California Department of Education

Learning Support and Partnership Division

In the 1990s, the California Department of Education pioneered a move toward creating an umbrella for the "collection of school, home and community resources, strategies and practices, and environmental and cultural factors that gives every young person the physical, emotional and intellectual support he/she needs to learn." To accomplish this, they established a *Learning Support and Partnership Division* within their Child, Youth and Family Services Branch. Currently, the division is housed within the Curriculum & Instruction Branch.

The Department defined *learning support* as "the collection of resources (school, home, community), strategies and practices, and environmental and cultural factors extending beyond the regular classroom curriculum that together provide the physical, emotional, and intellectual support that every child and youth needs to achieve high quality learning." Currently, *learning support* at the state department encompasses a focus on:

- C   A supportive, safe, and healthy learning environment and culture
- C   Positive child/youth development
- C   Effective family, school, community partnerships
- C   Personalized assistance to students
- C   Equitable access to learning support programs and services

In establishing this division, the Department stated that "there is a growing consensus among researchers, policymakers, and practitioners that stronger collaborative efforts by families, schools, and communities are essential to students' success. . . . Tragically, an increasing number of American children live in communities where caring relationships, support resources, and a profamily system of education and human services do not exist to protect children and prepare them to be healthy, successful, resilient learners. Especially in these communities, a renewed partnership of schools, families, and community members must be created to design and carry out system improvements to provide the learning support required by each student in order to succeed."

Organization

State Superintendent of Public Instruction and Director of Education
Jack O'Connell

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	Secondary, Postsecondary & Adult Leadership (916) 445-2652 Patrick Ainsworth Director		
	Special Education (916) 445-4613 Alice D. Parker Director		

http://www.cde.ca.gov/re/di/or/

Curriculum & Instruction Branch

The Curriculum and Instruction Branch is composed of seven divisions that encompass the full continuum of education and related services in the California public schools. The work of these divisions impacts individuals from early childhood to older adulthood.

Sue Stickel, Deputy Superintendent
Phone: (916) 319-0806 | Fax: (916) 319-0103

Divisions

Child Development Division
Provides leadership and support to contractors and the child development community, ensuring high quality early education programs are provided to children ages birth to 13 years.

Curriculum Framework/Instructional Resources Division
Supports the Curriculum Commission, develops curriculum frameworks, oversees the adoption of instructional materials, produces and distributes instructional materials in specialized media, and produces and sells Department publications.

Learning Support & Partnerships Division
Provides resources and instructional strategies that give students the physical, social, emotional, and intellectual support needed to learn.

Professional Development & Curriculum Support Division
Provides leadership and resources to support educators to gain content knowledge and to increase their range of effective teaching and instructional support strategies in order to ensure high academic achievement for all students.

School Improvement Division
Provides fiscal resources and assistance to improve student achievement in California's schools, especially in high priority (low-performing) schools.

Secondary, Postsecondary, & Adult Leadership Division
Provides support and direction to Local Educational Agencies regarding Secondary Education, Adult Education, Postsecondary Options, Career Technical Education, Educational Options, Workforce Development, and Educational Equity.

Special Education Division
Provides information and resources to serve the unique needs of individuals with disabilities so that each person will meet or exceed high standards of achievement in academic and non-academic skills.

California Department of Education
1430 N Street
Sacramento, CA 95814

Learning Support & Partnerships Division

Provides resources and instructional strategies that give students the physical, social, emotional, and intellectual support needed to learn.

Jan Mayer, Director
Phone: (916) 319-0911 | Fax: (916) 322-4884

Related Links

21st Century Community Learning Centers
Providing funding for programs to focus on academic achievement, enrichment, and family literacy. Eligible entities include districts, cities, counties, community-based organizations and others.

After School Education & Safety Program
Provides funds to schools and districts that collaborate with community partners to provide safe and educationally enriching alternatives for children and youths during nonschool hours.

American Indian
Program information for local educational agencies, Indian tribes and organizations, and other entities about meeting the unique academic, cultural, and linguistic needs of American Indian students.

Counseling/Student Support
Provides resources, funds, strategies, and training in school counseling and psychological and social services to support schools in planning, implementing, and monitoring comprehensive student support programs.

Foster Youth Services
Grant programs for each county office of education and selected school districts to increase interagency support for foster youth.

Health
Information and resources to improve student health, school environment, health education and prevention.

Healthy Start
State-funded school-community collaborative grants for integrating services to meet desired results and to support academic success for children, youths and families.

Migrant/International
Supports supplemental programs designed to strengthen the school, community, and family experiences of children and their families.

Safe Schools
Provides training, resources and technical assistance to establish a school/community environment which is physically and emotionally safe, well disciplined, and conducive to learning.

Service-Learning
Instructional strategy whereby students learn academic content standards by participating in organized service that addresses community needs and fosters civic responsibility.

Tenth-Grade Counseling
Provides general guidelines and technical support, including Education Code sections, answers to common questions, and a district program checklist for use of tenth grade counseling funds.

California Department of Education
1430 N Street
Sacramento, CA 95814

Contact the Program

After School Education and Safety (ASES) Program
21st Century Community Learning Centers (CCLC) Program

Phone: (916) 319-0923 | Fax: (916) 319-0221

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21st CCLC Program grants
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ASES Program grants
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21st CCLC Program grants
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ASES Program grants
(fiscal assistance to Regions 1, 4, 6, and 7); office and
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Leadership Grants.

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21st CCLC Program grants
(fiscal support for Regions 6, 7, and 8); Web design.

Consultants:

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21st CCLC for High Schools: California After School
Safety and Enrichment for Teens (ASSETs); ASES and
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ASES Program; Low performing schools, Youth
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issue analysis; Program/fiscal guidelines; ASES and 21st
CCLC Program officer for Regions 6, 7, and 8.

Vacant Consultant- (916) 319-0200
21st CCLC Program for elementary/middle schools; 21st
CCLC RFA; Statewide System of Field Support; 21st and
ASES Program officer for Region 11.

Questions: After School Partnerships Office | afterschool@cde.ca.gov | 916-319-0923

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1430 N Street
Sacramento, CA 95814

Counseling/Student Support

Provides resources, funds, strategies, and training in school counseling and psychological and social services to support schools in planning, implementing, and monitoring comprehensive student support programs.

College & Career Planning
Provides resources and strategies in college/career counseling to help students acquire the knowledge, skills, and attitudes needed to make a successful transition from school to work.

Mental Health
Provides strategies, resources, and training in psychological and mental health issues, including coping with tragedy, crisis intervention and prevention, school psychology and suicide prevention.

Policies & Regulations
Provides information about California State Board of Education policy, the California Education Code and other policies and regulations pertinent to counseling and student support services.

Pregnant & Parenting Students
Provides services through California School Age Families Education (Cal-SAFE) to improve academic achievement and parenting skills of expectant and parenting students and child development services.

Research
Provides information on school counseling and student support services program effectiveness in the academic, career, and personnel/social counseling program domains.

Resources
Provides Web site links and other resources on counseling and student support services and programs.

Tenth-Grade Counseling
Provides general guidelines and technical support, including Education Code sections, answers to common questions, and a district program checklist for use of tenth grade counseling funds.

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Mental Health

Provides strategies, resources, and training in psychological and mental health issues, including coping with tragedy, crisis intervention and prevention, school psychology and suicide prevention.

Psychological and Mental Health Services in schools apply learning theory for individuals and groups to improve instruction and coordinate and evaluate plans to meet unique individual needs for learning or behavior problems. School psychologists also use research to design prevention and intervention programs, and provide crisis intervention, suicide prevention, and other mental health strategies as part of a student support services team.

California Adolescent Health Collaborative Resources
The California Adolescent Health Collaborative is a public-private partnership to promote investment in California's youth.

Coping Strategies for Adolescents After a Disaster
This brochure is a guide to dealing with trauma for middle school and senior high school teachers and others who work with adolescents. It is also intended to help teachers and school staff provide guidance and support to parents, so that they can aid their adolescents in recovery from disaster.

Helping Children After a Disaster
This brochure is a guide to understanding a child's potential reactions to disaster at each developmental stage: preschool, early childhood, preadolescent, and adolescent.

Youth Suicide Prevention
A listing of resources to assist school districts with the concerns about youth suicide prevention, intervention, and postvention.

Other Resources

California Healthy Kids

Investing in Adolescent Health - Executive Summary

Building Infrastructure for Coordinated School Health: California's Blueprint

School Health Connections

School Mental Health Project/Center for Mental Health in Schools - UCLA

Questions: Counseling, Student Support and Service-Learning Office | (916) 323-2183

California Department of Education
1430 N Street
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Last Modified: Wednesday, October 27, 2004

California's Goal for Learning Support Systems

GOAL 5 - LEARNING SUPPORT SYSTEMS

Establish and foster systems of school, home and community resources that provide the physical, emotional, and intellectual support that each student needs to succeed.

Objectives for Goal 5

5.1 Support the creation of a master plan for childhood education, and seek increased resources for such programs.

5.2 Provide resources and guidance to ensure that all students attend safe, drugfree, healthy, and educationally appropriate schools.

5.3 Increase the number of local education agencies organizing and implementing effective learning support strategies including Cal-SAFE, Healthy Start, familyschool-community partnership programs, after school programs, Saturday programs, and summer school opportunities to improve academic achievement of all children.

5.4 Develop and support a plan for implementing comprehensive learning support programs including additional resources and staff for health, nutrition, counseling, guidance, and psychological services.

5.5 Infuse Youth Development--an approach that helps youth build strong relationships with others, learn new skills and knowledge, and participate in giving back to their families and communities into existing education programs.

Learning Support and Partnerships Division

Offices:

<u>Healthy Start After School Partnerships Office</u>
(916) 319-0923

<u>Safe and Healthy Kids Program</u>
(916) 319-0920

<u>School Health Connections Office</u>
(916) 319-0914

<u>Youth Education Partnerships Office</u>
(916) 319-0917

Learning support is the collection of school, home and community resources, strategies and practices, and environmental and cultural factors that gives every young person the physical, emotional and intellectual support he/she needs to learn. Learning support includes:

− A supportive, safe, and healthy learning environment and culture
− Positive child/youth development
− Effective family, school, community partnerships
− Personalized assistance to students
− Equitable access to learning support programs and services

Programs:

− After School Education and Safety Program
− California's 21st Century Community Learning Centers Program
− California School Age Families Education Program (Cal-SAFE)
− California's Healthy Start
− CalServe California's Service-Learning Initiative
− Coordinated School Health
− Health Education
− Health Services
− HIV/STD Prevention Program
− Intergenerational Education Program
− Physical Education
− School Safety
− Tobacco Use Prevention Education Program
− Title IV-Safe and Drug-Free Schools & Communities
− Violence Prevention

Contact the Director's Office at:

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Learning Support

There is a growing consensus among researchers, policymakers, and practitioners that stronger collaborative efforts by families, schools, and communities are essential to students' success. Schools need to depend on families to see that children come to school every day ready to learn; families and the community depend on schools to take the primary role in ensuring that students achieve high educational standards and provide a safe and healthy school environment; families and schools depend on community partners to provide opportunities and accessible supports and services to meet students' basic needs and to foster their growth and development. Tragically, an increasing number of American children live in communities where caring relationships, support resources, and a profamily system of education and human services do not exist to protect children and prepare them to be healthy, successful, resilient learners. Especially in these communities, a renewed partnership of schools, families, and community members must be created to design and carry out system improvements to provide the learning support required by each student in order to succeed.

Learning support is the collection of resources (school, home, community), strategies and practices, and environmental and cultural factors extending beyond the regular classroom curriculum 'that together provide the physical, emotional, and intellectual support that every child and youth needs to achieve high quality learning. A school that has an exemplary learning support system employs all the internal and external supports and services needed to help students to become good parents, good neighbors, good workers, and good citizens of the world. The overriding philosophy is that educational success, physical health, emotional support, and family and community strength are inseparable. Because learning support is an integral part of the educational program, the Program Quality Review teams (including students, parents, school staff, and community members) need to assess learning support provided to students and are encouraged to include specific learning support objectives in the improvement plan. Learning support generally addresses the areas of *learning environment and school culture, partnerships,* and *personalized assistance.*

"All stakeholders at a school must work together to ensure the success of all students. Schools committed to the success of all students must create a caring environment, build a sense of community, and have an array of activity designed to support learning by addressing barriers to learning and enhancing healthy development. The staff at such schools must have strong leadership for planning, implementing, and evaluating efforts to enhance such activity, and staff development related to such activity must be well supported."

-Howard Adelman, Ph.D., Professor of Psychology, University of California, Los Angeles

Learning Environment and School Culture

The learning environment and school culture make up the climate of the school. A newcomer's or visitor's quick survey of the personal dynamics and physical surroundings often provides a fairly accurate indication of whether the school, overall, is committed to promoting learning. A positive learning environment and a safe, supportive school culture are foundation blocks for the healthful growth and development of children and youths. Some elements of the learning environment and school culture that have a considerable impact on student success include the expectations for learning and development; issues of diversity; transitions between grades, schools and programs; safety; and health. A discussion of these elements follows.

High standards, high expectations. There is a known correlation between collective high expectations for young people and their health, resiliency, and success in learning. Furthermore, there is a greater likelihood of success when each student is supported in performing productive work and making meaningful contributions. Such support includes acting in advisory, advocacy, and decision-making roles, as appropriate. Students do better when

"Resilient" children are those who, though exposed to significant stress in their lives, manage to "work well, play well, love well, and expect well."

-Enuny Werner, resiliency researcher

teaching and learning are personalized to meet their needs as individuals who have varying educational, cultural, physical, and emotional needs. They do better when they have the opportunity to develop a caring relationship with an adult.

Positive child and youth development. Karen Johnson Pittman, a respected researcher in child and youth development, is Director of U.S. Programs for the International Youth Foundation in Baltimore. She describes the two components of youth development as *needs* and *competencies.* According to Pittman, young people need:

- A stable, safe place
- Basic care and services
- High quality instruction and training
- Sustained, caring relationships
- Social and strategic networks
- Challenging experiences
- Opportunities for real participation

Competencies

- Intellectual and vocational
- Civic and ethical
- Cultural
- Emotional
- Physical

A child and youth development approach to education emphasizes the achievement of competency, not only in academics, but in all the areas in which students need to be prepared to live healthful and productive lives. Developing competency may be contrasted to a deficit or medical model in which resources are diucted toward intervention, remediation, or removing perceived problems. Pittman points out that the goal of a deficit based approach is to make students problem-free; but problem free does not equal being fully prepared. A more productive method is to focus on students' attainment of skills and competencies that we all want students to have. Opportunities that foster child and youth development and competency building include:

- Participation in the arts and sports
- Chances to play meaningful leadership roles in the classroom and the larger school community
- Service-learning, which simultaneously addresses intellectual, civic, and cultural competency
- Activities that bring students together as equals across racial, ethnic class, gender, and achievement lines
- Solid skill-building in problem-solving, decision-making, interpersonal relationships, conflict resolution, and family communication

- Opportunities to build lasting friendships and to contribute to the community
- Discussions with and guidance from adults

A considerable base of research suggests that these activities and supports are central to the educational mission. The challenge is to build and communicate the vision that defines these opportunities as critical to student success and to find and value the partners that will help keep them there.

SMART IDEA

Mentors

The Hawthorne year-round school in the Oakland Unified School District has developed a two-pronged mentor program to support its K-6 students. The Academic Mentor Program, funded partly by Title I and Title VII of the Improving America's Schools Act, pays parents to work with individual students to help them improve their reading and math skills. Parents provide learning support in two or three classrooms to those students who need one-onone assistance. Other students, identified by Hawthorne's integrated learning team (including teachers from all grade levels and staff of the Senate Bill 65 dropout-prevention program and Healthy Start program), receive individual and group assistance from parents, college students, and the East Bay Conservation Corps and AmeriCorps. These volunteers are recruited and trained through the Oakland Volunteers in Public Schools program.

Diversity and recognition. A hallmark of a supportive school culture is that the cultural heritages of the student population are acknowledged and respected among students, teachers and other staff members, and parents and other adults on campus. This support is demonstrated by incorporating cultural awareness and recognition into the school's curriculum and enrichment activities. Teachers can encourage students to respect their own views and those of others by promoting open-ended inquiry and thoughtful evaluation rather than always seeking a single "right" answer. Cooperative work in large and small mixed-gender groups of students with diverse ages, cultures, languages, skills, and talents affords students the opportunity to experience firsthand the democratic values of justice, equity, and fairness.

Transitions. In a supportive learning environment careful attention is given to smooth transitions between home and preschool, preschool and elementary school, elementary and middle school, middle school and high school, high school and institutions of higher education, and to careers. Appropriate support for transitions results in reduced levels of alienation, more positive attitudes toward school, and students' involvement in a range of learning activities. Transitions support includes counseling and articulation programs for grade-to-grade, program-to-program, and school-to-school transitions; before- and afterschool and intersession programs to enrich learning and provide recreation in a safe environment; a welcoming and socially supportive community in which special attention is afforded to newcomers; and education about transitions for stakeholders.

SMART IDEA

Positive Transitions to Elementary School

Research conducted in the last ten years shows that children, especially those at risk of school failure, who experience continuity as they enter elementary school are more likely to sustain their earlier gains than those who do not experience continuity. *Continuity for Young Children: Positive Transitions to Elementary School* (Sacramento: California Department of Education, 1997) contains a detailed description of the necessary components of good transitions programs, examples of successful transitions programs around the state, research, tips for parents, and books to read with children. One example is from Valley Oaks Elementary School in Galt, where parents of soon-to-be kindergartners attended a parent orientation meeting conducted in English and Spanish. They received snacks, babysitting services (if needed), and a kindergarten kit (containing crayons, pencils, scissors, manuscript sample paper, and blank paper) so that the children would be familiar with some of the materials that they would use in the fall. Parents viewed a videotape produced by the kindergarten teachers featuring typical classroom activities and routines. Then in August, incoming students and their parents were invited to meet the assigned teachers and become familiar with the new room, classmates, and the playground. Parents provided information to teachers about their child's development. The highlight for many children was the practice school bus ride with their parents to prepare for the first day of school.

Safety. Safe schools are orderly and purposeful places in which staff and students are free to teach and learn without the threat of physical or psychological harm. Such schools have developed a strong sense of community. A visitor to a safe school will see signs of student affiliation and bonding within the school and an attitude of sensitivity and respect for all persons, including those of other cultural and ethnic backgrounds. At safe schools, there is a universal commitment to nonviolence, clear behavioral expectations, and disciplinary policies that are consistently and fairly administered. Safe schools have established policies for proactive security procedures, emergency response plans, and timely maintenance of the campus and classrooms to ensure cleanliness and an attractive appearance that tells students they are valued.

SMART IDEA

Build a Comprehensive Strategy for Safe Schools

The Modesto city schools have been developing a comprehensive partnerhip approach to their safety concerns for the past several years. The main components of their strategy include the following:

1. Every school site has a safety committee, which is composed of interagency team. The sites must send an updated version of their safety plan to the school district office each year.

2. Through a contract with the city police department, two full-time officers are assigned to the school district. Officers, briefed at a Monday staff meeting prior to the opening of school, inform the school district of any community situations that have the potential of "Spilling over" to the schools. Because of the close relationship with the police department, the school district also has access to all units of the department, such as gang suppression.

3. The school district has a similar contractual arrangement and information-sharing relationship with the Stanislaus County Probation Department.

4. The school district has a full-time gang-prevention officer who visits each campus daily.

5. The Project Y.E.S. (Yes to Education and Skills) gang-violence- and drug prevention curriculum has been used for three years.

6. "Operation Stay in School" has been extremely successful. In a recent case, the officer picking up a suspected truant found the student armed with a semiautomatic weapon.

Health. The idea that health is an essential ingredient of an effective school, basic to the process of learning, has gained growing acceptance and support. By promoting the health and well-being of children, the healthful school also helps to prevent serious and potentially costly problems, such as substance abuse and other negative, self-destructive behaviors, that might occur later in a child's life. A health-conscious school enhances not only children's learning but also children's potential to live healthy and productive lives as adults.

A healthful school is a place where each person feels safe and valued and has a sense of belonging. It is a place where students and adults can learn about and practice healthful behaviors, such as participating in physical education; eating nutritious and appealing meals and snacks; and obtaining, with family approval, health and counseling services. The school has developed prevention and intervention strategies to address drug-abuse prevention, suicide prevention, and child-abuse prevention. The school maintains respect for cultural traditions and practices related to health and works with families to ensure that students receive appropriate services.

The national Centers for Disease Control and Prevention (CDC) promotes the concept of a comprehensive school health program or system as a means to protect children and youths from the major causes of disease and injury. The CDC and the *Health Framework for California Public Schools* (Sacramento: California Department of Education, 1994) define comprehensive school health systems as having eight major components that are integrally related:

Health education. Students receive continuous health instruction in kindergarten through grade twelve that focuses on physical, emotional, and social health and promotes the development of long-term healthrelated behaviors.

Physical education. Students have opportunities every day to be active; to learn basic movement skills; and to participate in physical fitness activities, games, rhythm and dance, and sports.

Health services. Students receive assistance in identifying, obtaining care for, and managing illness, injuries, and long-term health conditions.

Counseling services. Students receive support and assistance in making health-conscious decisions, managing emotions, coping with crises, and setting short- and long-term goals.

Nutrition services. Students are offered nutritionally balanced, appealing, and varied meals and snacks in settings that promote social interaction and relaxation.

A safe and positive school environment. Students and staff feel supported and are free to learn and teach without the threat of emotional or physical harm.

Health promotion. All staff are offered wellness programs, health assessments, and assistance in promoting positive healthful attitudes and behaviors.

Parent and community involvement. Parents are supported and included as partners in the social development and education of their children. In addition, the school addresses the health of children and families by working collaboratively with agencies, community groups, and businesses.

Partnerships

Throughout any community, there is a range of individuals who can and should contribute to helping students succeed at school. It is one thing for a school to advocate partnerships; it is another thing to create conditions that allow for effective participation. Thus, a key facet in fostering effective partnerships is to establish opportunities and procedures specifically to welcome and engage partners in the educational program. Another essential facet is to provide stakeholder development programs for school staff, families, and community members so that they have the skills to participate meaningfully in and promote collaborative partnerships.

School partners include school staff, students, parents and families, child and family-serving agencies, neighborhood and volunteer service organizations, businesses, colleges and universities, and other participants whose involvement is important to student's healthful growth, development, and academic results. The partnership is formed when these individuals, involved in a collaborative, ongoing, and equal working relationship, assume joint responsibility for meeting the needs of the "whole child" and improving student results. They receive and provide training on education and learning support issues and clearly understand their roles and responsibilities in the education sphere. They are typically the most qualified spokespersons to maintain communication and advocacy linkages with other members of the school community. At both the formal and the informal levels,

These partners come together to interact and share their common purpose of providing the best education for all students.

Several types of partnerships necessary to learning support strategies are described below.

School staff collaboration. Schools and categorical programs are particularly sensitive to changes introduced in the political arena. New research and social trends also have an impact on education. Changes in funding streams, new grant opportunities, budget cuts, and organizational changes occur, resulting in a flurry of activity to implement each change. For a school to maintain its focus and consistently support students in making progress toward meeting or exceeding standards and developing competency, it is critical that school staff are involved in master planning and that resources are effectively directed toward achieving a common set of goals. "School staff" includes administrators; teachers and other credentialed personnel; classified personnel; and volunteers in the preschool, regular school, and after-school programs. It includes child nutrition personnel, bus drivers, custodians, and psychologists and nurses who are critical to student success but are sometimes mistakenly considered ancillary to the school's main mission. Frequent communication and collaboration will prevent staff from working at cross purposes or doing duplicative work.

Another important role of the collective school staff is to ensure that every student has a sense of belonging and feels connected to adults and other students. Some large schools accomplish this by organizing a "school within a school," which allows a smaller group of students, teachers, and other staff to work together in a "pod" or "home" over an extended period of time. Some schools go as far as designating a staff member to specific students to provide individual support and guidance. Both strategies result in more continuity and stronger teacher-student and student-student relationships.

Family-school partnerships. Research over three decades confirms the benefits of shared responsibility among the home, school, and community in children's learning and development. A prerequisite to effective partnerships with families is that all adults at the school value parents' roles in student learning and in the broad educational program. It is important that school staff respect families as the primary caregivers and teachers of children, recognize parents' shared interests, and work

Individuals outside of the classroom also provide learning support to students. Among people to consider are:

After-school and preschool personnel
Bilingual specialists
Computer specialists
Counselors
Custodians
Drivers
Educational technology specialists
Food services personnel
Gifted program specialists
Health aides
Interns
Juvenile justice partners
Kindergarten aides
Librarians
Music specialists
Nurses
Officers on campus
Parents
Physical education specialists
Principals
Psychologists
Quality review team members
Resource specialists
Secretaries
Speech therapists
Tobacco prevention coordinators
University mentors
Volunteer coordinators
Welfare workers
Crossing guards

with parents to create better opportunities for every child to succeed in school and in later life.

The research indicates that there are six key roles in which parents, teachers, and school staff can support student achievement. These roles are fulfilled when:

1. Parents and educators learn how to support a child's growth and development and academic success in school through participation in parenting education classes and through increased opportunities for interaction with families.

2. Parents and educators participate continually in two-way communication between the home and the school regarding the student's academic progress, the school curriculum, and school programs.

3. Parents volunteer in the school or community in activities that extend and support students' learning, and educators learn how to use volunteers effectively to support teaching and learning.

4. Parents work with children at home to support the curriculum of the school, including the supervision of homework, and teachers support and help parents with ideas on how to work with their children at home in specific subject areas.

5. Parents and educators cooperate in decision making about a school's overall educational program and services.

6. Parents and educators collaborate with members of the community to secure needed services for families and school programs.

Strong family-school partnerships are in evidence when:

− Parents and family members feel welcome at the school and are comfortable communicating their questions, concerns, and impressions regarding their child's learning and development to faculty and support staff members.
− Parents are welcomed into the classroom and are provided opportunities to help students.

The benefits of families and schools working together –

For students:
− Higher grades and test scores
− Better attendance
− Completion of more homework
− Higher graduation rates
− More positive attitudes and behavior
− Preparation for work and careers
− Higher enrollments in postsecondary education

For families:
− More confidence in schools
− More self-confidence in the family
− A commitment to lifelong learning
− Improved advocacy for the child

For schools:
− Higher student achievement
− More support from families and the community
− Better reputation of the schools
− Improved teacher morale
− Safer school environment

- Parents are mobilized as problem solvers when their child has special needs. They are also viewed as a resource for other students and families.

- There is a family community center or similar designated area at the school.

- Parents who speak only languages other than English are linked with others of similar language and cultural backgrounds to assist with school programs.

- A variety of adult classes and support groups are available for parents to acquire knowledge and skills in useful areas of study.

- Family members are involved in support roles at school, act as advisers and advocates, and are decision makers in the school governance process. They receive training related to these various roles.

- Obstacles to parent involvement, such as scheduling issues, transportation, and child care, are minimized.

- An active outreach program for hard-to-involve students and families is in place.

In general, effective efforts to involve families are long-lasting, well-planned, and comprehensive in that they offer families a variety of ways to be involved in their children's education, as mentioned above. See the Resources section and the article by Joyce Epstein, "School/ Family/ Community Partnerships: Car ing for the Children We Share," for specific activities to support the six roles described in this section.

SMART IDEA

Resource: Family-school compacts

Family-school compacts are an effective tool for promoting close working partnerships between families and schools. Compacts are agreements between the families and schools that identify how parents, students, and school staff will work together to ensure a student's success in school. IASA requires all schools that receive Title I monies to adopt family-school compacts. The "Family-School Compacts Challenge ToolKit" answers basic questions about compacts; provides sample compacts; includes a bibliography of relevant research; and suggests a collaborative process for developing, implementing, and assessing the effectiveness of compacts.

School-community partnerships. Productive school-community
partnerships evolve from an understanding of the mutual benefits of such
a relationship. Positive outcomes might include:

− Opportunities for students in service-learning and school-to-work experiences;
recreational and cultural activities; and mentoring
− A safer campus resulting from partnerships between law enforcement and
adults on campus
− An influx of volunteer support and other resources when businesses and
organizations "adopt" a school
− Comprehensive health and social services for students and their families
− High-quality preschool and school-age extended day programs

Positive community outcomes include:

− Competent students who have the skills and personal characteristics to
contribute to the community
− Reduced costs from intensive interventions when the school is able to
ameliorate problems early in a student's career
− Use of the school site as a community center
− Student volunteers for community events
− Qualified education personnel who serve on community policy boards

Steps that schools can take to stimulate and sustain school
community partnerships include the creation of programs to stimulate
community involvement and support; development of a system to train,
screen, and maintain volunteers to provide direct help for staff and
specially-targeted students; sponsorship of events to enhance school community
linkages and a sense of community; and regular communication with stakeholders
in the community, such as the school board, county board of supervisors, city
council, advocacy groups, and professional and social organizations.

California's Healthy Start initiative and Title XI of the Improving America's
Schools Act (IASA) promote school-community partnerships for implementing
coordinated services for students and their families. Healthy Start is one of the
largest efforts nation wide to improve results for children and families by restruc--
turing service systems to provide comprehensive and integrated services linked to
schools. Less than three years after implemen-

The Coordinated Services Project of the Los Angeles Unified School District is aligned with its major education reform initiative, LEARN (Los Angeles Education Alliance for Restructuring Now).

The district model focuses on student achievement attained with the combined support of representatives in curriculum and instruction, government and management, and learning support and coordinated' services.

The goal is to move from single sites and small clusters to fullscale coordinated services and supports for all schools in the district. Existing school-based health clinics, Healthy Start sites, and family centers provide the foundation for the initiative. Los Angeles Unified School District organizes around regional "high school complexes" that cluster together elementary, middle, and high school "families." The Coordinated Services Project/Title XI is linked with other related initiatives, such as the City of Los Angeles' plan for a $9-$11 million expansion of family resource centers.

tation, Healthy Start operational sites report the following schoolwide results:

• Improved standardized test scores for grades one through three; improved parent participation; and a reduction in student mobility
• Decreased school violence, suspension rates, unexcused absences, and grade retentions

Results for intensively served children and families include:

• Improvements in meeting families' basic needs, such as food, clothing, health and dental care, child care, and transportation
• Employment increases of up to 7 percent for high school-age and older youths
• Educational gains, such as improved classroom behavior among elementary schoolchildren, improved grades (with the largest gains in the K-3 age group and those with the lowest grades to start), and a 12 percent decrease in student mobility

Title XI (Coordinated Services) of the IASA presents an opportunity for local educational agencies to use a portion of their IASA funds to plan a process for integrated, school-linked services. Coordinated services projects can provide educational, health, social, and other supports and services to enable children to achieve in school and to stimulate a more active role of parents and community members in children's education.

SMART IDEA

Community Partnerships
Model School Garden Project
The pamphlet "Worms, Worms, and More Worms" and the brochure "There Are Sunflowers at My School!" are popular resources at the more, than 1,000 schools with gardens. A school-garden comprehensive nutrition program is being created by the St. Helena Unified School District in conjunction with the St. Helena Culinary Institute of America at Greytone, the California Foundation for Agriculture in the Classroom, the California Department of Education, local businesses, and the U.S. Department of Agriculture. The project focuses on:

(1) The availability of healthful food for nourishment, improved learning, and promotion of healthy dietary habits
(2) Nutrition education and training to provide vital information students, child nutrition personnel, teachers, and families to make wise food choices for a nutritious diet
(3) Family and community partnerships that attract business members to support the planning, construction, and maintenance of the school garden. These partners enrich the educational program by fostering multicultural understanding, linking the nutrition project to curricula in math, science, and language arts, and acquainting students with careers in food, nutrition, and landscaping.

Refer to the Learning Support Resources at the end of this section for school garden resources.
-Napa County, St. Helena Unified School District
St. Helena Elementary School

Service Learning--Elementary Level
In response to a need expressed by community members, an elementary".
School weaves an ongoing service project with the elderly at a nearby senior care facility into the science and social sciences curriculum of fourth grade class. In science, the students study human anatomy and the aging process; in social sciences, the students organize a fashion show for their elderly friends using Native American apparel and jewelry, which they study as part of the California history curriculum Activities such as reading to their senior friends and transcribing letters to family members for those who need assistance reinforce the reading and writing skills and, abilities of the fourth grade students. The students create a video scrap.,
book that reflects what they experience and accomplish through their servicelearning activities.

Service Learning-Middle Level
Middle school students survey their school community to determine the needs associated with a school beautification project. They hope to build, a sense of community pride and improve the physical surroundings of the school and neighborhood. A seventh grade science class works with, its teachers and with staff members from local conservation organizations to design, create, and maintain a garden located in a deserted lot in the back of the school. This becomes an on-campus community garden that consists of native California plants and ecosystems and is used as a focal point for the study of geology,
ecology, and agriculture. Staff members from the conservation agency assist the class by providing supplies and educational materials. Based on their service experience, students learn valuable lessons in local environmental science, geology, agriculture, and ecology and participate in small group discussions about other environmental issues that affect them.

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Personalized Assistance

Schools need to be prepared to support students as individuals with varying educational, cultural, physical, and emotional needs and to provide assistance or facilitate the delivery of an array of services to help students achieve high educational levels. It is important that faculty, guidance staff, support staff, and parents share responsibility and are proactive in identifying and responding to students who are insufficiently challenged or who are having difficulties in school. When teachers, school support staff, and families learn to intervene early, there is less need later for costly and intrusive services.

Teachers, students, and parents should have access to specialized teachers, counselors, school psychologists, and other experts to participate in improving the educational program and in removing barriers to learning. Often these personnel make up a study team that works with students and their families to develop and monitor a plan for assistance from a variety of school staff and family members. When appropriate, community service providers, such as probation officers, public health nurses, youth service center staff, or staff at suicide prevention centers, may need to work with the school in assisting a student.

"... the promotion of healthy development and positive academic, social, emotional, and physical functioning is the best way to prevent many problems and is a necessary adjunct to corrective interventions."
-Howard Adelman, Ph.D., Professor of Psychology, University of California, Los Angeles

Although a firm foundation of a positive learning environment, school culture, and productive partnerships decreases the need for personalized assistance, almost every student and family needs additional assistance at some time during the student's school career to maximize the student's opportunity to be a successful learner. Some forms of assistance are extensions of school-based activities and practices, such as literacy enrichment sessions. Sometimes formal interventions involving juvenile justice are required. The need for personalized assistance may be indicated on the discovery that a student or group of students need a more accelerated curriculum or an opportunity to pursue an artistic talent. On the other hand, personalized assistance may be necessary to elevate the academic results for a particular student group or to sustain an individual whose family is in crisis. The key to providing successful personalized assistance is to act early; the measure of effectiveness is improved student results. Three major categories of personalized assistance are described as follows:

Personalized Assistance

FOUNDATION:

Productive Partnerships

Positive Learning Environment and School Culture
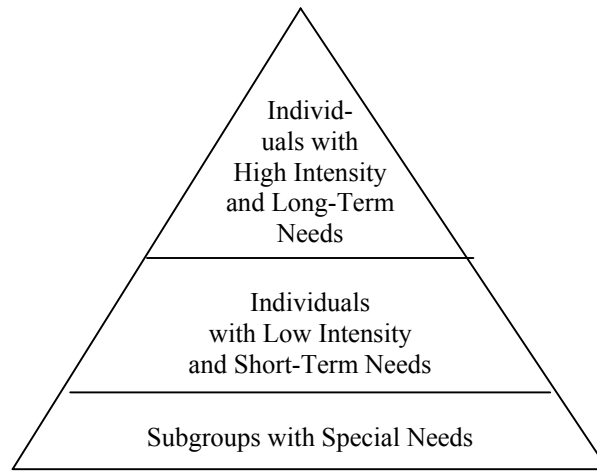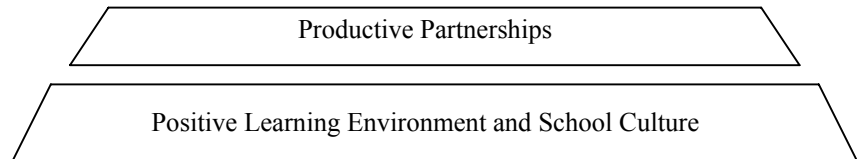
Personalized assistance for groups with special needs. A group of students maybe determined to need a certain type of assistance following an analysis of student work and test results or after teachers' and parents' assessments of students. For some groups, generalized additional opportunities for English language learning, Gifted and Talented Education strategies, pregnant and parenting student programs, or established special education interventions are sufficient. In other cases, a careful analysis of disaggregated data and other evidence may reveal that, in addition to providing academic support for a particular group, the school may need to address root causes or sensitive issues, such as substandard teaching or low expectation in some courses for some groups of students.

SMART IDEA

Personalized Assistance for Groups

"Twilight" Classes Boost Academic Success
A school reform effort links Title I of IASA and Healthy Start programs at four elementary schools by providing classes for academic assistance and related counseling. Programs include a parent-participation preschool; an after-school tutoring and homework club staffed by volunteer adults and high school students; and adult education classes, such as ESL, GED, and citizenship. Also, there are parent workshops and seminars on topics such as family literacy, how to raise smart kids who stay out of trouble, how to improve children's health and nutrition, and how to use social services to resolve school-related problems. Classes are held three nights each week from 4 to 7 pm and are conducted in the five major languages spoken in the district. Overall attendance is high with participants evenly divided between parents and students.

-Sacramento County, Elk Grove Unified School District,

Gifted and Talented Education
Highly gifted students whose thought processes are significantly advanced often feel alienated and lonely at school. Grouping gifted students together for periods of the day can give them an opportunity to talk with others who have had similar experiences and help them make social as well as academic adjustments.

Organizing an advanced minicourse to develop special talents in students can bring together a diverse group of students with a common need for challenges. A letter from a mother in Fall joint Unified School District in Burney, California, described the increased self-confidence and social adjustments that resulted when her son, who is gifted and eligible for special education services, was enrolled in Gifted and Talented Education music courses.

Migrant students are often at risk for school failure because of frequent interruptions in their schooling. The Education Program for Gifted Youth developed at Stanford University provides advanced courses on CD-ROM for gifted and other potentially high-achieving students. Because the course is portable-the CD can travel with the student-this type of individualized, self-paced instruction is ideal for students who move a lot or who attend rural, small schools where only one or two students might be ready for an advanced course.

Individuals with low-intensity or short-term needs. Nearly every student will have a particular need during his or her academic career that requires assistance of limited scope. For one student, it will entail tutoring in one subject area for one year. Another student may benefit from a mentoring relationship. A family that encounters short-term unemployment may require financial support for school activities or for basic food and clothing needs for only a few months. A traumatic event that impacts the whole student body requires intensive group and individual counseling services for many students and a communitywide crisis intervention response and follow-up care. The need for this type of personalized assistance is largely unpredictable. Establishing and maintaining a support network of teachers, counselors, other school staff, peer leaders, families, and community partners helps to ensure that resources can be mobilized to meet the wide variety of students' low-intensity or short-term needs.

"While no substitute for the other elements of a fully functioning community, especially jobs and a strong economy, a profamily system of integrated services provides a critical buffer for at-risk youths and many of the opportunities necessary to help every young person meet his or her potential."

--Together We Can: A Guide for Crafting a Profamily System of Education and Human Services

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SMART IDEA

Early Mental Health Initiative
Each year, the Department of Mental Health (DMH) Awards Mental Health Initiative (EMHI) grants to local educational agencies to implement mental health intervention and prevention programs for children in kindergarten through third grade. The goals of EMHI are to ensure that children experiencing minor school adjustment difficulties increase their self-esteem and personal competency and enhance their social and emotional development in order to succeed in school and minimize the need for intensive and costly social services as they grow older.

The Primary Intervention Program (PIP) is the most widely used EMHI model. PIP is designed to work with young children who exhibit behaviors likely to cause difficulties later in life. Children receiving services, through the PEP model participate in an individual session once a week, for 30 to 40 minutes in a specially equipped playroom. Services last only 12 to 15 weeks. The children develop problem-solving skills self-esteem, and confidence through weekly interactions with a paraprofessional supervised by a credentialed mental health professional.

Individuals with high-intensity, long-term needs. In every school, some students and their families struggle with issues that involve multiple agencies (such as student truancy coupled with parents' long-term substance abuse). For these students, it is important that the school is prepared to provide a gateway to comprehensive family-centered supports and services. This capability usually necessitates a designated coordinator, a family case management team (which may be an expanded student study team), and committed partnerships among the school, families, public agencies, and community-based service providers. Healthy Start local initiatives and IASA Title XI coordinated services projects are particularly effective in working with families to address these more complex situations.

During 1996-97, DMH funded programs at 561 schools in 170 districts located in 45 counties throughout California. For more information, call (916) 654-2147.

Learning Support and the Improvement Process

The remainder of this section provides suggestions and resources related to learning support and the improvement process, with a focus on:

- Whom to involve
- Useful data
- Analysis and the establishment of priorities
- Resources for implementation

Whole school, whole community. When investigating where improvements are needed in the learning support arena, make sure you are involving people who are engaged in other school improvement plans and initiatives. A single comprehensive school plan with input from various teams and stakeholders is a powerful tool. People who may be able to provide leadership and insight into the school's learning support resources and needs include parent groups, the teams writing the School Improvement Program and the Local Improvement Plan for IASA funds; the Healthy Start collaborative; the Safe School Planning Committee and Safe and Drug-Free Schools Regional Advisory Council; and your school's leaders in SB 1274 restructuring, Goals 2000, Distinguished Schools, Achieving Schools, and Pupil Services. Master planning with all of these groups will provide a comprehensive approach to school improvement and a more effective use of resources.

Because the long-term task is to help families, neighbors, and communities support young people and the environments in

which they grow, there needs to be an investment, not in short-lived, problem-specific programs, but in community organizations; in civic, cultural, and neighborhood associations; and in the larger economic, physical, and social infrastructures. Communitywide improvements are more likely to occur when educators work in collaboration with other systems reform efforts, such as those initiated by Senate Bill 997 (countywide interagency planning councils for child, youth, and family services), family support and preservation efforts by local social services
agencies, and personnel of Systems of Care, a local mental health agency.

Indicators, data, evidence. The collection and analysis of work samples from individual and special-group students is the focus of the Program Quality Review. However, in the course of evaluating student work, you will encounter academic results that may be difficult to explain based on teaching alone. Why does Nazarah have a long-term excuse from physical education even though she shows no signs of a health problem? (Is a cultural prohibition involved or is she intimidated by the competitive activities?) Why does Shannon miss the first hour of school three days out of five? (Is it because she is not being challenged or because she has responsibilities at home?) Why are Eli, Kenyatta, and Troy not progressing in a classroom where most students are performing extremely well? These questions prompt the collection and examination of additional evidence around a myriad of factors that impact students' ability to learn. Answers to these questions help to ensure that the correct
conclusions are drawn to explain students' performance and behavior. A review of additional data elements will help the team determine the root causes of behaviors or identify special strengths or needs. This analysis will also enable the team to make informed decisions about what individual and schoolwide learning support strategies may need to be employed or improved.

Different data are collected and maintained by various school and district
staff and community partners. It is important to have an agreement that allows the sharing of the "need to know" information among those serving students and their family members so that the school and each service provider involved may participate in delivering comprehensive learning support. The Healthy Start Field Office, listed under "Learning Support Resources" at the end of this section, can provide helpful information about confidentiality agreements.

Useful data readily available at the school or district include:

- Assessments from teachers, counselors, and parents
- Records on attendance and student mobility
- Records on referrals for counseling, student study team, family case management, or discipline
- Suspension and expulsion reports
- Health information records
- Information of parents' participation in parent/teacher conferences and family-school compacts
- School Crime reports and safe school questionnaires
- Records on extracurricular activity and after-school program participation
- Surveys and reports of student, family, teacher, and newcomer satisfaction
- English language learner data
- Eligibility data for free and reduced-price meals and school meal participation

SMART IDEA

Healthy Start Evaluation Guidebook

The Department of Education has built the Healthy Start evaluation around a dictionary of data elements and data standards used in existing human service and education data systems. The Healthy Start Evaluation Guidebook identifies specific indicators of expected results that may help a school team study the integrated services delivered at the site for students and their families. Specifically, the guidebook focuses on nine student results clusters: education, health, basic needs, teen parenting, child welfare, family functioning, youth crime, youth development, and adult education. By collecting data on these specific areas during the three-year Program Quality Review, a school can document the services that have benefited the school's students and their families.

Analyzing and prioritizing with the help of learning support indicators. Just as essential questions help guide the analysis of student work, learning support indicators may help the team focus on a "big picture" assessment of the school's learning support component. The Sample Learning Support Self-Assessment and Summary, included in this section, lists learning support indicators that are useful in this process. Examples of learning support indicators and the types of evidence that might be collected are described in the following chart.

Learning support for student success. In conclusion, the success of learning support strategies is measured in students' ability to meet or exceed established academic standards and achieve intellectual, vocational, civic, ethical, cultural, emotional, and physical competency; or the degree to which students make progress toward these educational goals. Although improved attendance, increased parental participation at back-to-school night, and reduced family mobility are encouraging signs for potential student success, these achievements are not the end goal for determining the effectiveness of improvements made in learning support. The evaluation should focus on results (measurable changes in the student's competence, such as the ability to read; or in the student's condition, such as physical health status). These are the same measures used in evaluating improvements made in instructional strategies.

Learning Support Indicator	Current Evidence
Students, families, and school staff believe that their school is safe, secure, and health-oriented.	1. Parents report students smoking on their way to school, but we have not figured out the best way to respond to this problem. 2. The School Crime Report indicates a 50% decrease from the previous year in vandalism occurring on-campus. 3. We have a strict competitive foods policy that is adhered to by all.
The school has well-established partnerships with business and community entities. Relationships are designed not only to provide monetary or material support to the school, but to provide educational, employment, and character development opportunities.	1. Twenty-five students have mentors from the UC campus, and there are no students on the referral or waiting lists. 2. All sixth-graders participated in a service-learning experience through one of five different participating businesses or agencies. 3. Sixteen local business representatives participated in Career Day. 4. The community college and two landscaping businesses provided supplies for the school garden project and awareness sessions about careers in agriculture and landscaping for all fifth-graders. In connection with the language arts curriculum, students communicate through electronic mail with these college and business volunteers.
The school staff has a close partnership with law enforcement agencies, health, mental health, and social services providers from within and outside the school to ensure coordination of services to students and their families.	1. The family case management team meets at the school twice monthly and has facilitated comprehensive services and follow-up for seventeen families. Students from these families have improved attendance records. Eight families are on the referral list to be served. 2. The school nurse, psychologist, speech therapist, and repositioned county child welfare worker are scheduled on different days, making information-sharing and service coordination difficult. 3. We have mapped out the support services available to families through the school and many local agencies and have worked with these agencies to coordinate the services in four key-service areas: dental health, child care, after-school recreational programs, and emergency food and clothing assistance. Literacy support is a key area in which the services are still fragmented.
Individual students and groups of students are expected and supported to meet the same content and performance standards. Data are available that help in determining root causes of behaviors, special strengths of students, or needs of individuals and groups.	1. We have compiled and analyzed student work and test data and reported disaggregated student results. 2. We have collected attendance, mobility, discipline referral, and other student behavior data, but the data are not disaggregated.

NOTES ON USING THE OPTIONAL "SAMPLE LEARNING SUPPORT SELF-ASSESSMENT AND SUMMARY" WORKSHEET

As your team participates in the self review process, the "Sample Learning Support Self-Assessment and Summary" worksheet with its list of indicators may be especially useful at two points in the process:

1 . In step 6, as the team collects and analyzes student data, review the indicators listed in the "Sample Learning Support Self-Assessment and Summary" and use this form as a worksheet to summarize evidence of the school's effectiveness in the learning support component.

2. In steps 9 and 10, as the team develops the improvement plan, write recommendations for improving learning support strategies that logically follow the findings gathered in steps 6 and 7 and the analysis in step 8. Determine which of these recommendations should become part of the improvement plan. Teams may not document evidence in all categories. However, the improvement planning process (step 9) should address the high-priority learning support areas selected for improvement.

It is important that the review of learning support reflects the demographics of the student population and that "learning support" evidence is disaggregated for students in the same way as the student academic work. This process will enable a comparison and analysis of student academic work *and* learning support so that more meaningful conclusions are possible. All teams, during their self review, should assess the learning support provided to *all* students as well as representative evidence of learning support for individuals in the *disaggregated* school population. Please refer to the subsection titled "Analyzing and prioritizing with the help of learning support indicators" for examples of evidence for several of the learning support indicators.

Resources, "Smart Ideas," and learning support descriptors provided in this section may be helpful to you as you assess the school's learning support component.

SAMPLE LEARNING SUPPORT SELF-ASSESSMENT AND SUMMARY
(This is optional tool)

Learning Support Indicators	Current Evidence	Recommendations for Improvement Plan
Learning Environment and School Culture 1. A common vision for student learning was developed with the participation of all segments of the school community: administrators, teachers, students, families, paraprofessionals, and community leaders who reflect the diversity of the student population. 2. The school's leadership, including families and community members, encourages and celebrates excellence. High expectations for students' intellectual, vocational, civic, ethical, cultural, emotional, and physical competency are reflected in the goals and grade-level standards. 3. Within the school community, communication is open, clear expectations for behavior and performance are well-known and accepted, and everyone receives fair and equitable treatment. 4. The needs of all students are addressed as they progress through grade levels and make the transition from program to program and school to school.. 5. Teachers are support through professional development, including the area of learning support strategies, and are recognized for making exceptional and effective efforts with students. 6. Students, families, and school staff believe that their school is safe, secure, and health-oriented. 7. Necessary resources, including those from the community as needed, are provided to ensure that the school buildings, classrooms, and grounds are clean, in good repair, and reflect pride in school and student work. Learning support is delivered in a comprehensive, integrated manner. There is an appropriate balance in spending for positive child and youth development and personalized assistance.		

Learning Support Indicators	Current Evidence	Recommendations for Improvement Plan
Partnerships		
8. Families and students are viewed as critical members of the school leadership team, participate as decision makers, and share responsibility in all significant aspects of the school system.		
9. Families are actively involved in a variety of options for contributing to the school's and student's success. Families volunteer at the school and receive guidance in ways to support their student(s) in learning.		
10. Students and their families receive communications and services that are culturally and linguistically appropriate.		
11. The school has well-established partnerships with business and community entities. Relationships are designed not only to provide monetary or material support to the school, but to provide educational, employment, and character development opportunities.		
12. The school staff has a close partnership with law enforcement agencies and with health, mental health, and social services providers within and outside the school to ensure coordination of services to students and their families.		
13. All students are empowered to achieve the schoolwide standards and expectations through the staff's effective use of the resources of and for culturally diverse families and community members.		
14. School staff, families, and community partners receive training in working together effectively on behalf of all students.		

Learning Support Indicators	Current Evidence	Recommendations for Improvement Plan
Personalized Assistance 15. Individual students and groups of students are expected to meet the same content and performance standards and are supported in this effort. Data are available that help in determining root causes of behaviors, special strengths of students, or needs of individuals and groups. 16. Each student is supported with appropriate resources to ensure articulation and successful transitions. 17. Each student's academic, behavioral, and attendance needs are met by the administrators, teachers, counselors, families, students, and community partners who work together to design and implement strategies to meet these needs. 18. The school provides assistance or facilitates access to supports and services that are required by students and families to ensure that each student has an opportunity to achieve intellectual, vocational, civic, ethical, cultural, emotional, and physical competency.		

Learning Support Resources

The following list of materials and resources corresponds with the areas of learning support described in this section. The publication data were supplied by the School Support Teams unit. Questions about the availability of materials or the accuracy of the citations should be addressed to the School Support Teams unit at (916) 657-5197.

To order resources published by the California Department of Education, contact the Bureau of Publications, Sales Unit, P.O. Box 271, Sacramento, CA 95812-0271; telephone (916) 445-1260, fax (916) 323-0823. For credit card purchases, call 1-800-995-4099.

Challenge Tool Kits. (1997) The kits include insightful information about creating safe schools, family-school compacts, school facilities, service learning, site-based decision making, and student activities. Available from the California Department of Education. For information on availability, call (800) 995-4099.

Healthy Start Evaluation Guidebook. (1996) This guidebook offers a results-based evaluation and includes plans for its development, resources for getting started, and report forms with explanations of reporting requirements. Prepared by the Healthy Start Office, (916) 657-3558.

Planning Packet. (1994) The packet includes an in-depth discussion of activities that bring together a planning team to create a shared vision and manage the planning process. Also included is a comprehensive discussion of a community needs assessment as well as tips, tools, and activities to help in conducting such an assessment. Prepared by the Healthy Start Field Office, (916) 752-1277.

Quality Review Self-Study Items. (1996) Prepared by Howard Adelman, Ph.D., University of California, Los Angeles. These items include self-assessment questions in support of transitions, classroom enabling, crisis assistance and prevention, home involvement in schooling, community outreach, student and family assistance, and restructuring of support services. Available from the Healthy Start Field Office, (916) 752-1277.

Learning Environment and School Culture

Benard, Bonnie. *Fostering Resiliency in Kids: Protective Factors in the Family, School, and Community.* Portland, Oreg.: Western Regional Center for Drug-Free Schools and Communities, 1991.

Benard, Bonnie. *Fostering Resiliency in Urban Schools* (1995). San Francisco: This compendium of papers is available from WestEd, (415) 565-3000.

Benard, Bonnie. *Turning the Corner-From Risk to Resiliency* (1993). San Francisco: A compendium of articles also available from WestEd. ($6 plus tax; call (415) 565-3000.)

Continuity for Young Children: Positive Transitions to Elementary School. Sacramento: California Department of Education, 1997.

Kids' Time: A School-Age Care Program Guide. Sacramento: California Department of Education, 1994; and *Kids' Time: Planning School-Age Care Activities* (Video). Sacramento: California Department of Education, 1996. This booklet and video identify exemplary schoolage care programs in a variety of settings. They guide caregivers in program development and offer suggestions for enriching existing programs.

Organizing a Successful Parent Center. Sacramento: California Department of Education, 1994. This booklet helps educators, parents, and community leaders strengthen schools by launching an effective parent center. Planning information, funding opportunities, basic equipment and supplies, and staffing are discussed.

Pittman, Karen J. *Preventing Problems or Promoting Development: Competing Priorities or Inseparable Goals?* (np) The Center for Youth Development and Policy Research, 1995.

Pittman, Karen J., and M. Cahill. *Pushing the Boundaries of Education: The Implications of a Youth Development Approach to Education Policies, Structures, and Collaborations.* (np) 1992.

Safe Schools: A Planning Guide for Action. Sacramento: California Department of Education, 1995. This document examines safety considerations and ways to develop comprehensive school safety plans by forming partnerships with law enforcement and community agencies.

School Gardening Resource Packet. California Department of Education,
Child Nutrition and Food Distribution Division, Nutrition Education and
Training Program, (916) 322-4792.

"There Are Sunflowers at My School" (brochure). California Foundation
for Agriculture in the Classroom, February, 1994.

Volunteer Programs in California Public Schools. Sacramento: California
Department of Education, 1994. Volunteer programs benefit teachers,
students, parents, and volunteers. The wideranging roles that volunteers
play in public schools are revealed in this book through descriptions of
exemplary volunteer programs in place throughout the state.

"Worms, Worms, and More Worms" (pamphlet). California Integrated
Waste Management Board, April, 1996.

Partnerships

Baker, Thomas, and Ignacio Rojas, Jr. *Resources for Connecting Families
and Schools* (1995). An annotated selection of publications and materials
for building family-school-community partnerships. 1995, (916) 657-
5250.

California Strategic Plan for Parental Involvement in Education.
Sacramento: California Department of Education, 1992. Various levels of
parent involvement in schools and ways to cultivate partnerships with
families are discussed in this book.

Culture and Family-Centered Practice. Family Resource Coalition, National
Resource Center for Family-Centered Practice, 1995. (312) 341-9361.

Ensuring Student Success Through Collaboration. Washington, D.C.:
Council of Chief State School Officers, 1992. (202) 408-5505. The
importance of coordinated services in education reform is stressed in this
compilation of visionary articles.

Epstein, Joyce L. "School/ Family /Community Partnerships," *Phi Delta
Kappan,* May, 1995. A summary of the theory and framework of these
partnerships and guidelines that can assist schools in building them are
provided in this article.

*Strong Families, Strong Schools: Building Community Partnerships for
Learning.* Washington, D.C.: U.S. Dept. of Education, 1994. This
publication provides a research base for family involvement in learning.

Personalized Assistance

*Differentiating the Core Curriculum and Instruction to Provide Advanced
Learning Opportunities.* Sacramento: California Department of
Education, 1994. This booklet can help teachers and program
directors to develop curricula that provide sufficient depth,
complexity, novelty, and acceleration for advanced and gifted
students.

*Every Student Succeeds: A Conceptual Framework for Students at Risk of
School Failure.* Sacramento: California Department of Education,
1994. This publication presents sound educational theory and
practices for ensuring that all students succeed in school and are
prepared for the jot) market and a changing society.

Family-focused Case Management Assessment Tool. (1994) This tool helps
educators to gain an overall picture of a school site's progress to date
in planning or implementing a family-focused case management
system, to identify strengths and weaknesses, to prioritize areas that
need further development, and to describe brainstorming strategies
useful in developing these areas. Prepared by the Healthy Start Field
Office, (916) 752-1277.

Healthy Start Sustainability Resource Packet. A compendium of financial
planning tools and information on funding sources.

School Safety

Healthy Start Works. This newsletter is published by the Healthy Start
Field Office and provides articles related to school-integrated
supports and services, as well as information on events and resources.
For subscription information, call (916) 752-1277.

Melaville, *A. I.,* and M. J. Blank. *Together We Can: A Guide for Crafting
a Profamily System of Education and Human Services.* Washington, D.C.:
Education and Human Services Consortium, 1993. *A* five-stage
framework and illuminating milestones and land mines are included
in this publication to help partners collaborate and develop their own
processes for changing complex systems.

Resources in the California Department of Education

Child Development
Child Development Division
560 J Street**,** Room 220
Sacramento, CA 95814
(916) 322-6233
Grants and assistance for child development programs, including preschool and afterschool Programs

Health
Comprehensive School Health Program Office
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814
(916) 657-3450
Comprehensive health, health education, physical education, and HIV/AIDS prevention education activities

Drug, Alcohol, and Tobacco Abuse Prevention
Healthy Kids Program Office 721 Capitol Mall, 3rd Floor
Sacramento, CA 9581
(916) 6572810
Drug, alcohol, and tobacco abuse prevention grant programs and strategies

Gifted and Talented Education (GATE)
721 Capitol Mall, 4th Floor
Sacramento, CA 95814
(916) 657-5257

Healthy Start Initiative (School Integrated Services) and Improving America's Schools Act, Title XI (Coordinated Services)
Healthy Start Office 721 Capitol Mall, 5th Floor
Sacramento, CA 95814
(916) 657-3558
http:/ /goldmine.cde.ca.gov/cyfsbranch/Isp/hshome.htm
Grants and assistance on school integrated supports and services to assist children, youths, and families

Homeless Children Services
Elementary Instructional Resource Networks
721 Capitol Mall, 3rd Floor
Sacramento, CA 95814
(916) 654-0071
Grants and assistance on education services for homeless children and youths

October 25, 1999

Dear County and District Superintendents and Charter School Directors:

**COMPETITIVE REQUESTS FOR APPLICATIONS DURING 1999-2000
FOR FUNDING FROM THE LEARNING SUPPORT AND PARTNERSHIPS
DIVISION AND THE EDUCATION SUPPORT SYSTEMS DIVISION**

There will be a number of opportunities for counties, districts, and schools to improve educational programs during this academic year. The purpose of this mailing is to provide you with a summary of each competitive Request for Applications (RFA) available during 1999-2000 from the Learning Support and Partnerships Division and the Education Support Systems Division. Also, in an attempt to reduce the amount of funding spent in duplicating and mailing RFAs, and to improve your ability to readily use state-developed formats to complete grant applications, the California Department of Education (CDE) will post RFAs and application forms on the CDE web site at so that you may review and download the complete RFAs. **However, if you and your staff would like to have a hard copy of the RFA, you may download it from the web site or contact the CDE program staff responsible for the RFA who will mail a copy to you.**

The programs described on the attached pages focus on learning support: the collection of school, home, and community resources, strategies, and practices, as well as environmental and cultural factors that give every young person the physical, emotional, and intellectual support he or she needs to learn.

Learning Support includes:

− A supportive, safe, and healthy learning environment and culture;
− Positive child/youth development;
− Effective farnily/school/community partnerships;
− Personalized assistance to students; and
− Equitable access to learning support programs and services.

This year, the Legislature enacted AB I 115, which provides a new block grant funding model for charter schools. Under the model, charter schools receive a block grant of funds in lieu of funding for several state categorical programs. Therefore, a charter school that is funded under the new model may not apply for any program included in the calculation of the block grant, and a district may not include the charter school in the application or eligibility for any of these programs. Each summary notes whether that program is or is not included in the charter schools categorical block grant.

Charter schools may be eligible to apply for categorical programs not included in the calculation of the categorical block grant. The application process for non-block grant programs depends upon whether a charter school chooses to receive its block grant locally, through its authorizing district, or directly from the State. A charter that is locally funded under the block grant may only apply through its authorizing entity for categorical programs that are not included in the

block grant unless legislation for that program specifically allows charter schools to apply separately. A charter that is directly funded under the new block grant must apply separately for categorical programs that are not included in the block.

A table of contents for all of the programs follows on the next page. The attached RFA summaries will be updated on the web site as new information becomes available.

If you have any questions about a specific program, please contact the individuals or offices listed as contact person(s) for each program. If you have questions regarding charter schools, please contact Colin Miller, Consultant, Charter Schools Unit, at (916) 327-5929. If you have questions or comments about this letter and enclosures, please feel free to contact either of us at the telephone numbers below.

Sincerely,

Wade Brynelson   Mary Tobias Weaver
Assistant Superintendent   Assistant Superintendent
Learning Support and Partnerships Division   Education Support Services Division
(916) 653-3314   (916) 323-1117