	_____
3. school-based programs and services to address barriers to learning				
>student and family assistance programs/services*	_____	_____	_____	_____
>transition programs*	_____	_____	_____	_____
>crisis response and prevention programs*	_____	_____	_____	_____
>home involvement programs*	_____	_____	_____	_____
>community involvement programs*	_____	_____	_____	_____
>classroom-based approaches*	_____	_____	_____	_____
>pre and inservice staff development programs	_____	_____	_____	_____
>others _____	_____	_____	_____	_____
4. stakeholder development				
>school staff	_____	_____	_____	_____
>staff from community programs and services	_____	_____	_____	_____
>family members	_____	_____	_____	_____
>others _____	_____	_____	_____	_____
3. financial support for schooling				
a. adopt-a-school	_____	_____	_____	_____
b. grant programs and funded projects	_____	_____	_____	_____
c. donations/fund raising	_____	_____	_____	_____
d. other _____	_____	_____	_____	_____

*See surveys for each of these arenas of school intervention.

B. Collaboration to improve *neighborhood*

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. youth development programs				
>home visitation programs	_____	_____	_____	_____
>parent education	_____	_____	_____	_____
>infant and toddler programs	_____	_____	_____	_____
>child care/children's centers/preschool programs	_____	_____	_____	_____
>community service programs	_____	_____	_____	_____
>public health and safety programs	_____	_____	_____	_____
>leadership development programs	_____	_____	_____	_____
>others _____	_____	_____	_____	_____
2. youth/family recreation & enrichment opportunities				
>art/music/cultural programs	_____	_____	_____	_____
>parks' programs	_____	_____	_____	_____
>youth clubs	_____	_____	_____	_____
>scouts	_____	_____	_____	_____
>youth sports leagues	_____	_____	_____	_____
>community centers	_____	_____	_____	_____
>library programs	_____	_____	_____	_____
>faith community's activities	_____	_____	_____	_____
>camping programs	_____	_____	_____	_____
>others _____	_____	_____	_____	_____
3. physical health services				
>school-based/linked clinics for primary care	_____	_____	_____	_____
>immunization clinics	_____	_____	_____	_____
>communicable disease control programs	_____	_____	_____	_____
>EPSDT programs	_____	_____	_____	_____
>pro bono/volunteer programs	_____	_____	_____	_____
>AIDS/HIV programs	_____	_____	_____	_____
>asthma programs	_____	_____	_____	_____
>pregnant and parenting minors programs	_____	_____	_____	_____
>dental services	_____	_____	_____	_____
>vision and hearing services	_____	_____	_____	_____
>referral facilitation	_____	_____	_____	_____
>emergency care	_____	_____	_____	_____
>others _____	_____	_____	_____	_____
4. mental health services				
>school-based/linked clinics w/ MH component	_____	_____	_____	_____
>EPSDT mental health focus	_____	_____	_____	_____
>pro bono/volunteer programs	_____	_____	_____	_____
>referral facilitation	_____	_____	_____	_____
>counseling	_____	_____	_____	_____
>crisis hotlines	_____	_____	_____	_____
>others _____	_____	_____	_____	_____
5. programs to address psychosocial problems				
>conflict mediation/resolution	_____	_____	_____	_____
>substance abuse	_____	_____	_____	_____
>community/school safe havens	_____	_____	_____	_____
>safe passages	_____	_____	_____	_____
>youth violence prevention	_____	_____	_____	_____
>gang alternatives	_____	_____	_____	_____
>pregnancy prevention and counseling	_____	_____	_____	_____
>case management of programs for high risk youth	_____	_____	_____	_____
>child abuse and domestic violence programs	_____	_____	_____	_____
>others _____	_____	_____	_____	_____

B. Collaboration to improve *neighborhood* (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
6. basic living needs services				
>food	---	---	---	---
>clothing	---	---	---	---
>housing	---	---	---	---
>child care	---	---	---	---
>transportation assistance	---	---	---	---
>others _____	---	---	---	---
7. work/career/higher education programs				
>college prep programs	---	---	---	---
>job mentoring	---	---	---	---
>job shadowing	---	---	---	---
>job programs and employment opportunities	---	---	---	---
>others _____	---	---	---	---
8. social services				
>school-based/linked family resource centers	---	---	---	---
>integrated services initiatives	---	---	---	---
>budgeting/financial management counseling	---	---	---	---
>family preservation and support	---	---	---	---
>foster care school transition programs	---	---	---	---
>case management	---	---	---	---
>immigration and cultural transition assistance	---	---	---	---
>language translation	---	---	---	---
>others _____	---	---	---	---
9. crime and juvenile justice programs				
>camp returnee programs	---	---	---	---
>children's court liaison	---	---	---	---
>truancy mediation	---	---	---	---
>juvenile diversion programs with school	---	---	---	---
>probation services at school	---	---	---	---
>police protection programs	---	---	---	---
>others _____	---	---	---	---
10. legal assistance				
>legal aide programs	---	---	---	---
>others _____	---	---	---	---
11. support for development of neighborhood organizations				
>neighborhood protective associations	---	---	---	---
>emergency response planning and implementation	---	---	---	---
>neighborhood coalitions and advocacy groups	---	---	---	---
>volunteer services	---	---	---	---
>welcoming clubs	---	---	---	---
>social support networks	---	---	---	---
>others _____	---	---	---	---
12. economic development and housing programs				
>empowerment zones	---	---	---	---
>urban village programs	---	---	---	---
>accessing affordable housing	---	---	---	---
>others _____	---	---	---	---