

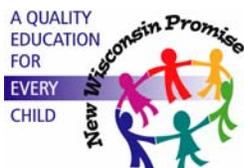
Enacting the EOCA Vision for School Success

Resource Mapping: A Toolkit for Education Communities

Early Ongoing Collaboration and Assistance (EOCA)



Wisconsin Department of Public Instruction



Early Ongoing Collaboration and Assistance

Resource Mapping: A Toolkit

This publication and other EOCA resources are available for download at
<http://www.eocaschools.org>

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Wisconsin Department of Public Instruction

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Foreword

We can accomplish anything for children when we work together. That's what the Early Ongoing Collaboration and Assistance (EOCA) initiative is all about. When teachers, administrators, school support staff, parents, and community members communicate, plan, and find solutions together, school becomes a place where every child has the opportunity to succeed.

Our new publication, *Resource Mapping: A Toolkit*, one of several publications designed to promote the EOCA framework of student success, assists school communities as they identify resources, promote collaborative planning and instruction, and enhance options for all students. *Resource Mapping: A Toolkit* provides schools with a process by which school teams can identify existing and potential resources within their education community and facilitate student access to them.

The goals and collaborative process of EOCA strengthen the educational mission of my New Wisconsin Promise: to raise the achievement of all students and close the achievement gap between economically disadvantaged students, students of color, and their peers.

Our future truly depends on how we educate this generation. By working together to support learning and development while preventing and reducing barriers to student success, we keep solid the foundation of our democracy and the long-term economic security and quality of life in Wisconsin. By investing in our students and promoting the EOCA vision for systemic change, we will ensure a quality education for every child and fulfill our New Wisconsin Promise.

Elizabeth Burmaster
State Superintendent

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Preface

The Early and Ongoing Collaboration and Assistance project (EOCA) is a statewide system change initiative directed at promoting proactive collaborative planning, instruction, and assessment in Wisconsin schools. The initiative is aimed at reducing barriers to learning and enabling the success of all students while preventing student failure. A multi-tier prevention framework including universal, selected, and targeted options serves as the decision-making model. Within the EOCA framework, instructional options, professional development, and collaborative partnerships help to support all members of the system (teachers, families, others) as they identify and implement strategies that promote positive student outcomes. Specifically, the project provides leadership, coordination, and technical assistance to help education communities increase the use, variety, and quality of general education options made available to all children, particularly those most likely to experience school failure or be identified as having a disability. Each school participating in the EOCA project is assigned a mentor to support their efforts to achieve EOCA goals.

The purpose of the *Resource Mapping Toolkit* is to assist school communities to identify and align resources, promote collaborative planning and instruction, and enhance options for students at high risk of school failure. Specifically, this toolkit provides an overview of resource mapping, describes the role of school teams in the process, and provides tools and strategies for conducting effective resource mapping. *Resource Mapping* is one in a series of EOCA toolkits developed to help school teams, mentors, and other support professionals, implement the EOCA framework; it is designed as a companion piece to *The School Implementation Guide* and *The Mentor Handbook*.

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Part One: Strategic Overview

EOCA Project Background

TODAY PREVENTION AND INTERVENTION command attention across the field of education. Educators, policymakers, and the public increasingly recognize the need to provide high quality education and learning supports to all students and to intervene quickly and effectively when they first demonstrate signs of academic or behavioral distress.

This focus on preventing failure through effective universal programs paired with early intervention is evident in recent federal initiatives including the No Child Left Behind Act (NCLB) of 2001, the Education Sciences Reform Acts of 2002, and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA).

Responding to the Needs of All Students

Children come to our schools with diverse backgrounds and needs. As student diversity increases, so does the challenge schools face to be responsive to all students. Thus, the President's Commission on Excellence in Special Education (2002) urged schools to embrace a model of prevention not failure. The commission also recommended that the central themes in NCLB guide the reauthorization of IDEA.

Consistent with these recommendations, IDEA 2004 incorporates requirements parallel to those in NCLB. For example, school districts are encouraged to use IDEA funds to set up coordinated intervention services for students who have not been identified as a child with a disability (613 (f)) but who need additional academic and behavioral support to succeed in general education. Relevant sections of IDEA have been added to the Appendix material in the electronic version of this document.

The New Wisconsin Promise

True to its progressive tradition, Wisconsin has responded with vitality and initiative to the call for improving education in our schools. In 2002, Superintendent Elizabeth Burmaster announced the New Wisconsin Promise, the state's commitment to "ensure the opportunity of a quality education for every child" by helping schools "build exciting, challenging programs that are creative and diverse in the way we teach children."

As a result, Department of Public Instruction (hereafter called the Department) is now coordinating its work around the following strategic priorities:

- Close the achievement gap between economically disadvantaged students or children of color and their peers.
- Promote quality teachers in every classroom and strong leadership in every school.

- Encourage shared responsibility by increasing parental and community involvement in our schools and libraries to address teenage literacy, drop-outs and truancy.
- Improve student achievement with a focus on reading and a balanced literacy standard that has all students reading at grade level.
- Invest in early learning opportunities through the four-year-old kindergarten, Preschool to Grade 5, and SAGE class size reduction programs.
- Employ Career and Technical Education as a comprehensive strategy to involve students in becoming active citizens by better understanding their role in the family, society, and the world of work.
- Provide effective pupil services, special education, and prevention programs to support learning and development for all students while preventing and reducing barriers to student success.

Collaborative Vision

In addition to implementing NCLB and the requirements of other federal mandates, the Department is carrying out a number of collaborative efforts to help realize the New Wisconsin Promise. These include participation in such national programs as the Network of Partnership Schools, VISTA, and Reading First grant programs, as well as state-funded projects such as Reading Evaluation and Demonstration of Success (READS), among others. During 2005-2006, READS grants are helping 185 schools in over 73 Wisconsin school districts implement research-based comprehensive reading instruction within the context of the EOCA Framework.

Innovative Change at the System Level

Over the past 30 years, education researchers have identified a number of common elements that characterize highly effective schools (Fullen, 1993; Marzano, 2003; Ragland et al., 2002). Specifically, Osher et al. (2004, p.7) note effective change efforts are characterized by a number of common elements. These elements include: teams that create a common vision and keep it in focus; strong administrative leadership; staff understanding, buy-in and support; the expectation of long-term efforts and possible delays; extensive training and support to build capacity; efficient use of human and material resources; and a school environment that supports the success of all members of the school community.

Researchers have also made significant progress identifying the factors that influence the successful implementation of school reform efforts – particularly those that strengthen responsiveness to at-risk children through early intervention. These factors, adapted for use in the EOCA Framework include: collaboration, focus on prevention, resource mapping, action research, project evaluation and professional development, as well as technical assistance and support for change. Among these factors, ongoing professional development plays a significant role in implementing and sustaining school reform efforts. Equally important, the National Staff Development Council's Standards for Staff development recognizes that sustained, intellectually rigorous staff development is essential for anyone who affects student learning (2001, p.2).

It seems clear from the review of the research on system change in education that successful efforts to improve student outcomes must address two primary considerations. First, educators must have a clear and unified vision for addressing the needs of students that can be translated into specific instructional program strategies. Second, successful initiatives must incorporate system change principles into their design and plan for coordinated implementation efforts if they are to result in long-term institutionalized reform.

Furthermore, if educators, policymakers, and the public wish to help *every* student be successful, there must be an appreciation of both the cultural as well as cognitive diversity of the student body and organizations. Subsequently, professional and community organizations and institutions involved in public education must join together in an intensified effort to provide meaningful support to children when they first begin to show signs of academic or behavioral concern.

Early & Ongoing Collaboration and Assistance (EOCA)

Beginning in 1999, the EOCA concept of system change, *EOCA: A Model To Support Success For All Learners* took shape and was funded by the Department through an IDEA discretionary grant. In 2001, the model evolved into the present EOCA Framework with the ongoing support of IDEA discretionary funds which continues today. Because the goals of the EOCA Framework address the needs of all children, including students with disabilities and those at risk for special education referral, it was incorporated into the application for a federally funded State Improvement Grant.

In 2002, the Department received a 5-year Federal State Improvement Grant (SIG) for Children with Disabilities from the U.S. Department of Education. Wisconsin's SIG is a systemic change initiative that brings educational leaders, school staff, families, and community members together around a common vision: to improve student outcomes, build supportive learning environments, provide quality staff, and promote collaborative partnerships for students with disabilities, birth to adulthood. Prevention and intervention efforts prior to special education referral are supported within the grant objectives.

The EOCA initiative has been an important vehicle for meeting the goals of our State Improvement Grant as well as the New Wisconsin Promise. EOCA activities promote proactive collaborative planning, instruction, and assessment within Wisconsin schools. The project has created a framework for enhancing the success of all students—particularly those who are likely to experience repeated school failure and eventual special education referral. The intent is not to delay or avoid identifying students with disabilities; rather, it is to strengthen support for students who are at risk of requiring special education services if their needs are left unattended.

Goals of the EOCA Initiative

The primary goal of the EOCA Framework is to help Wisconsin schools develop more responsive systems that enhance the success of all students and prevent academic failure and related behavioral problems. A key aim is to develop more high quality options within

the general education system to provide support to students who do not have disabilities, yet who are likely to experience repeated failure and eventual special education referral if their needs are left unattended. This aim is consistent with the IDEA 2004 §613 (f) provisions for the establishment of coordinated early intervention services.

As previously stated, it is *not* the intent of the EOCA Framework to delay or deny special education services to qualified students with disabilities. In fact, the Framework promotes practices that allow students to obtain assistance and support well before a pattern of failure has set in, eliminating the need for the student to “wait to fail” until help can be provided. In this respect, utilization of the EOCA framework should not only enhance instructional effectiveness for all students but also provide school staff with critical information for analyzing a student’s response to general education intervention efforts. Such general intervention efforts are considered necessary to determine if a student has a disability and requires special education services IDEA §614 (b)(6)(A).

Implementation of the EOCA Framework helps schools achieve the following six objectives:

1. Enhance the success of all students, especially those at risk of failure and referral for special education.
2. Create a climate of shared responsibility for all learners.
3. Promote the use of collaborative problem solving in schools.
4. Support the school system and key stakeholder groups (teachers, parents, others) as they identify strategies to promote positive student outcomes.
5. Identify, implement, and evaluate evidence-based prevention and intervention programs at the student, classroom, and system level.
6. Analyze school-site data to determine system needs and ways to address those needs.

These goals are best accomplished by providing schools and education communities with expert leadership, coordination, and technical assistance to augment the use, variety, and quality of instructional options and promote professional development and family-community involvement. Thus, through a statewide initiative, schools implementing the EOCA Framework receive training, resources, and support they need as they move through the improvement process.

EOCA Framework Outcomes

The EOCA Framework is designed to help schools reduce barriers to learning and enable the success of *all* students while preventing student failure. A multi-tier prevention and response to intervention model including universal, selected and targeted options serves as the basis for decision-making. Use of this model is supported by a growing body of research (NASDSE, 2005; Adelman & Taylor, 1998; Sugai, Horner, & Gresham, 2002;

Walker et. al., 1996). Sharon Vaughn (2003), for example, describes a three-tiered model as one in which instruction is layered over time in response to students' increasing needs. For students whose response to the first and second tiers of intervention is not adequate, the third tier provides ongoing intervention tailored to meet their specific needs.

Within the EOCA Framework, instructional options, professional development, and collaborative partnerships help direct resources to meet student needs. All schools implementing the EOCA Framework direct their efforts toward the following outcomes:

- Improved student achievement and reduced achievement gaps
- Reduced behavior concerns
- Reduced special education referrals
- Reduced disproportionate special education identification of minority students
- Increased capacity of teachers to address the needs of students at risk for failure
- Increased number of families meaningfully participating in the problem-solving process
- Increased general education options to meet the needs of students at risk for school failure

On the **system** level, schools use the EOCA framework components to analyze data and prioritize system needs, map resources, and determine the best alternatives for addressing those needs. A continuous improvement model, supported by research, is used to guide schools through this process.

On the **student** level, school staff and families work together to clarify student needs and to adjust universal options or identify and implement selected and targeted strategies that will promote positive outcomes. Frequent follow-up occurs to monitor the effectiveness of targeted intervention options and evaluate student response to intervention.

Ten researched-based framework components generate and sustain an ongoing cycle of both system and student success. These EOCA framework components are grouped into four categories: Building Capacity, Adopting Processes, Making Informed Decisions, and Ensuring Sustainability.

Building Capacity	<ul style="list-style-type: none"> • Shared Vision and Commitment • Administrative Leadership and Support • Environment of Collaboration
Adopting Processes	<ul style="list-style-type: none"> • Resource Mapping • Collaborative Procedures for Responding to Individual Student Needs
Making Informed Decisions	<ul style="list-style-type: none"> • Student Progress Monitoring System • Evidence-Based Instruction and Intervention • Data-Based Decision Making
Ensuring Sustainability	<ul style="list-style-type: none"> • Ongoing Professional Development and Support • Family and Community Involvement

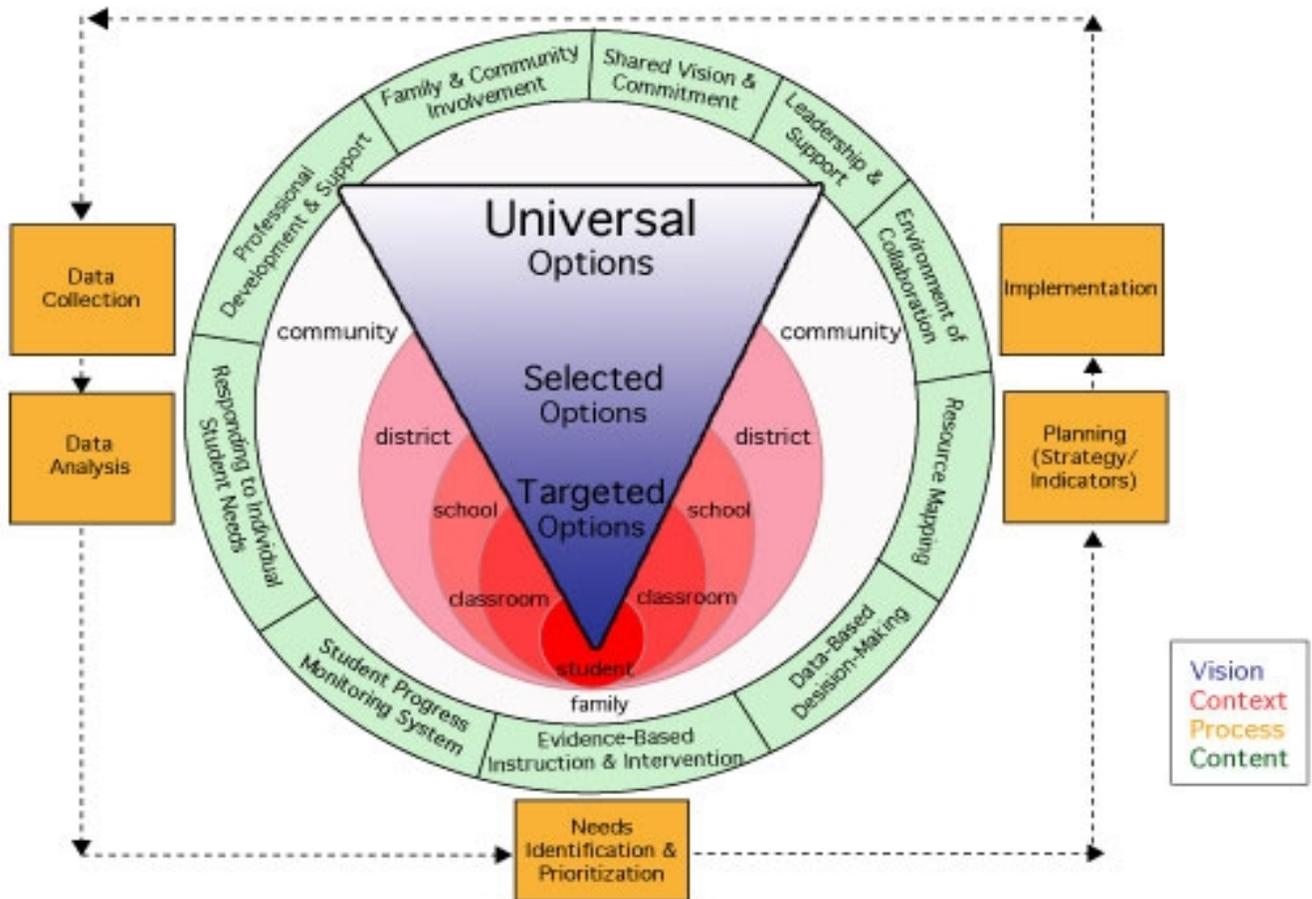
Schools implementing the EOCA Framework for Student and System Success for two or more years have shown the following trends:

- Increased implementation of structures and practices associated with highly effective schools (EOCA Framework Components)
- More frequent implementation of targeted interventions, resulting in reduced concerns and student progress
- Reduced special education referral rates
- Increased overall reading and math achievement
- Increased reading and math achievement of students with disabilities
- Narrowed achievement gaps between white and non-white students, students in poverty, and English-language learners

[Sources: Russ, S. & Chiang, B (2004 and 2005) *EOCA End of Year Evaluation Reports*, University of Wisconsin-Oshkosh. Bolt, D., White, J. L. and Suh, Y (2005), *READS Fourth Year Evaluation Report*, Wisconsin Center for Educational Research.]

The statewide initiative that supports the EOCA Framework produces a variety of products, resources, trainings, and technical assistance to help school districts implement the framework. General information is available in both handout and brochure formats. Toolkits and guides give practical strategies along with additional resources on selected topics, one of which is the *Resource Mapping Toolkit*. School trainings and professional development opportunities are offered statewide. In addition, the EOCA website (www.eocaschools.org) provides project information and materials for downloading.

Early Ongoing Collaboration and Assistance (EOCA) Framework



EOCA Framework Levels

 **1. Vision:** (EOCA Framework center triangle) The EOCA Initiative's vision of **how responsive schools look** is grounded in a model of prevention and response to intervention. Although the specifics of each school's program structure and offerings may vary, the EOCA vision assumes that everyone in the school community works toward removing barriers to learning and enabling student success through a model that incorporates at least three levels of support for academic and behavioral concerns: Universal, Selected and Targeted. Education options including interventions and supports at all levels are made freely available to all students as needed.

- **Universal Options-** Options provided to all students through a core curriculum, differentiated instruction, screening, progress monitoring, and school wide pupil services and behavioral supports. Universal options are aimed at enhancing success and reducing barriers to learning for the vast majority of students.
- **Selected Options-** Supplemental options provided to small groups of students who have not met benchmarks. Enhancements and supports are provided to reduce the potential for increased difficulty and risk for long term failure if concerns are not addressed. Some examples include supplemental reading instruction, short-term tutoring, support from adult mentors, and family support.
- **Targeted Options-** Individually designed interventions for students who have a high likelihood of developing a lasting pattern of academic failure or high levels of social or emotional distress. Because of the intensive nature of such options, targeted interventions are needed by very few students. Examples include individualized supplemental or replacement instruction, individual behavior plans, special education services and wrap-around services provided by mental health professionals.

As school communities adopt the EOCA vision, they increasingly enable all students to make positive academic and social emotional gains by enhancing universal options and removing barriers to learning while providing all students with access to needed selected and targeted interventions and support for staff and families.

 **2. Context** (Circles in the diagram): **Who** is involved in making the decisions and **where** the effects of decisions will be directed. The student is the focal point of the EOCA framework with family members being the first stakeholders and primary supports for the student, followed by teachers, other school staff, district and finally, community. At all phases of the decision-making process, leadership must consider possible effects and necessary connections at the classroom, school, district and community levels.

 **3. Process:** (dotted lines and boxes around outside of diagram): **How** decision-making occurs is critical to the EOCA Framework. EOCA schools use a data-driven school improvement model at all levels of decision-making across all contexts. Needs related to creating or enhancing existing supportive learning environments are identified and prioritized, planning and implementation take place, data is collected and analyzed, and further needs identified. EOCA schools develop action plans to help them track effects of their enhanced efforts. Many schools participate in organized data retreats to help them identify and prioritize areas of need.



4. Content: (wheel around the triangle): The final level of the EOCA framework describes **what** system and student-based activities responsive schools engage in to guide systemic change that results in positive outcomes for all students. The EOCA **components** were selected and refined following an extensive literature review and validation with state specific research over a four year period. They are described on the following pages.

EOCA Framework Components (Content)

<u>Building Capacity</u> <ul style="list-style-type: none"> • Shared vision and commitment • Administrative leadership and support • Environment of collaboration 	<u>Adopting Processes</u> <ul style="list-style-type: none"> • Resource mapping • Collaborative procedure for responding to individual needs 	<u>Making Informed Decisions</u> <ul style="list-style-type: none"> • Evidence-based prevention and intervention • Student progress monitoring system • Data-based decision-making 	<u>Ensuring Sustainability</u> <ul style="list-style-type: none"> • Professional development and support • Family and community involvement
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Shared Vision and Commitment- Successful implementation of a system of Early Ongoing Collaboration and Assistance (EOCA) requires a commitment to the vision that all students can succeed and that the vast majority of academic, social and behavior problems can be prevented before school failure sets in. Responsive educational systems are organized to reduce barriers and create a supportive learning environment for all students. Without shared vision and commitment to the prevention concept, change will likely be uneven and staff, families and students are more likely to feel confused about the nature and purpose of the educational program in general and intervention planning specifically.

Administrative Leadership and Support- The school reform literature clearly indicates that the principal plays an important role in ensuring that the vision and commitment to change is maintained. Building principals must take on a strong leadership role in all EOCA activities. However, leadership must also be distributed for change to be sustained. The creation of a Leadership Team provides a mechanism for distributed and shared leadership among staff, families and school administration.

Environment of Collaboration- Decision making and planning activities at all context levels (district, school, classroom and student intervention) should reflect an environment of meaningful partnership among stakeholders. The number and composition of collaborative teams vary across school sites. Mentors help foster an environment of collaboration by helping school staff establish common routines for communication, shared decision-making and support for implementation and evaluation of prevention options. Such routines are designed to maintain strong and productive working relationships among educators, students, families and the community.

Resource Mapping- Coordinating resources around responsive education can be a challenge. EOCA schools construct a “resource map” of human and program assets within the school, district and community that can be mobilized to facilitate student success. Resource mapping is a strategic process with maps continually updated as new resources are identified, acquired or developed.

Student Progress Monitoring System- Making decisions about what students should learn and do is considered an essential responsibility of educational communities. The EOCA Framework emphasizes the importance of developing procedures that help educators and families know what each student has learned, analyze possible explanations for failure to meet expectations, and identify what to do if students have not met expectations. In order to fully implement the EOCA framework, schools must design common and relatively simple procedures for monitoring student response to universal options and selected and targeted intervention using curriculum-based data. Such procedures help educators more easily make decisions about the degree to which education options enable student learning and when selected (supplemental) interventions are needed. Screening for potential signs of concern is embedded within the system. At the targeted level, more frequent progress monitoring allows a collaborative team to decide whether an intervention plan is effective and being implemented with fidelity.

Evidence-Based Prevention and Intervention- Participating schools identify and locate research-based options at the universal, selected, and targeted levels of prevention as well as engage in local analysis of outcomes as a means of developing an evidence base for locally designed programming. A number of EOCA toolkits include information on this component.

Data-Based Decision Making- Data-based decision-making occurs within a cyclical process. Data is used to evaluate the effectiveness of efforts to enhance student achievement and for planning and prioritization of subsequent activities. A variety of quantitative and qualitative data is used to make decisions at four levels: district, school, classroom and student. Information gained from all context levels is considered when identifying priorities for improvement activities.

Collaborative Procedure for Responding to Individual Student Needs- A well designed progress monitoring system provides school communities with the capacity to provide timely response to student concerns by addressing the signs of failure early. When a student is not meeting expected academic or social emotional and behavioral benchmarks, despite the availability of well designed universal and selected options, turning this negative pattern into one of success becomes extremely important. When a need for **targeted** options is identified, schools use a collaborative problem-solving process to develop an intervention support plan for students, staff and families. The process includes the following steps for addressing student needs:

1. **Define** the concern
2. **Analyze** factors related to the concern
3. **Develop a Plan** including interventions and progress monitoring
4. **Monitor, Review, and Revise** the plan as needed.

This collaborative process is not intended to serve as a special education referral screening process, although the information gathered as a result might be used to document student response to intervention that could be useful if a referral for a special education evaluation becomes necessary.

Professional Development and Support- Establishing a professional learning community is an expectation of EOCA schools. Within the context of a professional learning community, professional development and support activities are identified following a collaborative analysis of needs using the EOCA framework. Professional development activities are directed at improving skills needed to implement the EOCA Framework and enhance instructional effectiveness, particularly for students most likely to experience failure. It is expected that family members are included in professional development plans in addition to school staff and administrators. Schools have access to professional development provided through EOCA mentors as well as from other sources.

Family and Community Involvement- As school communities engage in a change process, responsive schools meaningfully involve communities and families. Family and community members offer valuable perspectives during the planning and analysis stages of decision-making, when developing resource maps, and when designing and implementing plans developed through a collaborative decision making process. Family members also play a critical role in the successful development and implementation of targeted options for their child. Family and community involvement provides an important link between school and non-school resources, experiences and expectations. The School Leadership Team is one formal structure in EOCA schools for promoting family and community involvement.

Part Two: Introduction to Resource Mapping

The EOCA Framework and Resource Mapping

THE OVERARCHING GOALS OF THE EOCA initiative are twofold. First, it aims to enhance the success of all students—including students most likely to experience failure and referral for special education—by fostering a climate of shared responsibility for all learners within school communities. Second, the initiative aims to support the school system and all of its members (teachers, families, communities, and others) as they identify strategies that enable positive student outcomes.

The EOCA framework is based on a data-driven, continuous improvement model organized around ten key components that guide systemic change in schools (see Strategic Overview). *Resource mapping* provides a process by which school teams can identify existing and potential resources in education communities and facilitate student access to them. As such, it is essential to achieving EOCA goals.

Resource Mapping Defined

In this toolkit, resource mapping is defined as a process whereby school teams:

- Identify their school’s resources that facilitate learning (personnel, programs, services, funding, technology, facilities, etc.), as well as barriers to learning
- Strategize optimal use of resources to tackle identified and potential barriers.
- Explore community resources that can address barriers the school’s resources alone cannot.
- Identify existing limitations in resources, coordination of resources, and gaps in access to existing resources for the purpose of strategic improvement planning

Purpose of Resource Mapping

The most basic mission of schools is to educate children. The current focus on accountability and standards in education has drawn a great of attention to instruction and curricula. However, these are not the only factors that influence a child’s progress in school. Decades of education research indicates that programs and services aimed at enhancing student success within schools, as well as instruction and curriculum, are essential components of student learning. (Gettinger & Seibert, 2002).

Thus, it is evident that a more comprehensive and integrated approach to addressing behavioral, emotional, and academic development is necessary. A combined focus—embracing both excellent instruction and well-integrated student support services—will result in reduced barriers to learning and consequently improved student achievement. Resource mapping is central to achieving such a balanced focus and is therefore a key component of the EOCA framework.

Resource mapping, as described here, gives schools the opportunity to construct an outline of human and program assets within the school, district, and community that can be mobilized to facilitate student success. The resource mapping process serves to focus school teams on how identified resources are used. This process results in schools becoming more time-efficient—a crucial characteristic of any new school initiative.

What Resource Mapping Does for Schools

- Resource mapping provides a process for school teams to identify which resources they have, which resources they need, and which resources are available in the community. School teams can then use this information to plan more effective use of their current resources and to create partnerships with community groups to fill existing gaps.
- Resource mapping provides a way for schools to share information with the school and community about the resources available within the school, district, and surrounding community that may be of benefit to all stakeholders.

The leadership teams in schools implementing the EOCA framework or other comprehensive system frameworks represent key stakeholders with a commitment to school reform and provide an excellent infrastructure for resource mapping. With the assistance and guidance of the EOCA mentor, school teams will be able to utilize resource mapping to create a school community with a comprehensive, multifaceted, and integrated approach to student support. Those leadership teams who are not working with an EOCA mentor will also find the approach easy to understand and implement.

Brief Summary of Research Base

Currently, the research base for resource mapping is small but growing. The community development literature has embraced the process of mapping resources for many years. Additionally, there are a number of research and training centers across the country for community resource mapping—including the Asset-Based Community Development Institute at Northwestern University; the National Center for Secondary Education and Transition (NCSET), and the Center for Mental Health in Schools at the University of California, Los Angeles (UCLA). Staff at the Center for Mental Health in Schools (UCLA) see resource mapping as central to school reform efforts and have led the field in developing techniques and materials for conducting resource mapping in schools (see Adelman & Taylor, 2006 a, 2006 b).

The National Center for Secondary Education and Transition (NCSET) proposes the use of the resource mapping process to facilitate the transition of youth with and without

disabilities from school to adult roles. This process is proving successful at both the state and local community levels.

Thus, schools participating in the EOCA initiative are at the cutting edge of school reform and have an opportunity to influence future revision and validation of resource mapping techniques currently used in schools.

Note: Please consult Appendix A for additional web-based resources, including those from the Center for Mental Health in Schools (UCLA) and the National Center for Secondary Education and Transition (NSCET). Other resources can be found on the EOCA clearinghouse website at www.eocaschools.org. Appendix B provides publisher contact information to obtain additional materials on resource mapping. [Resources from both UCLA and NCSET have been used in the development of this toolkit.]

The Four Stages of the Resource Mapping Process

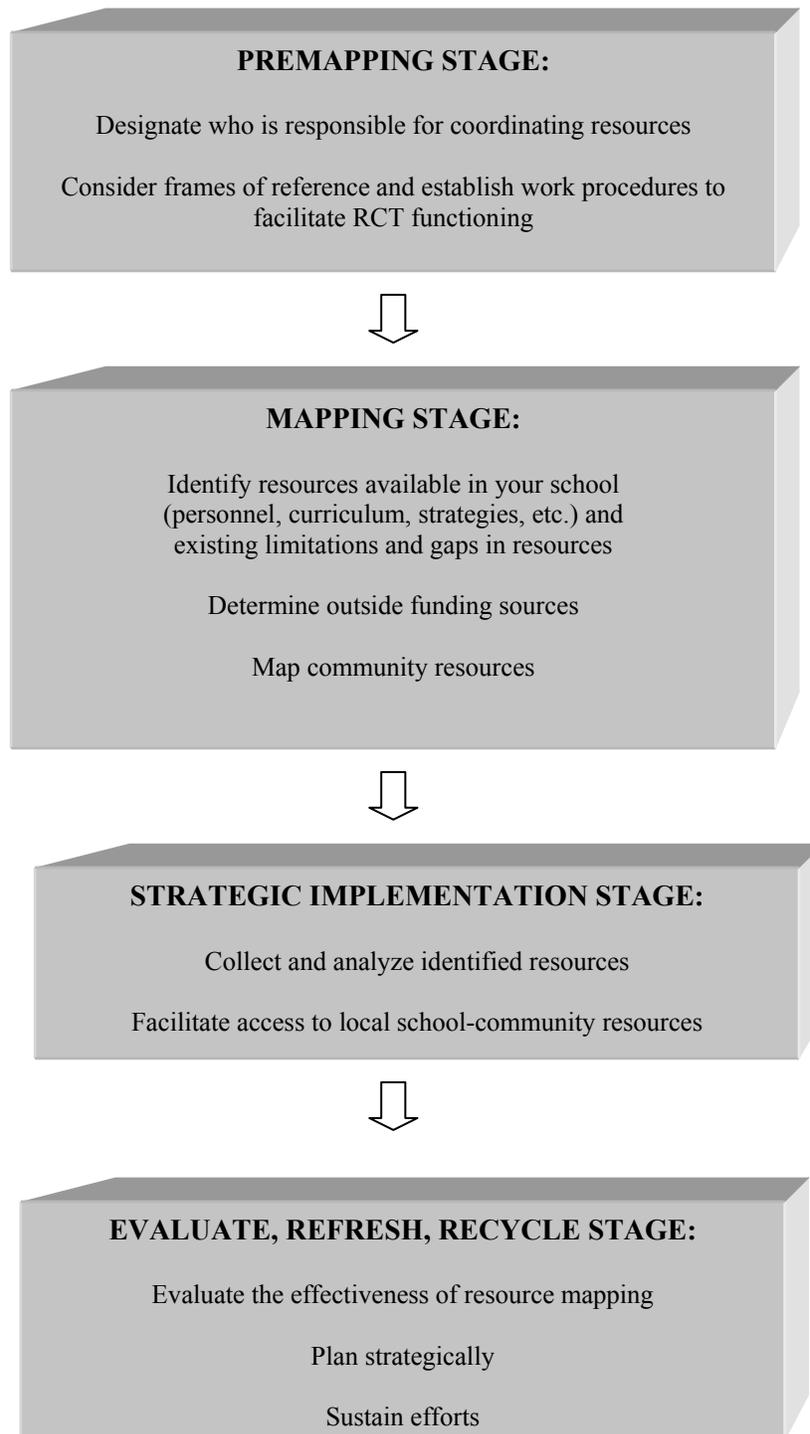
THE PROVISION OF MORE INTEGRATED and coordinated resources to support student learning through resource mapping is a central focus of the EOCA initiative. Such vision of enhanced resources may motivate a desire on the part of school teams to complete the resource mapping process quickly.

However, comprehensive resource mapping requires a well-planned, coordinated, and *ongoing* effort. It is essential that your school team “start simple” and build your mapping efforts over time in order to fully realize and sustain the benefits of resource mapping. This can be accomplished by conceptualizing the resource mapping as a *stage-based process*. As you move through each stage of resource mapping, you will focus on specific process components. Throughout the discussion of these components, examples and sample materials will be provided for schools implementing the EOCA framework to adapt for use in their resource mapping efforts.

As your school team conducts a comprehensive resource mapping process, you will be moving through the following **four stages** while focusing on specific components: Premapping, Mapping, Strategic Implementation and Evaluate Refresh Recycle. The four stages are outlined in Figure 1.

A PowerPoint overview of the four stages of resource mapping is available on the EOCA website (www.eocaschools.org). These four stages and their components will also serve as an organizing framework for the text discussion of the mapping process that follows.

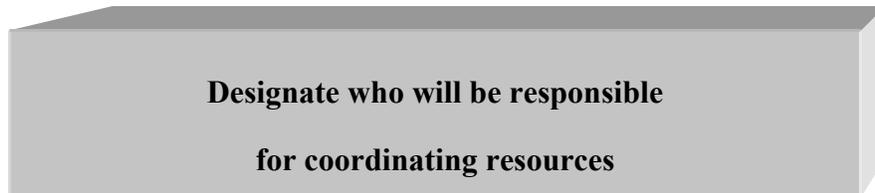
Figure 1. Resource Mapping: Four Stages and their Components



1. Premapping Stage

Components:

- Designate who will be responsible for coordinating resources
- Consider frames of reference and establish work procedures to facilitate Resource Coordinating Team (RCT) functioning



Guiding Questions:

Have members of your school community recognized that resources could be better coordinated?

Is there a team or committee in your school that could be responsible for coordinating resources?

Are there one or two members of your school staff who are viewed by other staff members as leaders or decision makers who might be interested in starting the resource coordinating effort?

MOST SCHOOLS HAVE MULTIPLE service-oriented teams (examples include a problem-solving team, administrative team, grade-level team, curricular area team, school leadership team, building consultation team, or other) that focus on enhancing academic, behavioral, and social outcomes for all students. To achieve such enhanced outcomes, school communities typically may coordinate and focus on a specific student, classroom, curricular area, or grade level.

In the same way, when school communities desire to expand and enhance their resources, they require a mechanism such as a “resource coordinating team” (RCT) to focus on these goals. Such a team assumes responsibility for the optimal use of all current resources available to the school. The RCT must strategize the best allocation of such resources to address barriers to learning and promote healthy student development (Center for Mental Health in Schools at UCLA, 2001). The RCT functions best when their work is coordinated within a unified school improvement model. Using this approach, the RCT serves as a workgroup under the guidance of a school-wide leadership or school improvement team and the resource mapping process is directly linked to other school improvement efforts.

An existing team or subgroup of an existing team can assume the RCT functions. For example, in schools implementing the EOCA framework, the School Leadership Team or a

subset may take on the role of overseeing resource mapping activities. It is strongly suggested that at least one member of a school-wide leadership team or school improvement team become part of the RCT.

It is important to have members on the RCT that have the authority to designate resources. For schools participating directly in the EOCA initiative, it is recommended that at least one member of the RCT is an EOCA Leadership Team member.

Who Serves on the RCT?

Members of a school's Resource Coordinating Team (RCT) may differ from one school to the next. Initially, the team may be small, composed of only two or three individuals who are dedicated to enhancing support systems for students. Since the resource mapping process is an ongoing effort, it is important for team members to anticipate actively contributing over a long period of time. **A low turnover rate of team members will facilitate the restructuring of resources as well as the maintenance of the benefits gained by the process.** However, some "rotating" members may be brought onto the team to address a particular issue or resource. These members may serve intermittently and do not need to commit to long-term membership. Your school may want to consider offering various incentives—recognition, paid time, and so forth—to strengthen the commitment of RCT members.

Over time, the RCT should include representative stakeholders from both the school and community. The following individuals are likely candidates:

- principal or assistant principal
- parents
- general education teacher
- special education teacher
- career and technical education teacher
- curriculum specialist
- school psychologist
- guidance counselor
- school nurse
- school social worker
- behavioral specialist
- student representatives
- school board members
- representatives of community agencies involved regularly with the school,
- such as Department of Public Health; Human Services; Big Brothers, Big Sisters; faith-based organizations, Chamber of Commerce, City Council, etc.

It is advantageous to have individuals on the RCT who also serve on other instruction, management, or governance committees within the school system so that they can

represent the RCT in their other committee meetings. (See Appendix C for recommended resources to facilitate creating an RCT and work groups.)

What Activities Will RCT Members Perform?

Once formed, the RCT will perform the following activities:

- Map the available resources within both the school and the community.
- Analyze these resources.
- Identify the most pressing needs in the school.
- Coordinate and integrate school resources and connect with community resources.
- Establish priorities for strengthening current programs and developing new ones.
- Plan and facilitate ways to strengthen and develop new programs and systems.
- Recommend how resources can be strategized for optimal effectiveness.
- Evaluate the progress and effectiveness of their team efforts. [Center for Mental Health in Schools at UCLA, 2001.]

Examples of Initial and Ongoing Tasks of the RCT

The following list provides examples of potential beginning and ongoing tasks the RCT will carry out as they conduct their work.

- Orientation for representatives to introduce each other and provide further clarity of team purposes and processes.
- Review membership to determine if any group or major program is not represented; take steps to assure proper representation.
- Share information regarding what exists at the school site. Include information about systems and options for promoting high academic achievement, healthy academic, social and emotional development. Identify options for preventing problems, intervening early after the onset of problems, and addressing the needs of students with severe and pervasive concerns.
- Share information about other resources at schools in the feeder pattern and in the immediate community, as well as in the district as a whole.
- Analyze information on resources to identify important needs at the site. Establish priorities for efforts to enhance resources and systems. Formulate plans for pursuing priorities.
- Discuss proposals for coordinating and sharing resources across the feeder pattern.
- Discuss staff (and other stakeholder) development activity.
- Discuss quality improvement and longer-term planning (for example, effectiveness and pooling of resources).

[Adapted from: Center for Mental Health in Schools at UCLA, (2003). *Developing resource-oriented mechanisms to enhance learning supports*. Los Angeles, CA: Author?]

**Consider frames of reference and establish
work procedures to facilitate RCT functioning**

Guiding Questions:

Do members of the RCT have a common vision for resource mapping within the school?

Does the RCT have agreed-upon work procedures?

Does the RCT have a work plan for carrying out their vision?

WHENEVER A NEW INITIATIVE is introduced into an organization, it is common for individual stakeholders to place greater emphasis or focus on certain aspects of the initiative. Although this is an understandable phenomenon, it can result in conflict and controversy that might slow progress. This possibility can be minimized by *explicitly* stating the initial frames of reference central to the initiative.

Seven frames of reference for resource mapping in schools implementing the EOCA framework are listed below:

1. Ensure success for all. Each student must have an equal opportunity to succeed at school.
2. Use resources effectively. Keep in mind that effectiveness is not just a matter of achieving specific outcomes for a few youngsters. The goal is to meet the needs of many.
3. Evolve new directions. Meet the needs of all students by rethinking how resources can provide learning supports and then applying them strategically. Find ways to develop a comprehensive, multifaceted, and cohesive approach that addresses barriers to student learning and promotes academic achievement and healthy social/emotional development for all.
4. Be proactive. Developing new directions requires school communities to carry out a variety of resource-oriented functions in a proactive way. To start, these include providing leadership and oversight for mapping what exists, building capacity, and doing an analysis of current resource use. Next, the RCT needs to establish priorities for program development and make recommendations for (re)allocation of resources and for improving options.
5. Build infrastructure at your school. To proceed effectively, the RCT needs to establish and maintain the types of organizational and operational mechanisms at that will effectively support your school improvement efforts. Some examples are organization structures such as work groups, committees or teams, the chain of command, lines of communication, and roles and responsibilities.

6. Create communication links. The RCT will also will want to rework and institute connections with your school district's central office to nurture coordinated school reform efforts across the district.
7. Collaborate with your community. How well do the operational mechanisms of the school infrastructure combine with those of the community? The emphasis of the EOCA initiative on collaboration will require optimizing operational connections between school and community to build well-functioning partnerships.

These frames of reference provide the basis for a vision of resource mapping in schools implementing the EOCA framework and can facilitate the development of a common vision, and purpose for the RCT. Spending time during the premapping stage considering these frames of reference and clarifying the purpose, goals, and vision of the RCT will enhance the team's ability to function effectively and achieve its goals.

In addition, these frames can facilitate communication with stakeholders in the school and community about the central aspects of resource mapping. These frames describe what schools implementing the EOCA framework want to accomplish (enhancing options for the success for all students), and how resource mapping will facilitate achieving this goal (making more efficient use of school and community resources). A set of priorities around resource mapping can be used to garner school and community members' interest, involvement, and support, all of which are necessary to achieve effective resource mapping.

With a clear and common understanding of what the RCT hopes to achieve, the team can develop work procedures and a work plan to help reach its goals. More specifically, discussing and clarifying aspects of team functioning such as norms of behavior, meeting procedures, and schedules in the premapping stage can greatly enhance the effectiveness and efficiency of the RCT over time.

How to Form a Work Group and Facilitate Effective RCT Meetings

The following procedures outline the aspects of planning and facilitating effective meetings that enable the RCT to collaboratively work toward goal attainment.

- There should be a clear statement about the group's mission.
- Be certain that members agree to pursue the stated mission and share a vision for doing so.
- Choose someone to lead whom 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 a record of decisions and planned actions (what, who, when).
- Be certain there is a written agenda that clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.

- Begin the meeting by reviewing purpose, topics, and desired outcomes. Until the group is functioning well, it may be necessary to review meeting ground rules.
- Facilitate the involvement of all members, doing 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 to 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 ahead.

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 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 any 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 Reach An Impasse* - Two major reasons groups get stuck are: (1) some new ideas are needed to “get out of a box”; and (2) differences in perspective need to be aired and resolved. The former problem usually can be handled through brainstorming or by bringing in someone with new ideas. To deal with conflicts that arise over process, content, and power relationships, employ problem solving and conflict management strategies (accommodation, negotiation, mediation, etc.).
- *Interpersonal Conflict and Inappropriate Competition* - These problems may be corrected by repeatedly bringing the focus back to the goal—to improve outcomes for students and families. If this doesn't work, it may be necessary to restructure group membership.
- *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.

Making Meetings Work

A good meeting is task-focused and ensures that tasks are accomplished in ways that:

- are efficient and effective.
- reflect common concerns and priorities.
- are implemented in an open, non-critical, non-threatening manner.
- turn complaints into problems that are analyzed in ways that lead to plans for practical solutions.
- feel productive (produces a sense of accomplishment and of appreciation).

About Building Relationships and Communicating Effectively

- Convey empathy and warmth (work to understand and appreciate what others are thinking and feeling, and transmit a sense of liking them).
- Convey genuine regard and respect (transmit real interest and interact in ways that enable others to maintain a feeling of integrity and personal control).
- Talk with, not at, others – active listening and dialogue (be a good listener, avoid judging or prying, and be willing to share experiences as appropriate).

[Adapted from: Center for Mental Health in Schools at UCLA, (2003). *Developing resource-oriented mechanisms to enhance learning supports*. Los Angeles, CA: Author]

Key Points to Remember When Premapping

Designate who will be responsible for coordinating resources:

- ✓ *Develop your school's Resource Coordinating Team (RCT), based on the unique features and functions of RCTs and the diverse members of your school and community.*
- ✓ *Your RCT can be a new team or part of an existing team, such as the EOCA School Leadership Team.*
- ✓ *Promote low turnover of team membership across time.*

Consider frames of reference and establish work procedures to facilitate RCT functioning:

- ✓ *The development and clarification of a common vision for the RCT can be facilitated by considering the seven frames of reference.*
- ✓ *The purpose, goals, and vision of the RCT should be clarified and agreed upon by all RCT members before moving to the next stage.*
- ✓ *Developing work procedures and a work plan will enhance the effectiveness and efficiency of the RCT over time.*

2. Mapping Stage

Components:

- Identify resources available in your school (personnel, curriculum, strategies, etc.) as well as existing limitations and gaps in resources
- Determine funding sources
- Map community resources



Guiding Questions:

Which hidden resources, such as untapped skills of staff members, families, and students, are present in your school and community?

What limitations and/or gaps exist in your resources?

How effective are current efforts (activities, curricula, services) in your school?

Are members of your school community aware of the resources currently available to them, within both the school and the larger community?

What additional programs/activities could school staff, families, and/or students benefit from?

MAPPING CURRENT school resources will be one of the initial tasks of your school's RCT. There are three main questions that drive this activity:

1. How well are the various resources coordinated and integrated?
2. Which activities need to be improved or eliminated?
3. What's missing?

Additionally, mapping is divided into the following domains, based on the types of resources available to a school: **Personnel; Programs/Services; and Funding.**

Mapping Personnel and Their Functions

The first area of mapping focuses on school staff and individuals from the community who work with the school. What personnel are available in the school? Exactly which functions do they serve? When are they available?

Once this essential information is gathered, disseminate it for use by staff, students, and families. In some instances, simply making such information available will serve the function of enhancing resource use. Further mapping of school personnel could include mapping resource staff across schools in a district, which may identify areas of redundancy or gaps in staffing.

Hidden Assets?

Often individuals have capacities, strengths, or skills of which their colleagues are unaware—or that they themselves don't recognize as a particular strength. The RCT may decide to have school staff complete a skills inventory to gather information about the "hidden" resources available within the school.

The Capacity Inventory, developed by Kretzmann and McKnight (1993), provides examples of various areas that may be included on such an inventory: skills information, community skills, enterprising interests and experiences, and personal information. Especially noteworthy is the highlighting of "Priority Skills" at the end of each section of the inventory. This allows individuals to identify their best skills and determine which of these they can confidently contribute to the school community if needed (Kretzmann & McKnight, 1993).

Before your RCT decides to have school personnel complete such a skills inventory, the team will want to determine whether it will be able to adequately integrate this information into their efforts to enhance services. If integration does not seem feasible, it may be best not to distribute an inventory. Appendix D in this toolkit provides a sample worksheet and various templates to help identify school personnel, the hours they are available, and their primary functions.

Create an Organizing Framework

Because there are so many different strategies (curricula, activities, services etc.) in place in schools, the first step in mapping is to create a logical framework within which to organize available options. This way, the end result won't just be one, long, unwieldy list!

There are a number of existing examples of resource mapping organizing frameworks. One developed by the Center for Mental Health in Schools at UCLA (2001) consists of six areas which the Center conceives to be a "curriculum" of effective learning:

1. Classroom-focused enabling (enhancing teacher capacity for preventing and addressing problems and fostering social and emotional, intellectual, and behavioral development).
2. Support for transitions (from class to class, grade to grade, and school to school)
3. Crisis/emergency assistance and prevention
4. Efforts to enhance home involvement
5. Outreach to the community to build linkages and collaborations
6. Provision of special assistance for students and families

Another example, developed by Straum, Potter, and Haubner (2003), is currently used in the Milwaukee Public Schools. This framework consists of the following areas:

1. Staffing resources
2. Curricular resources
3. Resources to enhance social competencies
4. Early-intervention level support for teachers
5. Focused interventions
6. Monitoring and grading student progress
7. Diversity and ethnicity.

These two frameworks provide examples of how a school team may categorize their services. *What the categories are called, or how many categories each RCT decides to use, is less important than having categories that are discrete and logical for each school.*

Build the Resource Map

After creating an organizing framework, the team will focus their efforts on building the resource map using the following three steps:

1. Determine the educational options and supports available in school.
2. Evaluate the quality of each option and prioritize those needing improvement.
3. Identify existing limitations and gaps in resources.

Once the categories of services have been determined, the team will begin building the resource map using the three steps. *The first step* for each category of service is to determine:

- what options are currently available at the universal, selected, and targeted levels
- who the contact person is for the option,
- when the option is available,
- for whom the option is available (age and other eligibility criteria),
- how the option can be accessed,
- how many people can participate,
- how the option is funded,
- who supports the option (school personnel, volunteers, interns, etc.); and
- any additional information about the option.

The second step is to evaluate the quality of each option in a service category and prioritize those in need of improvement. One approach to evaluating the quality of each option is to use a rating scale to determine its effectiveness in relationship to meeting student needs such as: 1- DOES NOT MEET STUDENT NEEDS, 2- SOMEWHAT MEETS STUDENT NEEDS, and 3- MEETS STUDENT NEEDS. Those options rating a 1 or 2 on the scale are priority areas for improvement.

The third step is to identify existing limitations and gaps in resources for each service area. These gaps are considered “areas of need.” If the RCT believes it is necessary, members can conduct a formal “needs assessment.”

Resource Mapping at the Universal, Selected and Targeted Levels

Schools implementing the EOCA framework are working toward creating a comprehensive, multifaceted, prevention-intervention continuum of evidence-based strategies. To reach this goal, it will be necessary for these schools to know which strategies they have in place at each level of support (universal, selected, and target).

As schools organize their resource mapping efforts to align with the three-tiered preventive-intervention system—that is, mapping resources in each category of strategies (for example, classroom-focused enabling) by the level of support they provide (universal, selected, targeted)—they will identify gaps in the continuum of prevention-intervention strategies (see Figure 3).

Figure 3. Mapping Resources within a Prevention-Intervention Continuum Sample

		Universal Options to promote high achievement, healthy development, and prevent problems	Selected Options for helping as early after the onset of problems as is feasible	Targeted Interventions for those with serious and persistent problems
Categories of strategies	Classroom focused enabling	<ul style="list-style-type: none"> ▪ Evidence-based reading and math curricula ▪ Professional development for all school staff. ▪ Differentiation within universal curriculum ▪ Screening or progress monitoring to identify possible academic, social, emotional concerns early 	<ul style="list-style-type: none"> ▪ Ongoing progress monitoring ▪ Evidence-based intervention implemented by teacher to remediate learning difficulties 	<ul style="list-style-type: none"> ▪ Individualized intervention to remediate academic skill area ▪ Individual student behavior plan ▪ Special education supports
	Crisis response and prevention	<ul style="list-style-type: none"> ▪ Depression screening ▪ Faculty/name ID tags ▪ Fire/tornado/bomb drills ▪ Crisis plan created and distributed to all school staff 	<ul style="list-style-type: none"> ▪ Evidence-based interventions conducted for students experiencing symptoms of depression, or other social or emotional challenges. ▪ Conflict resolution program 	<ul style="list-style-type: none"> ▪ Trained staff conduct crisis counseling ▪ Wrap-around services

Note: Appendix D provides a sample worksheet for identifying school personnel and their functions; Appendix E provides a variety of templates for identifying, mapping, and prioritizing school strategies within each category of services and also the three-tiered prevention continuum.

Determine funding sources

Guiding Questions:

What funding sources currently support your school-based efforts?

Are there additional funding opportunities that can be tapped in order to enhance your school's resources?

AS SCHOOLS AND COMMUNITIES work together to develop partnerships, they are concerned with what resources exist and what new support is needed. Identifying existing funding is a key facet of resource mapping. It is essential that your RCT complete an analysis of current resources and strategies for optimal allocation of resources. Schools should already have a listing of the funding sources used to support current instructional and other programming.

For those members of the RCT who desire more information on methods to supplement existing school improvement funds, Osher, Dwyer, and Jackson (2004) in their book *Safe, Supportive and Successful Schools* devote an entire chapter to the topic. In particular, the authors suggest methods to (a) re-allocate resources to support comprehensive approaches to improve school safety and achievement, (b) combine resources to maximize services, and (c) secure new funds to support goods and services for the school. You will find methods to locate local, state, regional, and federal funds as well as secure additional resources. Included in the chapter are many helpful suggestions as well as web resources to help the RCT plan for additional initiatives in the school and community.

Note: Appendix F provides a list of various sources that may provide funding for programs and services at your school. Sources on this list may be used to supplement gaps in funding to support new or enhance existing educational programs. Appendix G provides information on how to look for additional outside funding resources.

Map community resources

Guiding Questions:

How well do your school's goals and needs compare with the resources currently available in the school?

Which resources are available in your community that could support members of the school community?

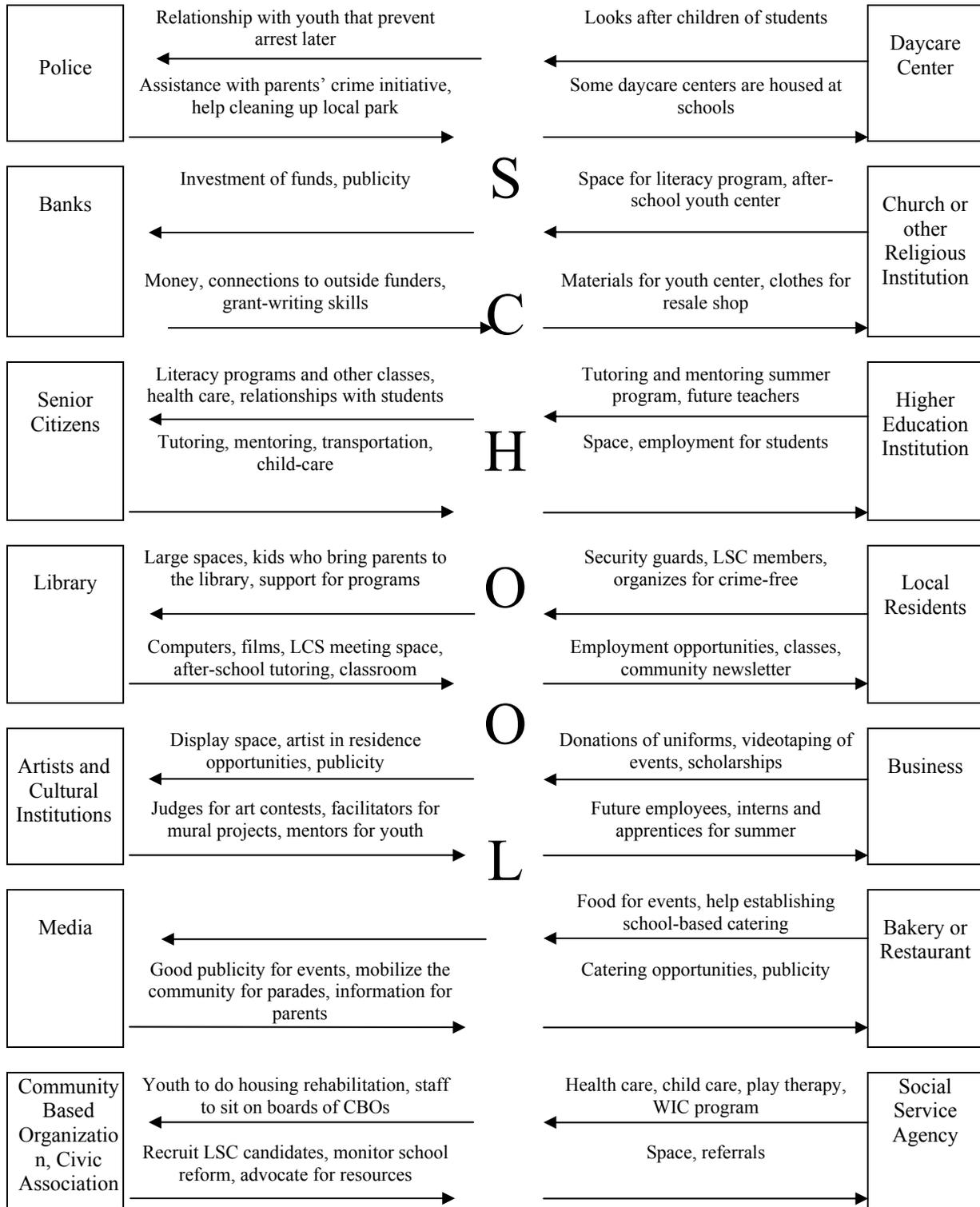
Are there areas in which your school could collaborate with community organizations (for example, share space, mentoring programs, etc.) to provide resources to members of the community?

IN ADDITION TO THE PEOPLE, programs, and organizations within a school, there are people, programs, and organizations within the larger community that may serve as valuable resources to any school concerned with improving student outcomes. (*See Appendix H for potential community resources.*)

Identifying resources in the community serves to enhance academic and social outcomes for students in two ways. First, once resources are identified, this information can be shared with members of the school community—which may result in increased use of the resources. Second, the school's goals and needs can be compared with resources available within the community to identify areas for potential collaboration. Listed below and in Figure 4 are some possibilities for collaborative partnerships between your school and community groups that you can explore as you map resources.

- Use of school or neighborhood facilities/equipment
- Collaborative fund raising/grant applications
- Shared underwriting of an activity
- Donations
- Volunteer assistance
- Pro bono services
- Mentoring
- Training from professionals with special expertise
- Networking
- Information sharing and dissemination
- Mutual support
- Shared responsibility for planning, implementation, and evaluation of programs and services
- Service learning opportunities
- Community service
- Internships
- Technology
- Jobs
- Building a sense of community

Figure 4. Potential Relationships between Schools and Communities



[Adapted from: Center for Mental Health in Schools at UCLA (2001). A resource aid packet on addressing barriers to learning: A set of surveys to map what a school has and what it needs. Los Angeles, CA: Author.]

Start an Inventory of Possible Partners

The first step towards creating partnerships between schools and communities is to create an inventory of the various organizations, associations, groups, and institutions within the larger community. There are three simple, inexpensive, and productive ways to create such an inventory (Kretzmann & McKnight, 1993):

- use newspapers, directories, printed, and on-line resources;
- talk to people at local institutions, such as parks and faith-based organizations; and
- conduct a sample survey of local residents.

Printed and On-Line Resources

Local newspapers often include community calendars, announcements, information on local recreation groups, etc. By perusing a local paper for 30 minutes or so, your team can begin an inventory of local groups.

In terms of directories, it is likely that someone has already created a list of the community's organizations. By accessing such a directory as a first step, your RCT work can be greatly reduced. Community newspapers, the alderperson's office, the public library, the United Way, and faith-based organizations are most likely to have already created such a directory.

As another step in the use of printed resources, the RCT can look in the telephone book yellow pages under Associations, Organizations, and Fraternities. In the white pages, look under the name of the town (for example, Stratford Historical Society); or, if there are certain ethnic groups that predominate within the community, the RCT can look under these rubrics to see if there are any related groups (for example, Italian-American Congress).

Next, the RCT can find out if your public library has the *Encyclopedia of Associations*—the regional editions have state and local listings and may be quite helpful. Also, many hospitals publish lists of self-help groups that may be useful in this process.

Finally, utilizing technology to search on-line resources may prove very beneficial. Using a web-based search engine, such as Yahoo or Google, to conduct a key word search of associations and organizations can yield an abundance of community resources.

Talk to People at Local Institutions

Your team can obtain a great deal of information about local groups by talking with members or going to the places where groups meet. Libraries, parks, and religious institutions such as churches, mosques, and synagogues are three of the most common meeting places (Kretzmann & McKnight, 1993).

As such institutions are the most important meeting places in many communities, they may be the richest resource for identifying local groups. A simple phone call asking (a) which

groups the institution sponsors; (b) what neighborhood groups meet there; (c) what their purpose is; (d) how often they meet; (e) who is eligible to join; and (f) how else the community might use the institution, can be extremely helpful.

Conduct a Sample Survey of Local Residents

Another method of identifying groups is to ask members of the community to which organizations they belong. This strategy is by far the most time- and labor-intensive method of the three under discussion. However, it is also the method most likely to provide information about more informal groups—such as gardening groups or book clubs—that may be excellent avenues for school-community partnerships. (*See Appendix for a list of potential community resources.*)

Your team can also create a simple survey to send home with students for their families to complete. Although this is not a completely representative sample of community members, it's a good start. Telephone surveys could also be conducted with a randomly selected group of community members. (*See Appendix I for examples of a written survey and telephone script.*)

Key Points to Remember When Mapping

Identify resources available in your school:

- ✓ *Evaluate how well the various resources are coordinated and integrated at your school.*
- ✓ *Determine which activities need to be improved or eliminated.*
- ✓ *Identify which resources are missing.*

Determine funding sources:

- ✓ *Identifying funding is a key facet of resource mapping.*
- ✓ *Your RCT must complete an analysis of how funds are currently allocated at your school.*

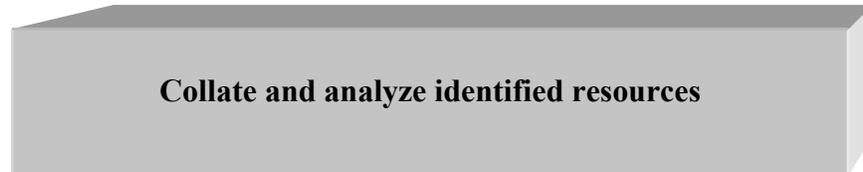
Map community resources:

- ✓ *People, programs, and organizations within the community may serve as valuable resources for a school.*
- ✓ *Once community resources are identified, your team can share the information with the school community.*
- ✓ *Compare your school's goals and needs with resources within the community to identify potential areas of collaboration*

3. Strategic Implementation Stage

Components:

- Collate and analyze identified resources
- Facilitate access to local school-community resources



Guiding Questions:

How can the information gathered be organized so that it is readily accessible and can be easily updated?

How can resources that are available in the school and community be strategically applied or re-allocated to reduce barriers to learning at your school?

Which barriers will remain after strategic application of resources? How can these barriers be addressed in the future?

HAVING IDENTIFIED individual assets and mapped program and funding resources within your school and in the community, it is essential that the RCT collate all of this information. Then, the team must analyze it carefully to determine the most effective method of applying the available resources.

Collating Your Resource Information

The most efficient method of collating the information that has been gathered is to create computer spreadsheets. One spreadsheet could contain information about resource professionals available within the school community, while a second might contain the currently available options (programs and services) within the school.

You will want to organize the resources by the previously identified categories. It may be helpful to integrate the information gathered when you mapped funding resources into this spreadsheet so that your team can more easily analyze the amount of funding dedicated to each program.

A third spreadsheet should contain the programs and groups available within the community. It will be helpful to organize the community resources by the same categories

used for school-based programs and create additional categories for community groups as warranted. It may also prove beneficial to indicate the services these programs and groups provide as well as the populations they serve.

Finally, your team will want to create a spreadsheet to outline (a) current funding sources, (b) the amount of funding from each source, and (c) the duration of funding availability. *Collating the information gathered during resource mapping into these spreadsheets does not need to occur at the end of the process, but rather could be completed as you focus on each component.*

It is also recommended that your team create a spreadsheet to organize limitations and gaps in resources identified during the mapping process.

Note: Appendix D provides a spreadsheet template for mapping school personnel in one or multiple schools; Appendix E offers spreadsheet templates for mapping school strategies and community resources.

Putting Your Spreadsheets to Work

These valuable spreadsheets provide both a format for your resource information that will facilitate analysis, and a data file that can be easily accessed and updated as needed after the initial mapping.

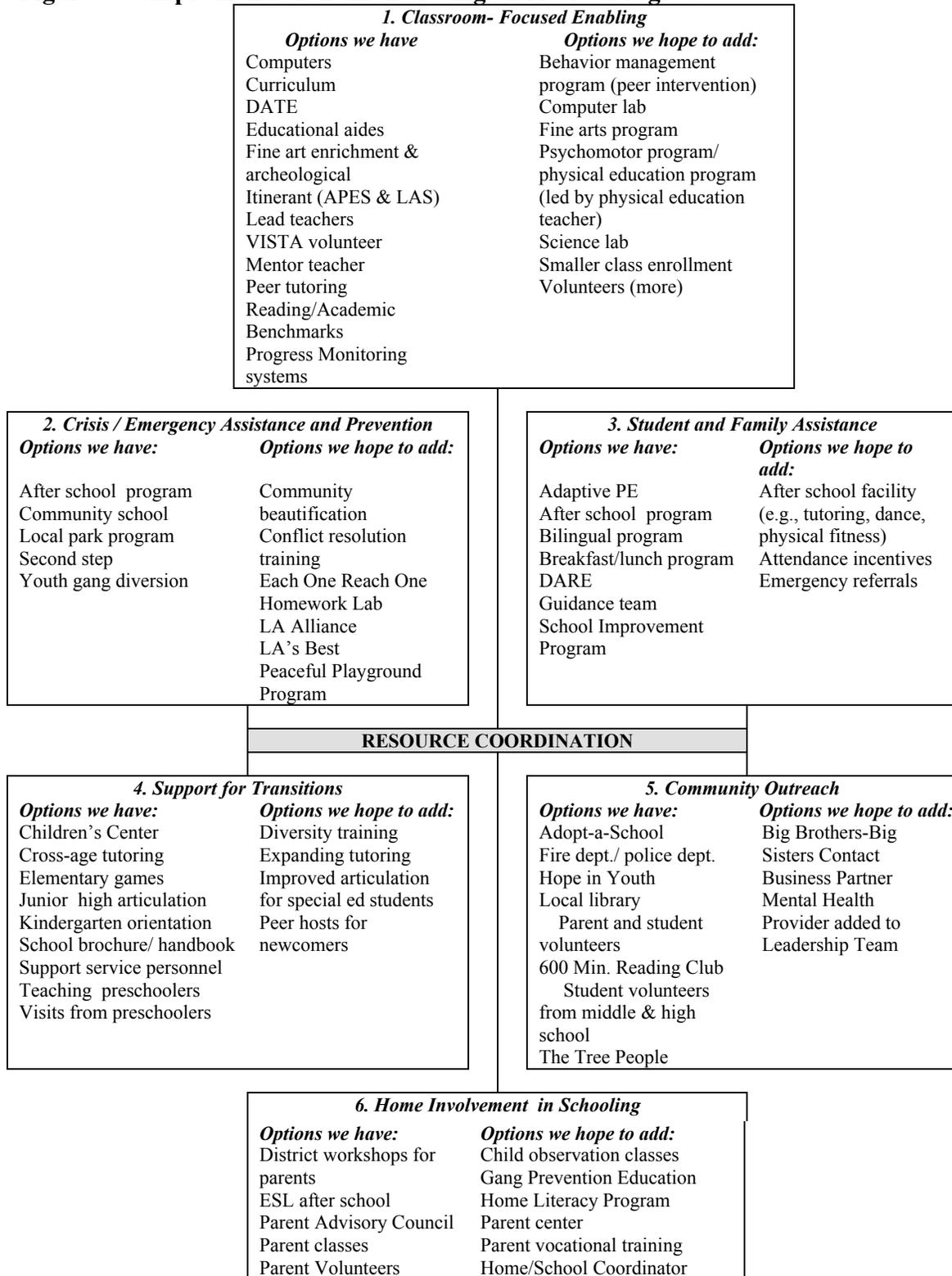
When the spreadsheets are complete, the next step is to analyze the results of the mapping to determine what resources might be available, effective, and needed at your school. As your team conducts the analysis, consider the following questions:

1. What resources do we have available?
2. Do the resources meet our current needs?
3. Are the resources accessible and utilized?
4. What evidence do we have that the resources are effective?
5. Are there gaps in our resources?
6. What additional resources do we need?

Such an analysis provides 1) a sound basis for formulating new strategies to link with additional resources at other schools, district sites, and within the community; 2) a means of enhancing the use of existing resources; and 3) guidance for efforts to improve cost effectiveness.

In addition to analyzing the collated resources, the RCT can use this information to “show-off” their progress to colleagues. For example, posters or handouts such as the one shown in Figure 5 could be distributed at faculty meetings, parent-teacher conferences, district administration meetings, school board meetings, etc. Once completed, the resource map could also be used in public relations as an example of collaborative efforts to secure funding sources.

Figure 5. Sample Handout Demonstrating an RCT's Progress



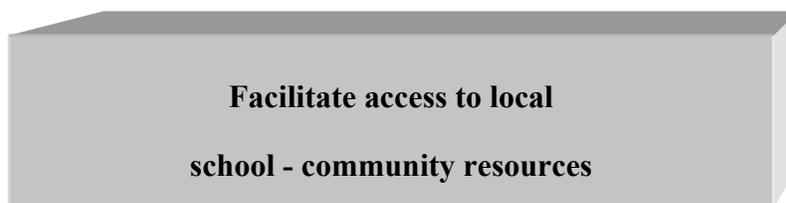
[Adapted from: Center for Mental Health in Schools at UCLA. (2003). *Developing resource-oriented mechanisms to enhance learning supports*. Los Angeles, CA: Author.]

Next Steps

Upon completion of the analysis, your team will work together to:

- Strategize how school resources (people, programs, services, funding, etc.) can be (re)allocated to more effectively meet the school's needs;
- Determine which needs would still exist after such (re)allocation;
- Identify how you might use available community resources to address these remaining needs;
- Plan how to access additional funding or other resources to address these needs;
- Contact organizations identified as having potential to build strong, mutually beneficial partnerships with the school to move these agendas forward.

A common vision of your school's mission and strong school leadership will be necessary to bring these proposals to fruition.



Guiding Questions:

How can the information your RCT has collected and organized be made available to the school community in a way that facilitates access to identified resources?

How can the information be disseminated? (website, newsletters, directory, etc.)

UPON COMPLETION of the mapping of school and community resources, the RCT will have a wealth of information about opportunities for support in the school and local community. The school team may or may not need to create partnerships with groups in the larger community to achieve the goals of removing barriers to learning and increasing student achievement.

However, providing members of the school community with information about these various community groups will increase awareness of resources within the broader community—which may, in turn, increase their use. The likely result will be to enhance quality of life for members of the school community as well as strengthen, and thus facilitate, movement towards the school's goals.

For example, a single mother of a third-grade girl may be forced to leave her daughter home alone for many hours during the summer while she works. This mother may be unaware that her daughter could be attending a sliding-scale summer day camp run through one of the local faith-based organizations. At camp, this young girl could practice her

social skills, improve her reading ability, and develop her problem-solving skills—all of which could help her future school achievement.

Disseminating New Information

The RCT can disseminate its newly compiled information in many ways. A first consideration is that resource information needs to be disseminated both internally within the school and with external community networks. The school community consists of the school building staff, but may also include all relevant schools in the district. In this case the RCT must make some decisions about the relevance of the information to the other schools in the district. For example, a drug abuse prevention program for the elementary school may not be relevant to the middle and high schools.

The external community consists of all those individuals and/or groups in the community that may benefit from the information collected by the RCT. For example, a parent group representing the interests of children with attention deficit disorder may find a new academic program at the school especially relevant for their children. Within the school itself, administrators, teaching staff, school counselors, social workers, and psychologists may be the primary means of dissemination in both internal and external domains. These school professionals can use the information when working with students, families, and colleagues.

It is important to consider diversity when choosing methods of sharing the information with the school and community, as some individuals and groups may be more likely to use information depending on its source and how it is formatted. Possible formats include a newsletter, directory, website, mailing, or brochure. Also, it is likely that more than one format will be necessary to reach a majority of the school and broader community. Finally, you may want to consider whether the information is more likely to be accessed if it is disseminated by the RCT, the school principal, the school district, or community groups such as the local religious institutions. *Remember, the primary purpose is not simply to disseminate the information; the goal is to increase access and use of the resources identified by the RCT!*

Key Points to Remember During Strategic Implementation

Collate and analyze identified resources

- ✓ *Collate all identified resources so that information can be analyzed to determine the best method to strategically (re)allocate resources.*
- ✓ *Once the resource analysis is completed, your RCT will:*
 - *perform (re)allocation of resources*
 - *determine which needs remain*
 - *identify how to use available community resources to address needs*
 - *use any additional funding to address needs*
 - *contact potentially strong partner organizations to help advance these agendas.*

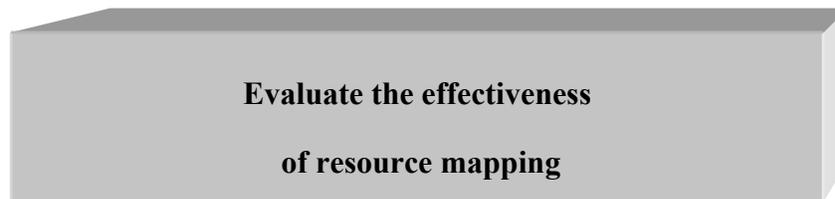
Facilitate access to local school-community resources

- ✓ *Resource information must be disseminated to school professionals for whom it is relevant.*
- ✓ *Resource information can be disseminated to community members, groups, or organizations, etc. for whom it is relevant.*
- ✓ *An important goal is to increase access to and use of resources identified by the RCT.*

4. Evaluate, Refresh, Recycle Stage

Components:

- Evaluate the effectiveness of resource mapping
- Strategic improvement planning
- Sustain efforts



Guiding Questions:

How will you know if the resource mapping process has resulted in the provision of supports and removal of barriers to student learning needed to enhance student achievement and social emotional development?

How will you know if members of the school community accessed more resources as a result of the RCT's dissemination efforts?

How will you sustain strategic resource mapping efforts and plan improvement?

Two Methods of Assessing Effectiveness

Improved student outcomes are the ultimate indicator of effective resource mapping. In addition, there are two simple and effective methods of determining whether the resource mapping conducted by the RCT has served its purposes. The first method requires performing another needs assessment and comparing the results to the original assessment. This process: 1) provides information about the effectiveness of the (re)allocation of resources and school-community partnerships; and 2) provides information about new gaps in programming that can be addressed by the RCT.

A second method of assessing the effectiveness of the resource mapping process is to conduct a survey of those who are affected by the results of the process. Information about how this survey can be structured is presented next.

Who Can You Survey?

Three groups predictably affected by the resource mapping process include school staff; members of the greater school community; and community groups who partner with the school. Ultimately, it is students and families who are the end-users of these resources and thus should be included in your survey efforts.

School staff could be surveyed about whether they:

- feel that the (re)allocation of resources and the school-community partnerships developed are acceptable,
- notice a positive change in the school's programming since (re)allocation of resources and development of school-community partnerships, and
- believe the RCT should continue their efforts.

Members of the greater school community could be surveyed to determine whether they:

- received information about school-based resources,
- received the information about the community resources,
- read the information,
- used any of the resources, and
- benefited from the information and/or the resources used.

Community groups that have partnerships with the school could be surveyed to determine if they:

- feel the partnership is acceptable,
- benefit from the partnership, and
- would like such partnerships to continue.

Students and families could be surveyed to determine whether they:

- received information about school-based resources,
- received information about community resources,
- read the information,
- used any of the resources, and
- benefited from the information and/or resources used.

Note: Appendix J provides sample survey questions to assess the utility of the resource mapping process and provides sample opportunities for gathering survey information.

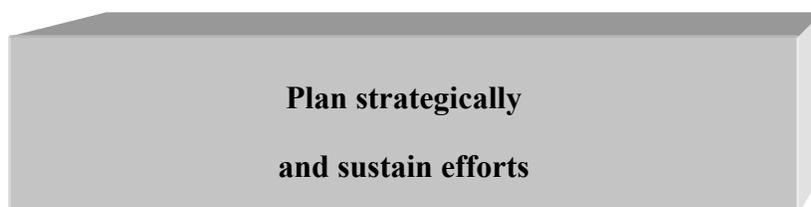
Keeping the Broader Goal in Mind

Although these two methods address fundamental aspects of resource mapping, it is essential that the process of resource mapping results in positive student outcomes. Throughout

implementation of all ten EOCA framework components, the ultimate goal of improved student outcomes must be kept in mind. Thus, a thorough evaluation of the resource mapping process would include repeated needs assessments and surveys, *in combination with* ongoing assessment of student outcomes (see also the *EOCA Mentor Handbook* and other *EOCA sources* for additional indicators of effective resource mapping).

How Successfully Has the Mapping Process Identified, (Re)allocated and Disseminated Resources?

An evaluation of effectiveness of the mapping process at your school will provide the RCT with valuable information about how to focus future work so as to best serve both the school and community. The future work might include updating the vision, goals, and plan of the RCT, keeping the map of resources up-to-date, expanding partnerships, and maintaining an environment conducive to change.



Effective resource mapping will support your school improvement process. While planning school improvement goals and activities, utilize your resource map to identify the resources available (options, personnel, funding, partnerships, etc.) that will help drive goal attainment. Also, include the resource mapping process as part of your improvement planning efforts to continually keep resource mapping at the forefront of your school improvement practices. As a result, you will have the strategies in place to sustain your efforts.

Key Points to Remember as You Evaluate the Effectiveness of Resource Mapping

Evaluate, Refresh, Recycle

- ✓ *Perform a needs assessment to determine if your resource mapping has served its purpose.*
- ✓ *Analyze student outcome data to measure the effectiveness of your resource map.*
- ✓ *Conduct a survey to assess the effectiveness of the resource mapping process.*
- ✓ *Consider what future work might be necessary to maintain effective resource mapping efforts and school improvement planning.*
- ✓ *Utilize the resource map to support school improvement goals and activities.*

Case Illustration

Over the past few years, Mr. Cortez, a fourth grade teacher at Brownell Elementary School, has noticed that the various curricula, activities, programs, and services meant to support students have become increasingly disconnected. The result, he believes, has been to diminish program effectiveness and increase teacher frustration.

To address the problem Mr. Cortez approaches Brownell's principal, Ms. Wilson, seeking permission to gather a committee to re-evaluate the school's support services. Principal Wilson is not only supportive but volunteers to serve on the committee—and suggests that they use resource mapping to facilitate their work.

The two of them recruit several more volunteers to join the committee, adding one other general education teacher and one special education teacher. Once committee members become familiar with the resource mapping process, they begin to identify resources and assets available within the Brownell community. First, they identify the support staff within the school and at what times these staff members are available, and then ask each individual to provide a brief summary of their duties at the school.

Figure 1 (following page) illustrates a portion of the end product of this exercise. The staff summaries not only assist the committee's mapping efforts, they are also distributed to all school staff to clarify which support personnel were available. Next the committee lists each general education teacher at Brownell, along with that individual's hours, department, areas of expertise, and participation on other school committees.

Figure 1: Initial Mapping of Personnel Resources at Brownell Elementary School

Resources Available at Brownell Elementary School	
School Psychologist	
<u>Name:</u>	Maribeth Feldman
<u>Hours:</u>	8:30 am – 3:30 pm, M, T, F
<u>Duties:</u>	Provides assessment 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	
<u>Name:</u>	Teri Jones
<u>Hours:</u>	8:30 – 3:30 Tuesdays & the second Thursday of each month
<u>Duties:</u>	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.

Aware that many of the support staff at Brownell Elementary School also work part-time at other local schools, the committee asks four local schools to map their support personnel. This information is entered into a database and allows the committee to identify gaps or redundancy in staffing (see Table 1, next page).

Table 1. Summary Table of Personnel Resources in Five Local Elementary Schools

Name of School	Brownell	Pierce	Canterbury	Parcells
Principal	Marcia Cholodenko	Judith Hergescheimer	Santa Calderom	Elizabeth Douglass
Asst. Principal	R. Bauer	R. Salazar	N. Zeno	L. Rosman
School Psychologist	M. Feldman (M, T, F)	K. Murphree (M, T, W)	Kathleen Repecka (every other wk)	Bibiana Aldridge (Th & alt F)
Nurse	Teri Jones (T & 2 nd Th)	Mark Kirkup	Susan Hancock (M & alt W)	Patricia Pryor (Th & alt F)
Attend. Counselor	Gerry Como (M, Th, F)	Gerry Como (T, W)		
Coordinators	Nina Mora	J. Mintz & Lori Schelske	Pam DeBoer & Judy Hall	R. Neusteadler & P. Cowan
Counselor	R. Sherwood			
Social Worker				
Reading Resource Teacher	Mary Wilson	B. Scheifer	C. Christophersen	Theodra Wake
Sp. Resource		Cindy Tenn (M, T, W)		
Special Ed.				
Specialists:				
Speech & Lang	Jeannie Pierce (W)	Jay Leachner (F)	Joan Waldman (F)	A. Prentice (1 day/wk)
Deaf & H.H.	Allison Shapiro (M, W)	Kara Wells (T, Th)	Allison Shapiro (T, Th am)	Allison Shapiro (F)
Vis. Hand.	I. Geyer (M, W pm)			
Dis. Coordinator				
Adaptive PE	Tony Jusica (M, W am)	Kristen Fox (W, F)	Judy White (Th am, F pm)	Tony Musica (T am, W pm)
Phys. Dis.	T. Harsh (T pm)	T. Harsh		T. Harsh (F pm)
Chapter Chair	B. Wilson / M. Villarejo	Norm Crocker	M. Archuletta / S. Shorr	D. McReynolds
Regular Education Teachers				Galdino
Parent				R. Gutierrez (2 hr/day)
Community				
Other	DARE – J. Johnson; Comm. Rep – M. Hernandez		DARE – M. Sommer	

Adopting a Framework

Next, the committee maps the programs and services provided in their school. They adopt the framework created by the Center for Mental Health at UCLA (2001; see *Mapping Programs/Services* above) for organizing services. The committee begins by listing programs or services available within each of these categories. Then members list areas for future development within each category. Table 2 provides an example of the results of this process.

Table 2. Initial Mapping of Programs and Services—Student and Family Assistance

<p style="text-align: center;">Student and Family Assistance</p> <p style="text-align: center;"><i>Providing special assistance as necessary for students and families (including direct services and referrals)</i></p> <p>Current Options</p> <ul style="list-style-type: none">-- Student/Teacher Assistance Team (for review, triage, monitoring)-- Support staff-- Screening and local assessment to aid in planning interventions-- Counseling (individual and group)-- Special education programs-- ESL transition tutoring-- Conflict resolution program-- Pregnant minor program with prevention focus-- Personalized inservice for teachers who have many students with problems-- Absentee immediate follow-up-- Before and after school tutoring by teachers <p>Priorities for Future Development in this Area</p> <ul style="list-style-type: none">-- In-service for staff related to providing special assistance in the classroom for students who need it-- Emergency food and clothing bank-- Enhance systems for monitoring and follow-up-- Recruiting professionals to provide pro-bono services-- Health or family resource center for the local family of schools-- Ongoing progress monitoring system
--

Having completed the initial identification of support services and programs, the committee members divide the categories among themselves and start mapping more detailed information (for example, contact person, capacity, funding source, etc.) for each program. They also choose to enter this information into a database so that the information can be easily updated. See Table 3 for an example of their data base records.

Table 3. Spreadsheet Version of Detailed Mapping of Options at Brownell Elementary

Classroom-Focused Enabling						
Program	Contact	Schedule	Grade Level	Eligibility	How to Access	# Served
Before and after school tutoring	Caro, Petrou, Hull	3:15-4:15	All students	All students		
ELP (after school program)	Toribio, Ochoa, Albee	MW 2:45-4:15		Students at risk of being detained		
Curricular Strategies/Options (Read 180, PALS, etc.)	Ochoa	Everyday	All students	All students		
Intensive Academic Support (IAS)	Ochoa	Everyday	2 nd	Students who have been detained		
Homework club	Schlabach, Medendorp, Eyeris	MWTh 3:15-4:15	5 th	Students within cluster	N/A	25
Intersession	Ochoa	Sat 8:00 – 12:20	2 nd – 5 th			
Conflict Resolution Program	Burbank	Ongoing	4 th – 5 th	All students	Student application/ Teacher referral	

Now, having identified the services and programs available in the school, as well as some areas for improvement, the committee decides to identify resources within the local community. They begin by collecting information about community resources from the following six sources: (1) phone book, (2) local religious institutions, (3) neighborhood leaders, (4) Sulzer Library Directory of Associations, (5) local community newspapers, and (6) phone calls to parents. Dividing the methods among themselves, the committee is able to identify over 100 local community groups. Some of the groups they identify are listed in Figure 2. After collecting this information, the committee enters it into a third database, incorporating the same categories used to organize the school's programs.

Figure 2. Dearborn Neighborhood Associations/Groups

KEY	
Book = phone book	Church = church response
Word = discussion with local leader	Local = community newspapers
Sulzer = Sulzer Library Directory of Associations	Phone = phone call to parents
LIST OF COMMUNITY GROUPS	
Al-Anon (church)	
Alcoholics Anonymous (church)	
Amistad Spanish Speaking Youth (church)	
Anglers (word)	
Anin Art Puppet Theater (local)	
Boy Scouts of America (phone)	
Centro Unidad Latina (Sulzer)	
Christian Theatre Company (paper)	
Early Childhood Center (church)	

After that, the committee begins to analyze the school's current resources, areas for development, and ways to use community resources more effectively. Three areas of analysis are described below.

Themes Emerging from Analysis

First, the committee members notice that many of the areas for development identified involve some sort of training or in-service for school staff. They propose (a) developing more contacts with the School of Education at the local university in hopes of having a professor and/or graduate students provide some training and (b) writing a grant proposal to increase the amount of money available for professional development.

Second, committee members notice that there are a lot of community members who are willing to volunteer at the school, but some are turned away due to a lack of a "volunteer coordinator." The committee proposes recruiting a person to serve as a volunteer coordinator. In addition, the committee suggests adding information to the program database about the need for volunteers in specific programs and classrooms so that the volunteers are presented with multiple options and the program receives the needed support.

Third, the committee members recognize a need for additional support for children and families upon school enrollment. They suggested the preparation of a “Welcome to Our School” video to be shown to all newcomers and visitors. The committee also decides to (a) contact the local university and the high school to determine whether some students might be interested in developing the video as part of a class project, and (b) contact several local art/theater/film groups to see if they would be interested in developing the video.

Moving forward

The committee’s work continues with new proposals about how to better integrate support services, and over the next two years the committee expands as members of the broader community, the student body, and other school staff members join. Together, the expanded committee publishes a listing of all the local community groups, programs, associations, institutions, etc., for the greater school community (thanks to services volunteered by a local printer). The databases are analyzed and updated throughout the year and the directory is published each fall.

Each spring the committee randomly polls members of the school community (school staff, students, parents, etc.) and asks them five questions:

1. Did you receive the community resource directory in the Fall?
2. Did you use the directory to locate resources?
3. If so, did you use it to locate school or community-based resources?
4. Were you satisfied with the resources you accessed?
5. Would you use the community directory again in the future?

Results of these surveys indicate that: (a) many community members did use the community directory to access local resources; (b) community members were satisfied with the services they received; (c) respondents who did not access resources did receive the directory but generally did not feel a need for additional resources, and (d) the community strongly supported the publication of the directory.

Through resource mapping, Brownell Elementary School Community has developed a more comprehensive and integrated approach to addressing the academic, behavioral, and emotional development of the students they educate. Resource mapping has made it possible for stakeholders to access the resources needed to reduce barriers to learning and thus improve student achievement.

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Appendices

APPENDIX A: Additional Web-Based Resources

APPENDIX B: Publisher Contact Information

APPENDIX C: Resource Coordinating Teams

APPENDIX D: Mapping School Personnel Worksheet and Templates

APPENDIX E: Templates for Organizing, Mapping, and Prioritizing School Strategies

APPENDIX F: Potential Funding Sources for Schools

APPENDIX G: Strategies for Obtaining Financial Resources

APPENDIX A: Additional Web-Based Resources

- Asset Based Community Development (ABCD)*: <http://bridgefocus.org/ser03.htm>
- Northwest Regional Educational Laboratory. *Asset Mapping: A Powerful Tool for Communities* from: <http://nwrel.org/nwreport/dec98/article8.html>
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- Community Toolbox*: <http://ctb.lsi.ukans.edu/> . Includes “how to” tools for mapping, sections on leadership, strategic planning, community assessment, grant writing, and evaluation.
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- National Staff Development Council (NSDC): www.nsd.org

APPENDIX B: Publisher Contact Information

Asset- Based Community Development Institute

2040 Sheridan Road

Evanston, IL 60208-4100

Phone: 847-491-8711 Fax: 847-467-4140

E-mail: abcd@northwestern.edu

Web: <http://northwestern.edu/ipr/abcd.html>

APPENDIX C: Resource Coordinating Teams

What is a Resource Coordinating Team (RCT)?

Tool for Establishing RCTs and Workgroups

CHECKLIST: Establishing RCTs and Work Groups

What Is A Resource Coordinating Team?*

Every school that wants to improve its systems for providing student support needs a mechanism that focuses specifically on improving resource use and enhancement. 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 Resource Coordinating 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 functions are:

- 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 is on a Resource Coordinating Team?

A Resource Coordinating 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
- Parent
- Counselor
- School nurse
- School social worker
- Behavioral specialist
- Special education teacher
- General education teacher
- Representatives of community agencies involved regularly with the school
- Student representatives
- Others who have a particular interest and ability to help with the functions

It is important to integrate the RCT 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 Resource Coordinating Council formed for the feeder pattern of schools.

References:

Adelman, H.S. (1993). School-linked mental health interventions: *Toward mechanisms for service coordination and integration*. *Journal of Community Psychology*, 27, 309-319.

Center for Mental Health in Schools (2001). *Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports*. Los Angeles: Author at UCLA.

Center for Mental Health in Schools (2002). *Creating the Infrastructure for an Enabling (Learning Support) Component to Address Barriers to Student Learning*. Los Angeles: Author at UCLA.

Rosenblum, L., DiCecco, M.B., Taylor, L., & Adelman, H.S. (1995). *Upgrading school support programs through collaboration: Resource Coordinating Teams*. *Social Work in Education*, 17, 117-124.

* Source: Center for Mental Health in Schools at UCLA. (2003). *Developing Resource-Oriented Mechanisms to Enhance Learning Supports*. Los Angeles, CA: Author.

Establishing a Resource Coordinating Team (RCT)

[Adapted from: Center for Mental Health in Schools at UCLA. (2003). *Developing resource-oriented mechanisms to enhance learning supports*. Los Angeles, CA: Author]

An EOCA school mentor or other facilitator can play a significant role in establishing an RCT in a school. The following steps, modified from those identified by the Center for Mental Health in Schools at UCLA (2003), provide a roadmap school mentors can use to help School Leadership Teams start the resource mapping process.

Step 1 Elicit the degree of interest

After initial presentations to the School Leadership Team, elicit responses regarding possible interest (for example, highly interested and ready to go; highly interested but with few barriers that must be surmounted; moderately interested; not interested).

Follow-up on initial interest: Begin discussions with those sites that are highly interested in proceeding.

Clarify:

- what process will be used to produce the desired changes,
- what resources will be brought in to help make changes, and
- what the site must be willing to provide and do.

Step 2 Arrive at a written agreement

At the end of the discussions, there should be a written mutual agreement covering matters such as:

- long-term goals and immediate objectives (for example, site policy commitment to developing and sustaining a comprehensive approach to addressing barriers to learning; willingness to assign an administrative leader; agreement to develop a resource coordinating team; readiness to map, analyze, and redeploy resources),
- times to be made available for working with the change agent and for staff to work together on the restructuring,
- personnel who will assume leadership (site leader and key staff),
- access to other resources (space, phone, photocopier),
- access for staff development (agreement to devote a significant amount of staff development time to the process—time with teachers, pupil personnel staff, program coordinators, non-credentialed staff).

Step 3 Clarify roles and functions

Meet with key individuals at the site to discuss their role and functions as leaders for the intended systemic changes (in other words, meet with the site administrative leader who has been designated for this role; meet with each person who will initially be part of a Resource Coordinating Team).

Clarify roles and functions - discuss plans, how to most effectively use time and other resources effectively.

Before having the first team meeting, work with individuals to clarify specific roles and functions for making the group effective (Who will be the meeting facilitator? time keeper? record keeper?). Provide whatever training is needed to ensure that these groups are ready and able to work productively.

Step 4 Arrange first group meetings

It may take several meetings before a group functions well. The change agent's job is to help them coalesce into a working group. After this, the task is to help them expand the group gradually.

The group's first substantive task is to map learning support resources at the site (programs, services, "who's who," schedules - don't forget recreation and enrichment activities such as those brought to or linked with the school). The mapping should also clarify the systems used to ensure that staff, parents, and students learn about and gain access to these resources. The group should plan to update all of above as changes are made.

Mapping is followed by an analysis of what's worth maintaining and what should be shelved so that resources can be re-allocated. Then, the focus shifts to planning to enhance and expand in ways that better address barriers to learning and promote healthy development. ("What don't we have that we need? Do we have people/programs that could be more effective if used in other ways? Do we have too much in one area, not enough in others? Any major gaps?")

(In doing mapping and analysis, the UCLA Center surveys that focus on six clusters of enabling activity can be a major aid. Please see Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What it Needs. You may download it at <http://smhp.psych.ucla.edu>)

Step 5 Where to put your initial focus

In the first stages of restructuring, as Resource Coordination Teams at school sites work to improve things, it helps if the focus initially is on doing some highly visible things that can pay off quickly. Such results generate a sense that system improvement is feasible and allows an early sense of accomplishment. It also can generate some excitement and increase the commitment and involvement of others.

Examples of such activities are:

- Establishment of a "Support for Transition" program for new students and families (for example, social support programs such as trained Student Peer Buddies to welcome and support new students in every classroom; trained Parent Peer Buddies to welcome and act as part of a social support system for new parents; training for volunteers who staff a welcoming table in the front office; training and support for office staff so that they can play a constructive role with newcomers; development of welcoming and orientation materials in all relevant languages).

- Development of a program for recruiting, screening, training, and nurturing volunteers to work with targeted students in classrooms, or to become mentors and advocates for students in need.
- Provision of teachers with staff development not only with respect to requesting special services for a few but to enhance their capacity to use pre-referral interventions effectively to address the needs of the many.

Step 6 Help publicize and encourage appreciation for new approaches

- Every means feasible (handouts, charts, newsletters, bulletin boards, etc.) should be used to make the activity visible and keep all stakeholders informed and involved. For example, as soon as resources are mapped, information about what is available and how to access it should be circulated to staff, parents, and students.
- Demonstrate impact and credit all that is accomplished. Specify process benchmarks and some outcome indicators.
- Don't forget to gather some baseline data on attendance, tardies, suspensions, and timeouts. Also, survey teachers regarding the school's efforts to address barriers to learning and enhance healthy development (ratings of knowledge and satisfaction with programs and services, etc.).
- In the short run, the task is to help the site staff organize their record keeping to ensure they get credit for progress. These data are important when it comes time to make the case with site-based decision makers that the restructuring is worth the time, effort, and money. (Minimally, someone needs to keep a "log" to show all the activities carried out and all the changes and improvements that have been made, and to record a representative set of anecdotes describing teacher/family/student success stories).

Step 7 Refine the team's infrastructure (create work groups). Connect it with the school's infrastructure for instruction and governance.

FINAL STEP: Don't forget to enhance and celebrate your accomplishments!

Make every accomplishment highly visible—show people the progress! Build a strong public perception of changes and their benefits. What's New? What's Coming?

And celebrate the accomplishments. People work hard to improve outcomes for students, and they need to know that what they have done is appreciated for its importance and value.

CHECKLIST: Establishing RCTs and Work Groups

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 members can build capacity and work effectively together to maximize resource coordination and enhancement).
2. ___ Every staff member is encouraged to participate on some group to improve students' classroom functioning and can choose to work on matters of specific professional interest.
3. ___ Teams and work groups include key stakeholders (current resource staff, special project staff, teachers, site administrators, parents, older students, others from the community, including representatives of school-linked community services).
4. ___ The size of a team or work group 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 groups can accomplish a great deal through informal communication and short meetings).
5. ___ There is a core of members who have or will acquire the ability to carry out identified functions and make the mechanism work. All are committed to the group's mission. (Building team commitment and competence should be a major focus of school management policies and programs. Because several groups will require the expertise of the same personnel, some individuals necessarily will be part of more than one group.)
6. ___ Each team and work group has a dedicated leader/facilitator who is able to keep the group task-focused and productive.
7. ___ Each team and work group has someone who records decisions and plans and reminds members of planned activity and products.
8. ___ Teams and work groups should use 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.

[Adapted from: Center for Mental Health in Schools at UCLA. (2003). *Developing resource-oriented mechanisms to enhance learning supports*. Los Angeles, CA: Author]

APPENDIX D: Mapping School Personnel Worksheet and Templates

Resource Coordination Worksheet – Mapping School Personnel

Template 1: Mapping Personnel at One School or Across Local Schools

Template 2: Mapping Personnel at One School or Across Local Schools

Resource Coordination Worksheet – Mapping School Personnel
 (names & schedules provided so staff, students, and families can access)

Some of the 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.

<p><i>School Psychologist:</i> _____ <i>Times at school:</i> _____</p> <p>Services Provided:</p>	<p><i>Title I and Bilingual Coordinators:</i> _____ <i>Times at school:</i> _____</p> <p>Services Provided:</p>
<p><i>School Nurse:</i> _____ <i>Times at school:</i> _____</p> <p>Services Provided:</p>	<p><i>Resource and Special Education Teachers:</i> <i>Times at school:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><i>Dropout Prevention Program Coordinator:</i> _____ <i>Times at school:</i> _____</p> <p>Services Provided:</p>	<p><i>Reading Specialist</i> _____</p> <p>Services Provided:</p>
<p><i>Attendance Counselor:</i> _____ <i>Times at school:</i> _____</p> <p>Services Provided:</p>	<p><i>General Education Teachers:</i> <i>Times at school:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><i>Social Worker:</i> _____ <i>Times at school:</i> _____</p> <p>Services Provided:</p>	<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

<p><i>Counselors: Times at school:</i></p> <p>_____</p> <p>_____</p> <p>Services Provided:</p>	<p><i>General Education Teachers (cont):</i></p> <p>_____</p> <p>_____</p> <p><i>Services Provided</i></p>
<p><i>School Administrators: Times at school:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Services Provided:</p>	<p><i>Janitorial Staff: Times at school:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Services Provided:</p>
<p><i>Cafeteria Staff: Times at school:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Services Provided:</p>	<p><i>Transportation Staff: Times at school:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Services Provided:</p>
<p><i>School-based Crisis Team: Times at school</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Services Provided:</p>	<p><i>School Leadership Team: Times at school:</i></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Services Provided:</p>

Template 1: Mapping Personnel at One School or Across Local Schools

Name of Schools

Type of Resource (Staff)					
School Psychologist					
School Counselor					
School Nurse					
Attendance Counselor					
Social Worker					
Dropout Prevention Coordinator					
Title I Coordinator					
Bilingual Coordinator					
Resource Teacher					
Speech and Language Therapists					
Reading Specialist					
Grade ___ Team Members:					
Grade ___ Team Members:					
Grade ___ Team Members:					

APPENDIX E: Templates for Organizing, Mapping, and Prioritizing School Strategies

This appendix contains various templates RCTs may find useful for organizing the curriculum, activities, and services available in their school.

Classroom-Focused Enabling

Mapping Resources within a Prevention-Intervention
Continuum Sample

Classroom-Focused Enabling

Enhancing teacher capacity for addressing concerns and for fostering healthy development

Current Strategies/ Resources

Priorities for Future Development

Universal:

Selected:

Targeted:

Classroom-Focused Enabling (continued)

Enhancing teacher capacity for addressing concerns and for fostering healthy development

Current Strategies/ Resources

Priorities for Future Development

What we have:

What we need:

Teachers:

Teachers:

Parents:

Parents:

Students:

Students:

Template 1- Mapping Resources within a Prevention-Intervention Continuum Sample

		Universal Options to promote high achievement, healthy development, and prevent problems	Selected Options for helping as early after the onset of problems as is feasible	Targeted Interventions for those with serious and persistent problems
Categories of strategies	Classroom focused enabling			
	Crisis response and prevention			

Template 2 - Mapping Resources within a Prevention-Intervention Continuum Sample

		<u>Universal</u> Options to enable student success and prevent problems	<u>Selected</u> Options for helping as early after the onset of problems as is feasible	<u>Targeted</u> Interventions for those with serious and persistent problems
Categories of strategies	Classroom focused enabling			
	Crisis response and prevention			
	Support for Transitions			
	Family/home involvement			
	Specialized assistance for students & families			
	Community outreach and support (include. Volunteers)			

[Adapted from: Center for Mental Health in Schools at UCLA. (2003). *Developing resource-oriented mechanisms to enhance learning supports*. Los Angeles, CA: Author]

APPENDIX F: Potential Funding Sources for Schools

Potential Funding Sources for Schools

Education

- Advanced Placement Improvement Program
- Alcohol and Other Drug Abuse Grant Program
- Alternative Education Program
- AmeriCorps/ America Reads/ Wisconsin Reads Program
- Carl A. Perkins Act (CPA III)
- Center for Disease Control Grant
- E-Rate Telecommunications Act of 1996
- Gear-Up
- Goals 2000—“Educational Excellence”
- HIV/ AIDS and Human Growth & Development
- Individuals with Disabilities Education Act, Part B Flow-through, Discretionary, Preschool, & Preschool Discretionary
- Learn & Serve America—Digital Divide to Digital Opportunity
- Learn & Serve America
- Library Services & Technology Act
- Wisconsin Morning Milk Program
- No Child Left Behind Act of 2001/ ESEA
 - Title I-A, Basic Programs Operated by LEAs
 - Title I-B-1, Reading First
 - Title I-B-2, Early Reading First
 - Title I-B-3, Even Start Family Literacy
 - Title I-B-4, Improving Literacy through School Libraries
 - Title I-C, Education of Migratory Children
 - Title I-D, Neglected, Delinquent, or At-Risk
 - Title I-F, Comprehensive School Reform
 - Title II-A, Teacher & Principal Training & Recruitment Fund
 - Title II-B, Mathematics & Science Partnerships
 - Title II-D, Enhancing Education through Technology
 - Title III-A, English Language Acquisition, Language Enhancement, and Academic Achievement
 - Title III-A, Immigrant Children and Youth
 - Title IV-A-1, Safe and Drug Free Schools and Communities
 - Title IV-B, 21st Century Community Learning Centers
 - Title V-A, Innovative Programs

Education Continued

- Title V-B-1 Charter School Programs
- Title V-D, Fund for the Improvement of Education , Comprehensive School Reform
- Title VI-B-2, Rural and Low-Income School Program
- Title X-C, Homeless Education
- Peer Review and Mentoring Grant
- Preschool to Grade 5 Programs
- Public Chartered Schools
- [READS](#)—Reading Evaluation and Demonstration of Success
- Refugee Children School Impact Grant
- SAGE—Student Achievement Guarantee in Education
- School Tobacco Grant Program
- School-to-Career (with the Labor Department)
- Service Learning
- Special Olympics
- State Improvement Grant (Special Education)
- Student Alcohol & Other Drug Abuse Mini-grants
- Tech-Prep Education, CPA Title III
- Title I-IASA, NCLB Title I
- Transition Services for Wisconsin
- Transportation Services for Wisconsin
- Tuition Payments
- USDA Food Nutrition Programs
 - Child & Adult Care Food Program
 - Food Donation Program
 - National School Lunch Program
 - School Breakfast Program
 - Special Milk Program
 - Summer Food Service Program
- VISTA
- Vocational Education
- Wisconsin Improvement Program—Professional Development Fund
- Youth Connecting Communities (Digital Divide)

Labor & HUD

- Community Development Block Grants
- Job Training/Employment
 - Job Corps
 - Summer Youth (JTPA Title II-B)
 - Youth Job Training (JTPA Title II-C)
 - Career Center System Initiative
 - Job Service
 - Youth Build

Health

- Title XIX Medicaid Funding
 - Local Educational Agency (LEA) Billing Option
 - Targeted Case Management—Local Education Agency
 - Targeted Case Management—Local Government Agency
 - Administrative Activities
 - EPSDT for low income youth
 - Federally Qualified Health Clinic
- Public Health Service
 - Substance Abuse and Mental Health Services Administration (SAMHSA) Initiatives (including Substance Abuse Prevention and Treatment Block Grant, Systems of Care initiatives)
 - Center for Substance Abuse Treatment/ Center for Substance Abuse Prevention
 - National Institute on Alcohol Abuse & Alcoholism/ National Institute on Drug Abuse
 - National Institute on Child Health
 - Health Resources and Services Administration (HRSA) Initiatives
 - Maternal & Child Health Bureau
- Block Grant—Title V programs—at State and Local levels for
 - Reducing infant mortality & the incidence of disabling conditions
 - Increasing immunizations
 - Comprehensive perinatal care
 - Preventive and primary child care services
 - Comprehensive care for children with special health needs
 - Rehabilitation services for disabled children under 16 eligible for SSI
 - Facilitate development of service systems that are comprehensive, coordinated, family centered, community based, and culturally competent for children with special health needs and their families

Health Continued

- Approximately 15% of Block Grant appropriation is set aside for special projects of regional and national significance (SPRANS) grants
- Federal discretionary grant program under Title V for Community Integrated Service Systems (CISS)—Includes the Home Visiting for At-Risk Families program
- Ryan White Title IV (pediatric AIDS/HIV)
- Emergency Medical Services for Children Programs
- Healthy Start Initiatives
- Healthy Schools, Healthy Communities—a collaborative effort of MCHB and the Bureau of Primary Health Care—focused on providing comprehensive primary health care services and health education promotion programs for underserved children and youth (includes School-Based Health Center demonstrations)

Mental Health in Schools initiative—2 national T.A. centers and 5 state projects
Administration for Children and Families—Family Youth Services Bureau

- [Abandoned Infants Assistance](#)
- [Adoption Assistance/Foster Care/Foster Care Independent Living](#)
- [Adoption Opportunities](#)
- [Assets for Independence Demonstration Program Individual Development Accounts \(IDAs\)](#)
- [Child Abuse and Neglect Prevention](#)
- [Child Care and Development Fund](#)
- [Child Support Enforcement](#)
- [Child Welfare Services](#)
- [Community Economic Development Discretionary Grant Program](#)
- [Community Food and Nutrition](#)
- [Community Services Block Grant - Poverty](#)
- [Compassion Capital Fund](#)
- [Developmental Disabilities](#)
- [Empowerment Zones \(EZ\)/ Enterprise Communities \(EC\)](#)
- [Family Violence Prevention and Services Discretionary Grants](#)
- [Family Violence Prevention and Services Formula Grants](#)
- [Head Start](#)
- [Job Opportunities for Low-Income Individuals \(JOLI\)](#)
- [Low-Income Home Energy Assistance Program \(LIHEAP\)](#)
- [National Youth Sports Program](#)
- [Native Employment Programs](#)
- [Native Employment Works \(NEW\)](#)
- [Refugee Assistance](#)
- [Repatriation Assistance](#)

Health Continued

- [Residential Energy Assistance Challenge \(REACH\) Option Program](#)
 - [Runaway and Homeless Youth](#)
 - [Rural Community Facilities Program](#)
 - [Social Services Block Grant \(SSBG\)](#)
 - [Temporary Assistance for Needy Families \(TANF\) - State Programs](#)
 - [Temporary Assistance for Needy Families \(TANF\) - Tribal Programs](#)
 - [Trafficking Victims Services](#)
 - [Unaccompanied Alien Children Program](#)
- Centers for Disease Prevention and Control (CDC)
 - Comprehensive School Health—infrastructure grants and related projects
 - HIV & STD initiatives aimed at youth
 - Child Health Insurance Program
 - Adolescence Family Life Act
 - Family Planning (Title X)/ Abstinence Education
 - Robert Wood Johnson States—Making the Grade initiatives (SBHCs)
 - Related State/ Local health services and health education initiatives (e.g., anti-tobacco initiatives and other substance abuse initiatives; STD initiatives; student support programs and services funded with school district general funds or special project grants; primary mental health initiatives; child abuse projects; dental disease prevention; etc.)

Social Service

- Temporary Assistance for Needy Families (TANF)
- Social Services Block Grant
- Child Support Enforcement
- Community Services Block Grant
- Family Preservation and Support Program (PL 103-66)
- Foster Care/ Adoption Assistance
- Adoption Initiative (state efforts)
- Independent Living

**Juvenile Justice
(Office of Juvenile Justice and Delinquency Prevention)**

- Crime prevention initiatives
- Gang activities, including drug trafficking
- State Formula & Discretionary Grants
- Parental responsibility initiatives
- Youth and guns
- State/ Local initiatives

Agency Collaboration & Integrated Services Initiatives

- Federal/ state efforts to create Interagency Collaborations
- State/ Foundation funded Integrated Services Initiatives (school-linked services/ full services school/ Family Resource Centers)
- Local efforts to create intra and interagency collaborations and partnerships (including involvement with private sector)

New & Changing Initiatives at All Levels Focused On

- Child care (Child Care and Development Block Grant)

Funded Research, Training & TA Resources

- Comprehensive Assistance Centers (USDOE)
- National Institute on the Education of At-Risk Students (USDOE)
- Regional Resource & Federal Centers Network (USDOE, Office of Special Education)
- National Training and Technical Assistance centers for Mental Health in Schools (USDHHS/ MCHB)
- Higher education initiatives for Inter-professional Collaborative Education

APPENDIX G: Strategies for Obtaining Financial Resources

Strategies for Obtaining More Financial Resources

[Adapted from: Center for Mental Health in Schools at UCLA. (2003). *Developing resource-oriented mechanisms to enhance learning supports*. Los Angeles, CA: Author]

The Central Principle of All Good Financial Planning:

A program's rationale should drive the search for financing. Financing may be the engine but it should not be the driver.

The central principle of all good financial planning holds that a program's rationale should drive the search for financing, not the reverse. Thus:

- Financial strategies should be designed to support the *best strategies* for achieving improved outcomes.
- Financial strategies that cannot be adapted to program ends should not be used.

Because it is unlikely that a single financing approach will serve to support an agenda for major system changes:

- Draw from the widest array of resources.
- Braid and blend funds.

Remember: *Financing is an art, not a science.*

What are major financing strategies to address barriers to learning?

- Integrating: Making functions a part of existing activity—no new funds needed
- Redeploying: Taking existing funds away from less valued activity
- Leveraging: Clarifying how current investments can be used to attract additional funds
- Budgeting: Rethinking or enhancing current budget allocations

Where to look for financing sources/initiatives

- All levels – local/state/federal
- Public and private grants/initiatives
- Education categorical programs (Safe & Drug Free Schools, Title I, Spec/ Ed.)
- Health/Medicaid funding (including Early Periodic Screening, Diagnosis, and Treatment)

Remember: *A basic funding principle is that no single source of funding or approach to financing is sufficient to underwrite major systemic changes.*

Opportunities to enhance funding

Opportunities to enhance funding include:

- Reforms that enable re-allocation of existing funds away from redundant and/or ineffective programs
- Reforms that allow flexible use of categorical funds (for example, waivers, pooling of funds)
- Health and human service reforms (related to Medicaid, TANF, S-CHIP, etc.) that open the door to leveraging new sources of MH funding
- Accessing tobacco settlement revenue initiatives
- Collaborating to combine resources in ways that enhance efficiency without a loss (and possibly with an increase) in effectiveness (for example, interagency collaboration, public-private partnerships, blended funding)
- Policies that allow for capturing and reinvesting funds saved through programs that appropriately reduce costs (for example, as the result of fewer referrals for costly services)
- Targeting gaps and leveraging collaboration (perhaps using a broker) to increase extramural support while avoiding pernicious funding
- Developing mechanisms to enhance resources through use of trainees, work-study programs, and volunteers (including professionals offering pro bono assistance).

For more information

The Internet provides ready access to info on funding and financing. Please see:

Grants Alert – <http://www.grantsalert.com/>

GrantsWeb - <http://www.research.sunysb.edu/research/kirby.html>

Nationwide Foundations – <http://www.k12grants.org>

SchoolGrants – <http://schoolgrants.org>

School Health Program Finance Project Database

<http://www2.cdc.gov/nccdphp/shpfp/index.asp>

School Health Finance Project of the National Conference of State Legislators -

<http://ncsl.org/programs/health/pp/schlfund.htm>

SMART Technologies – <http://education.smarttech.com>

Snapshot from SAMHSA - <http://www.samhsa.gov>

Surfin'for Funds - guide to internet financing info - <http://smhp.psych.ucla.edu/>

The Catalog of Federal Domestic Assistance - <http://www.gsa.gov>

The Federal Register – <http://www.access.gpo.gov/GPOAccess>

The Foundation Center - <http://fdncenter.org>

US Department of Education E-Grants – <http://e-grants.ed.gov/egHome.asp>

Regarding financing issues and strategies, please also see:

The Finance Project - <http://www.financeproject.org>

Center for Study of Social Policy - <http://www.cssp.org>

Center on Budget and Policy Priorities – <http://www.cbpp.org>

Fiscal Policy Studies Institute – <http://www.resultsaccountability.com>

APPENDIX H: Potential Community Resources

Potential Community Resources

State & County Agencies and Bodies

- Children's Trust Fund - <http://www.mctf.org>
- Department of Corrections – <http://www.wi-doc.com>
- Department of Natural Resources – <http://www.dnr.state.wi.us>
- Department of Health and Family Services – <http://www.dhfs.state.wi.us>
- Department of Justice – <http://www.doj.state.wi.us>
- Office of Juvenile Assistance
- Department of Public Instruction – <http://www.dpi.state.wi.us>
- Independent Living Council – <http://www.wisilc.org>
- University of Wisconsin System - <http://www.wisconsin.edu>
- Wisconsin Health and Educational Facilities Authority - <http://www.whefa.com>
- Wisconsin Housing and Economic Development Authority – <http://www.wheda.com>
- Wisconsin National and Community Service Board – <http://www.servewisconsin.org>
- Wisconsin Historical Society – <http://www.wisconsinhistory.org>
- Wisconsin State Legislature - <http://www.legis.state.wi.us>
- Wisconsin Department of Work Development – <http://www.dwd.state.wi.us>
- Wisconsin Technical College System – <http://www.witechcolleges.com>
- Juvenile Court Program – <http://www.countyofdane.com/juvenilecourt/>
- Human Services – <http://www.co.dane.wi.us/humanservices/hshome.htm>
- Family Court Counseling
- Dane County University Extension
- Library Service
- Parks

Municipal Agencies and Bodies

- Madison CitiARTS Commission - <http://www.ci.madison.wi.us>
- City Council
- Housing
- Information Technology
- Public Library
- Transportation (e.g., Metro Transit)
- Parks

- Municipal Court
- Police Department
- Fire Department

Physical and Mental Health & Psychosocial Concerns Facilities, Groups, and Resources

- Hospitals
- Clinics
- Badger Care - <http://www.dhfs.state.wi.us/badgercare>
- Wisconsin Chronic Disease Program – <http://www.dhfs.state.wi.us/wcdp>
- Health Insurance Risk Sharing Plan – <http://www.dhfs.state.wi.us/hirsp/>
- Healthy Start
- Milwaukee Healthy Beginnings - <http://www.blackhealthcoalition.com>
- Honoring Our Children With a Healthy Start (Lac du Flambeau) - <http://www.glitec.org>
- Medicaid - <http://www.dhfs.state.wi.us/medicaid>
- [Emergency Food Assistance Program](http://www.dhfs.state.wi.us/health/Nutrition/TEFAP) - <http://www.dhfs.state.wi.us/health/Nutrition/TEFAP>
- [FoodShare Wisconsin](http://www.dhfs.wisconsin.gov/foodshare) – <http://www.dhfs.wisconsin.gov/foodshare>
- [Nutrition Services for Children with Special Health Care Needs](http://www.dhfs.state.wi.us/dph_bfch/cshcn/index.HTM) http://www.dhfs.state.wi.us/dph_bfch/cshcn/index.HTM
- [Women, Infants & Children](http://www.dhfs.state.wi.us/WIC/) – <http://www.dhfs.state.wi.us/WIC/>
- [WIC Farmers' Market Nutrition Program](http://www.dhfs.wisconsin.gov/WIC/Fmnp/fmnphome.htm) - <http://www.dhfs.wisconsin.gov/WIC/Fmnp/fmnphome.htm>
- [Autism Services](http://www.dhfs.state.wi.us/bdds/autism/) – <http://www.dhfs.state.wi.us/bdds/autism/>
- [Birth to 3 Program](http://www.dhfs.wisconsin.gov/bdds/birthto3/) - <http://www.dhfs.wisconsin.gov/bdds/birthto3/>
- [Blind & Visually Impaired Services](http://www.dhfs.state.wi.us/blind/) – <http://www.dhfs.state.wi.us/blind/>
- [Centers for Developmentally Disabled](http://www.dhfs.wisconsin.gov/Disabilities/dd_ctrs/DDcenters.htm) http://www.dhfs.wisconsin.gov/Disabilities/dd_ctrs/DDcenters.htm
- [Children with Special Health Care Needs](http://www.dhfs.state.wi.us/dph_bfch/cshcn/index.HTM) http://www.dhfs.state.wi.us/dph_bfch/cshcn/index.HTM
- [Community Mental Health Services](http://www.dhfs.wisconsin.gov/MH_BCMH/) – http://www.dhfs.wisconsin.gov/MH_BCMH/
- [Deaf & Hard of Hearing Services](http://www.dhfs.state.wi.us/sensory/) – <http://www.dhfs.state.wi.us/sensory/>
- Wisconsin Council on [Developmental Disabilities](http://www.wcdd.org/) - <http://www.wcdd.org/>
- [Developmental Disabilities Services](http://dhfs.wisconsin.gov/bdds/) - <http://dhfs.wisconsin.gov/bdds/>

- [Disability Determination](http://www.dhfs.state.wi.us/ddb/) Bureau – <http://www.dhfs.state.wi.us/ddb/>
- [Family Care](http://www.dhfs.state.wi.us/LTCare/INDEX.HTM) – <http://www.dhfs.state.wi.us/LTCare/INDEX.HTM>
- [Katie Beckett](http://www.dhfs.wisconsin.gov/bdds/kbp/) Program - <http://www.dhfs.wisconsin.gov/bdds/kbp/>
- [Medicaid Purchase Plan](http://www.dhfs.state.wi.us/WIPathways/MAPP.htm) – <http://www.dhfs.state.wi.us/WIPathways/MAPP.htm>
- [Pathways to Independence](http://www.dhfs.state.wi.us/WIpathways/) - <http://www.dhfs.state.wi.us/WIpathways/>
- [Physical Disabilities Services](http://www.dhfs.state.wi.us/Disabilities/) - <http://www.dhfs.state.wi.us/Disabilities/>
- [Supplemental Security Income](http://www.dhfs.wisconsin.gov/ssi/) (SSI) - <http://www.dhfs.wisconsin.gov/ssi/>
- [Wisconsin Partnership Program](http://www.dhfs.state.wi.us/WIpartnership/) - <http://www.dhfs.state.wi.us/WIpartnership/>
- Planned Parenthood - <http://www.ppwi.org>
- Mothers Against Drunk Driving (MADD) – <http://www2.powercom.net/~maddwi/>
- “Friends of” groups (e.g., library)
- Crisis and support centers (e.g., Mental Health Center of Dane County)
- Helplines
- Hotlines
- Shelters
- Mediation and dispute resolution centers

Child Care/ PreschoolCenters

- Community Coordinated Child Care - <http://www.4-c.org/>
- Satellite Family Child Care – <http://www.satellitefcc.com/>

Mutual Support/ Self-Help Groups

- Alcoholics Anonymous
http://www.alcoholicsanonymous.org/default/US_CtrOffice/wi.html
- Narcotics Anonymous - <http://www.wisconsinna.org>
- Al-Anon - <http://www.grrr.net/alano.html#wi>
- Available for almost any problem and often have many other activities

Post-Secondary Education Institutions/ Students

- Wisconsin Technical College System - <http://www.witechcolleges.com>
- University of Wisconsin System - <http://www.wisconsin.edu>
- Private colleges and universities - <http://www.eab.state.wi.us/resources/directory.pdf>
- Specific schools within these such as Schools of Law, Education, Nursing, Dentistry

Service Agencies

- Audubon Society - <http://www.audubon.org/states/wi>
- Humane Society - <http://www.wihumane.org>
- Peace Corps - <http://www.peacecorps.gov>
- Second Harvest Food Bank - <http://www.secondharvestwi.org>
- Special Olympics Wisconsin - <http://www.specialolympicswisconsin.org>
- United Way - <http://www.unitedwaywi.org>
- Visiting Nurses Association - <http://www.aurorahealthcare.org/default.asp>
- Urban League
- Urban League of Greater Madison - <http://www.ulgm.org>
- Milwaukee Urban League – <http://www.tmul.org>
- Urban League of Racine & Kenosha, Inc.
- American Red Cross www.arcbadger.org
- Salvation Army www.usc.salvationarmy.org/usc/www_usc_wum.nsf
- Volunteer agencies

Service Clubs and Philanthropic Organizations

- Lions Club - <http://www.wilion.net>
- Rotary Club - <http://www.rotary.org>
- Optimists - <http://www.optimist.org>
- Zonta - <http://www.zonta.org>
- Kiwanis - <http://www.kiwanis.org/clubloc/default.asp?sc=WI>
- Fraternities/ sororities
- Men's and women's clubs
- League of Women Voters - <http://www.lwvwi.org>
- Veteran's groups (e.g., American Legion, Amvets, Veterans of Foreign Wars)
- Foundations

Youth Agencies and Groups

- Big Brothers and Big Sisters * - <http://www.bbbsa.org>
- Future Farmers of America* - <http://www.ffa.org>
- YMCAs* - <http://www.ymca.com>
- YWCAs* - <http://www.ywca.org>
- 4-H and Youth - <http://www.uwex.edu/ces/4h>

Sports/ Health/ Fitness/ Outdoor Groups

- Sports teams
- Athletic leagues
- Local gyms
- Conservation associations

Community-Based Organizations

- Neighborhood and homeowners' associations
- Neighborhood Watch
- Block clubs
- Housing project associations
- Economic development groups
- Civic associations

Faith-Based Community Institutions

- Congregations and subgroups
- Clergy associations
- Interfaith Huger Coalition

Legal Assistance Groups

- Public Counsel
- Schools of Law
- Marquette University – <http://www.marquette.edu/dept/law/>
- The University of Wisconsin Law School – <http://www.law.wisc.edu/>

Ethnic Associations

- Centro Hispanico
- Hmong Community Organizations - <http://www.hndlink.org/org-wisc.htm>
- Cambodian Association - <http://www.cambodianbuddhist.org>
- African-American, Latino, Asian-Pacific, Native American Associations

Special Interest Associations and Clubs

- Pet owner and other animal related groups

Artists and Cultural Institutions

- Museums - <http://www.wisconsinmuseums.org/institutions.html>
- Art galleries – <http://www.arts.state.wi.us/static/museums.htm>
- Zoo - <http://www.wistravel.com/zoos.htm>
- Wisconsin Arts Board - <http://arts.state.wi.us/static/saso/main.htm>
- TV stations - <http://newslink.org/witele.html>
- Radio stations - <http://www.shgresources.com/wi/radio/>
- Wisconsin Regional Writer's Associations - <http://www.WRWA.net>
- Wisconsin Fellowship of Poets - <http://www.wfop.org/>
- Wisconsin Painters & Sculptors/Wisconsin Artists in All Media - <http://www.artinwisconsin.com>
- Literary clubs
- Collector's groups

Business/ Corporations/ Unions

- Neighborhood business associations
- Trade groups
- Chambers of Commerce - <http://www.2chambers.com/wisconsin1.htm>
- Local shops
- Restaurants
- Banks – <http://www.localender.info/banks/wisconsin-banks/>
- AAA - <http://www.autoclubgroup.com/wisconsin/welcome.asp>
- Wisconsin Education Association Council - <http://www.weac.org/>

Media

- Newspapers - <http://www.usnpl.com/winews.html>
- TV stations - <http://newslink.org/witele.html>
- Radio stations - <http://www.shgresources.com/wi/radio/>
- Local magazines

Family Members, Local Residents, Senior Citizens

APPENDIX I: Mapping Community Resources

Sample Phone Script

Pre-Survey Introduction Letter

Spreadsheets for Mapping School Strategies and Community Resources

Sample Phone Script

[Adapted from Kretzmann & McKnight, 1993]

Hello, my name is _____ and I'm with _____
School. We're conducting a very brief survey on clubs and organizations in the
neighborhood to get a better sense of what resources are available to students and their
families in our community.

Would you be able to answer a few questions now that would help us reach this goal?

If yes:

- Can you name any groups you've heard of or participated in?
- Does it meet in your neighborhood?
- Is there a local neighborhood organization in your area?
- Are you involved with any faith-based or religious organizations?
- If yes, within this organization, are there groups or clubs you are a part of?
- Are there any special interest groups in your neighborhood that you know of or are a part of (artistic clubs, political clubs, etc.)?

Sample Pre-Survey Letter



Brownell Elementary School 345 Fisher Road / New Town, Wisconsin 53444

October 15, 200

New Town Neighborhood Club
5454 Bayside
New Town, WI 53444

Dear Ms. Wiley:

The Brownell Elementary School Resource Coordinating Team (RCT) is working on a project to gain a better understanding of the resources available within our community. We believe that clubs and organizations are vital resources within the community and as such we are trying to compile a list of local clubs and organizations.

We see the New Town Neighborhood Club as a focal point of community activity, both through the groups sponsored by the club and those who use the club as a meeting place. We would like to document all of the groups that are in any way connected to your club. During the week of October 19th I will be calling to ask you a few questions regarding these groups; it should only take five to ten minutes of your time.

Before our call, we would appreciate it if you would look over the enclosed list of possible groups and mark any that are associated with your club. When we call we will simply go over the list with you.

We greatly appreciate your time and cooperation. If you have any questions feel free to call me at 608-555-5555.

Sincerely,

Mary Feldman
School Psychologist

Enclosure: [Insert Community ResourcesList from your community]

Spreadsheets: Mapping School Strategies

Classroom-Based Enabling Activities										
Activity	Level of Support	Contact	Schedule	Grade Level (s)	Eligibility	How to Access	# Served	Budget & Funding Source	Volunteers	Additional Information

Community Resources

Activity	Level of Support	Contact	Schedule	Grade Level (s)	Eligibility	How to Access	# Served	Budget & Funding Source	Volunteers	Additional Information

APPENDIX J: Assessing the Effectiveness of Resource Mapping

Sample Survey Questions

Suggestions for Gathering Survey Information

Sample Survey Questions –Assessing the Effectiveness of the Resource Mapping Process

Did you receive the school-community resources guide the _____ School Resource Coordinating Team distributed?

- If so, did you read it?
- Was it helpful?
- Did you access any of the resources listed?
- How often?
- Would you access that resource again?
- Were there resources that should have been listed that were not listed?
- Was the format user-friendly? How could it be improved?
- Would you use the resource guide more or less if it was on the community or school district website?

What school or community resources have you and your family members accessed in the past week/month/year?

- How often have you accessed them?
- How did you learn about these resources?
- Was this the first time you accessed these resources?
- Would you access them again? Why or why not?

Questions specific to program/ service coordinators:

1. How many individuals utilized your program/service in the past month/year? How does that compare to previous months/years?
2. Do you have any data that coordinating efforts with the school and/or being featured in the resources guide published by the RCT contributed to individuals accessing your program?
3. How do you think the RCT could further their efforts to maximize utilization of school and community resources?

Sample Opportunities for Gathering Survey Information

Have parents, teachers, and students complete your questionnaire:

- at school registration
- at parent-teachers conferences
- during open-house
- at sporting events
- at theatre/music events
- on school website
- via electronic or regular mail
- during study hall (students)
- during prep time (teachers)
- during faculty meeting (teachers)
- at PTO events

Have community members complete your questionnaire:

- at community events
- at religious institutions
- at volunteer organization meetings (e.g., Optimist Club)
- on community web-site
- at public library
- at PTO events
- at voting polls
- at grocery/ department stores

About the Authors

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Dr. Kratochwill is Professor of Educational Psychology, School Psychology Program, and Affiliate Professor of Psychiatry at the University of Wisconsin-Madison, as well as Co-Director of the Mental Health and Education Resource Center for Children and Adolescents at the University of Wisconsin-Madison. Additionally, Dr. Kratochwill has served as Associate Editor of Behavior Therapy, the Journal of Applied Behavior Analysis, and School Psychology Review. From 1984 to 1992, he was selected as founding editor of the American Psychology Association Division 16 journal, *School Psychology Quarterly*.

Paula Volpiansky, MS

Paula Volpiansky is an Educational Consultant at the Wisconsin Department of Public Instruction and the Director of the Collaborative School Initiatives including EOCA and READS. In this capacity, she provides statewide leadership aimed at enhancing the quality of literacy instruction provided to all Wisconsin students and other options for students experiencing academic or social and emotional challenges. Paula has previously served as the Wisconsin Learning Disability Consultant and as an elementary and secondary teacher, special education administrator, and college faculty. She has developed technical assistance materials and reports on a variety of topics including systems change efforts, assessment and programming for students with and without disabilities, transition planning, literacy instruction, general education collaboration, and family involvement.

Michelle Ring, MS

Ms. Ring is an Educational Consultant for the EOCA Statewide Initiative at Cooperative Educational Service Agency (CESA) #1, and the Mentor Coordinator for the project. Her areas of focus include educational leadership, curriculum, instruction, and assessment, organizational planning and development, program/system evaluation, action research and working with data for school improvement. Ms. Ring is a former teacher, Principal, and Director of Instruction.