



The NYCDOE Assets and Needs Assessment

A Tool for Supporting the Whole Child in New York City Schools

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The Assets & Needs (A&N) Assessment is a tool that helps your school identify assets and unmet needs in the school and surrounding community. Using a collaborative planning approach, this process ensures the whole child, family and community are supported.



Overview

The A&N Assessment helps NYC schools:

- Identify assets and needs in the school and the community.
- Build an inventory of existing and potential partners in the surrounding community.
- Collaboratively set goals and develop a plan to accomplish them.
- Align with the Community School strategy.

This Assessment Includes Four Phases:

1. School-Based Programs and Services Review
2. Community Mapping
3. Identifying Critical Gaps and Leveraging Assets
4. Applying SMART Goals to the Comprehensive Education Plan

Frequently Asked Questions

How should a school get started?

- Designate a person to lead the process and authentically engage stakeholders. See the Collaborative Planner Worksheet on Page 36 in the Appendix.

Who should complete this online tool?

- Principal
- The School Leadership Team (includes parents, teachers, school staff, union representatives, and students or community members.)
- Community-Based Organization (CBO) staff and partners in your school.

How long will it take?

- The full assessment will take roughly six to eight hours over several days to complete.
- A school may decide to complete one module at a time over the course of the year.

What resources should you have on hand?

- School Quality Report (<http://bit.ly/SQGuide>)
- School Performance Dashboard (<http://bit.ly/SchoolDash>)
- Other inventory or assessments that may help you assess your school and its resources and supports.

How should you complete it?

- Meet as a group to complete the tool (in hard or soft copy) and answer questions based on consensus.
- Then identify an “owner” to request a unique survey link.
- Click this link (https://bit.ly/AN_Survey) to request the school's personalized survey link. Owner will be emailed a personalized survey link.
- The survey link you receive via email is unique to you and will save your responses as you go. You may complete one module or many modules at a time. You do not have to complete the entire survey at once.
- At the end of the survey, click “Submit”. You will receive an email with the school's A&N Site Report that includes scores and recommendations.

How to plan your collaborative approach?

- Designate an individual to guide the A&N process. The designee will:
 - Facilitate discussions and plan meetings to complete the assessment.
 - Engage stakeholders in data-driven decision making to design goals and make budgeting and programming decisions.
- See the Collaborative Planning tool on Page 36.

Assistance:

Fordham Community Schools Technical Assistance Center (CSTAC) is a great resource that can help guide any NYC school through the A&N Assessment Tool and process.

Please reach out to the CSTAC for additional supports.

Contact information:

- Phone: (212) 636-6100
- Email: cstac@fordham.edu

Are translated versions of the Assets and Needs Assessment available?

- Yes! Use the links below to access the translated versions of the assessment.
 - Arabic: https://bit.ly/AN_Arabic
 - Bengali: https://bit.ly/AN_Bengali
 - Chinese: https://bit.ly/AN_Chinese
 - French: https://bit.ly/AN_French
 - Haitian Creole: https://bit.ly/AN_HaitianCreole
 - Korean: https://bit.ly/AN_Korean
 - Russian: https://bit.ly/AN_Russian
 - Spanish: https://bit.ly/AN_Spanish
 - Urdu: https://bit.ly/AN_Urdu

Phase 1: School-Based Practices

Assess the broad range of practices and services that are in place in your school. Use the checklists to ascertain the extent to which practices and services are in place and how satisfied you are as a school community with those practices and services. Complete this Phase with members of the School Leadership Team and additional stakeholders.

MODULES

This section contains eight (8) modules to support student success from the whole child lens. Use the following checklist to select and track module(s) to complete:

MODULE CHECKLIST

☐	1. Collaborative Leadership and Practice	07
☐	2. Family and Community Engagement	08
☐	3. Expanded Learning time	09
☐	4. Wellness and Integrated Supports	10
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EXTENT SCALE GUIDANCE

To answer each question, A&N stakeholders select to what extent a practice, program, or policy is in place:

- **Not at all.** The practice, program, or policy has not been implemented.
- **Small extent.** The practice, program, or policy has been implemented, but not consistently.
- **Moderate extent.** The practice, program, or policy has been implemented and occurs regularly.
- **Large extent.** The practice, program, or policy is fully integrated into the fabric of the school.

Materials to Maximize your A&N Results

- Student Engagement Guidance (<https://bit.ly/2WPaCce>). Review this guidance to learn how students' can be fully engaged in this assessment process.

Collaborative Leadership and Practice

This section supports the development of a collaborative leadership structure where stakeholders (e.g., parents, students, staff) work together to implement and integrate strategies that work for and improve the school community. Through this coordinating infrastructure, leadership team(s) cultivate cross-sector partnerships, leverage existing resources, and connect students and families to supports, such as physical and mental health care. Click this link to complete this section on its own: https://bit.ly/AN_CLP

Stakeholders. Parent leaders (e.g., PTA/PA), student leaders (e.g., student advisory board, student government representatives), SLT, Community School Director, CBO Supervisor, ELT Program Director, lead Teachers

Instructions. For each question check the box that corresponds to what extent the policy, program, or practice is in place. For definitions of the scale, please see page 6.

Leadership Team	Not at all	Small Extent	Moderate Extent	Large Extent
The leadership team(s) (e.g., School Leadership Team, Community School Team, etc.) meet regularly. (i.e., moderate extent is once a month)	☐	☐	☐	☐
Leadership team(s) have diverse representation from various stakeholder groups with an emphasis on including historically excluded groups.	☐	☐	☐	☐
Students are meaningfully included in the leadership team(s) by supporting the creation and revision of school policies, programs, and practices.	☐	☐	☐	☐
Collaborative Strategy	Not at all	Small Extent	Moderate Extent	Large Extent
Leadership team meetings center equity of voice for all stakeholders including student and parent leaders.	☐	☐	☐	☐
School engages in continuous cycles of program quality improvement (e.g., set data-driven goals, routinely collect and analyze data to assess progress, and adjust programming based on data).	☐	☐	☐	☐
School leadership and other key partners (e.g., DYCD partners, CBOs, etc.) have established clear roles and responsibilities in pursuit of CEP goals.	☐	☐	☐	☐
*The school leadership and CBO staff collaboratively develop the Community School budget.	☐	☐	☐	☐
*School leadership (e.g., Principal, Community School Director) hosts at least three Collaborative Planning meetings annually.	☐	☐	☐	☐
*The principal and CSD meet at least quarterly to share feedback and align on goals and expectations for the CSD role and the partnership.	☐	☐	☐	☐

* Questions that are only applicable to NYC Community Schools. Please skip if your school is not a Community School in the NYC DOE Office of Community School's (OCS) portfolio

Family and Community Engagement

When schools, families, and the community work together to support learning, children do better in school, stay in school longer, and like school more. Family and community engagement ensures they are welcomed, their skills and knowledge are honored, and that they are leveraged as decision-makers, collaborators, and/or advocates in their children's educational experience. Use this section to develop authentic school-family partnerships and provide opportunities for all families to engage in the school community. Click this link to complete this section on it's own: https://bit.ly/AN_FCE

Stakeholders. PTA/PA, Parent Coordinator, Language Access Coordinator, SLT, lead teachers, Community School Director, CBO Supervisor

Instructions. For each question check the box that corresponds to what extent the policy, program, or practice is in place. For definitions of the scale, please see page 8.

Mindset, Beliefs and School Environment	Not at all	Small Extent	Moderate Extent	Large Extent
School and CBO staff believe all families want the best for their children.	☐	☐	☐	☐
Family Leadership	Not at all	Small Extent	Moderate Extent	Large Extent
Parent groups (e.g., PTA/PA) have clear goals and action plans that address the diverse needs of the school community.	☐	☐	☐	☐
School leadership meaningfully collaborates with families to ensure families have voice in major decisions.	☐	☐	☐	☐
Families attend learning opportunities to develop skills based on their interests and needs.	☐	☐	☐	☐
Family and Community Engagement	Not at all	Small Extent	Moderate Extent	Large Extent
School and key stakeholders (i.e., CBOs) develop and coordinate community partnerships to meet the needs of students and families.	☐	☐	☐	☐
School actively solicits feedback from all school families (through meetings, surveys, etc.) to get ideas and direction for programs and policies.	☐	☐	☐	☐

Expanded Learning Time

To create equitable opportunities for all young people to reach their full potential, NYC schools provide Expanded Learning Time (ELT) that enhance or expand traditional classroom learning delivered by NYC DOE teachers and/or CBO partners. In addition to traditional afterschool and summer programs, ELT can include classroom push-ins during the school day, recess activities, school holiday and weekend programming, internships or other youth employment and leadership programs. Click this link to complete this section on it's own: https://bit.ly/AN_ELT

Stakeholders. ELT staff, CBO Program director, student leaders, parent leaders, community school director, CBO supervisor, college and career success coordinator/director, school counselors

Instructions. For each question check the box that corresponds to what extent the policy, program, or practice is in place. For definitions of the scale, please see page 8.

Programming	Not at all	Small Extent	Moderate Extent	Large Extent
There are diverse ELT offerings including, academic enrichment, arts, physical activities, college and career exploration, mental health, and social-emotional supports.	☐	☐	☐	☐
ELT programming is linked to school-day activities, academic content, and curricula.	☐	☐	☐	☐
Administration and Organization	Not at all	Small Extent	Moderate Extent	Large Extent
ELT program director(s) and staff participate in regularly scheduled meetings with school leadership to analyze data and continuously improve programming.	☐	☐	☐	☐
School and CBO partners actively monitor grant related expenditures and modify spending to achieve CEP goals.	☐	☐	☐	☐
Staffing and Professional Development	Not at all	Small Extent	Moderate Extent	Large Extent
ELT staff have the opportunity to attend professional development.	☐	☐	☐	☐
All ELT staff have appropriate experience and qualifications.	☐	☐	☐	☐
All ELT staff receive regular support and supervision from a supervisor.	☐	☐	☐	☐
School staff and partners have a commitment to anti-racism and have the tools necessary to develop and provide anti-racist expanded learning time programs.	☐	☐	☐	☐
Environment, Climate and Relationships	Not at all	Small Extent	Moderate Extent	Large Extent
Students, staff and families are aware of safety plans and procedures.	☐	☐	☐	☐
ELT programs are responsive to the interests and needs of students.	☐	☐	☐	☐

Wellness and Integrated Supports

Schools can help address out-of-school barriers to learning through comprehensive wellness initiatives and partnerships with social and health service agencies and providers, coordinated by the cross-stakeholder leadership team(s). These partnerships help students attend school regularly and engage in learning through the provision of programs such as social emotional learning, conflict resolution training, and restorative justice, which support mental health and decrease conflict, bullying, and punitive disciplinary actions. Click this link to complete this section on it's own: https://bit.ly/AN_HWIS

Stakeholders. Wellness council, crisis response team, community care team, community school director, CBO supervisor, CBO providers, Mental Health Manager, Health teacher, school nurse, parent leaders, student leaders, school counselors

Instructions. For each question check the box that corresponds to what extent the policy, program, or practice is in place. For definitions of the scale, please see page 8.

Administration and Organization	Not at all	Small Extent	Moderate Extent	Large Extent
There is an established school team that leads school wellness efforts. (e.g., wellness council, crisis response team, community care team).	☐	☐	☐	☐
Wellness services and activities are offered before and afterschool for students and families.	☐	☐	☐	☐
School uses strategies for screening and monitoring the quality of partner organizations' programs and services.	☐	☐	☐	☐
School uses strategies to remove barriers for students and families to access programs and services. (e.g., clear processes for referrals to clinics, hospitals and social services).	☐	☐	☐	☐
Health and Wellness	Not at all	Small Extent	Moderate Extent	Large Extent
School provides tier 1 health and wellness services and support for the whole school community (e.g., workshops to decrease stigma towards mental health treatment, reproductive and sexual health classes).	☐	☐	☐	☐
School assigns tier 2 health and wellness interventions to groups of families and students to prevent risk factors from developing in intensity, frequency, and duration. (e.g., group counseling, restorative circles, parenting classes, skills training)	☐	☐	☐	☐
School assigns tier 3 targeted supports and/or resources to individual students and families to address identified emotional, behavioral, and mental health needs. (e.g., individual counseling, psychiatry referral)	☐	☐	☐	☐
The school organizes events for vision screenings and services, and dental services.	☐	☐	☐	☐

Adult and Family Services	Not at all	Small Extent	Moderate Extent	Large Extent
The school coordinates with community partners to offer programs and supports based on the needs of families. (e.g., housing assistance, immigration services, legal assistance, job training, adult educational classes, etc.)	☐	☐	☐	☐
Social and Emotional Learning	Not at all	Small Extent	Moderate Extent	Large Extent
The school has a plan for embedding SEL programs and activities throughout the school day and afterschool.	☐	☐	☐	☐

Special Populations Support

Use a data-informed approach to ensure the right services get to the right students and families at the right time. Every school has a unique population of students who deserve customized supports to fit their needs and ensure equitable access to educational opportunities. Using data, schools identify and authentically connect with students and families who may need additional support. This connection enables a school to understand potential barriers to attendance and identify solutions that work for the student and family. Click this link to complete this section on its own: https://bit.ly/AN_SPS

Stakeholders. STH School-based liaison, attendance team, attendance coordinator, community school director, CBO supervisor, Language Access Coordinator, school counselors, Social Workers

Instructions. Does your school use data to identify and develop targeted interventions to support the following populations?

Population	Yes	No
Students in Temporary Housing who are doubled up.	☐	☐
Students in Temporary Housing who live in shelter.	☐	☐
Students and families who are living in domestic violence shelters.	☐	☐
Foster care/ child welfare involved students and families.	☐	☐
Multilingual Learners.	☐	☐
Newly Immigrated Families.	☐	☐
Students with disabilities.	☐	☐
Students at high risk of current victims of human trafficking (sex and labor).	☐	☐

Instructions. For each question, check the box that corresponds to what the extent the support is in place. For definitions of the scale, please see page 8.

Support	Not at all	Small Extent	Moderate Extent	Large Extent
The school has a referral system to get doubled up students and families to housing and other concrete services (e.g., Eviction Prevention/Support services).	☐	☐	☐	☐
The school supports Students in Temporary Housing (STH) by connecting with shelter-based staff on site (i.e., family assistants).	☐	☐	☐	☐
The STH School Based Liaison (SBL) leads support for the STH population at the school.	☐	☐	☐	☐
The school provides trauma informed counseling for students and families living in domestic violence shelters.	☐	☐	☐	☐
The school provides referrals and follow up to organizations such as 'Safe Horizons'.	☐	☐	☐	☐
The school supports or partners with organizations to support court-involved students and families.	☐	☐	☐	☐
The school works with the Substance Abuse Prevention and Intervention Specialists (SAPIS) or provides referrals to outside Clinical Screening and Assessment Services (CASAC) providers for treatment.	☐	☐	☐	☐
The school supports foster care/ child welfare involved students and families through its relationship with ACS and provides counseling or other supports to students.	☐	☐	☐	☐
The school supports LGBTQIA+ students and has GSA (Gender-Sexuality Alliance) programs or other LGBTQIA+ student groups.	☐	☐	☐	☐
The school supports Newly Immigrated Families through its connection with MOIA (Mayor's Office of Immigrant Affairs) and offers referrals to other support or legal services.	☐	☐	☐	☐
The school supports students with disabilities by providing referrals and follow up to community-based health and mental health services.	☐	☐	☐	☐
Students and families have access to washers and dryers at the school.	☐	☐	☐	☐
A team composed of behavioral health support professionals meets regularly to make decisions on providing support to specific students with targeted SEL (Social Emotional and Behavioral Learning) needs.	☐	☐	☐	☐
The school trains all staff that interact with students in human trafficking prevention, identification, and intervention and have identified interventions to support students and families that are current or potential victims.	☐	☐	☐	☐

Every Student, Every Day: Attendance Practices

Roughly one in five students in New York City is chronically absent. A chronically absent student is defined as having missed 10% or more in a single school year. Students miss school for hundreds of reasons. By developing supports and executing attendance improvement strategies, schools remove barriers to attending school every day and help to improve student outcomes. Click this link to go directly to this online survey: https://bit.ly/AN_ESED

Stakeholders. B/CO Attendance Teacher, Attendance Team, Success Mentors, designated Attendance Coordinator, STH School-based Liaison, Language Access Coordinator, Community School Director, lead teachers, School Counselors, Social Workers

Instructions. For each question select to what extent the policy, program, or practice is in place. For definitions of the scale, please see page 8.

Attendance Team	Not at all	Small Extent	Moderate Extent	Large Extent
An Attendance Team Meeting is hosted by the principal and meets weekly with key stakeholders to examine trends in attendance and chronic absenteeism.	☐	☐	☐	☐
School uses Insight or another data tool to review trends in school wide and individual attendance, including by subgroup.	☐	☐	☐	☐
School identifies students in need of interventions to remove barriers to attendance.	☐	☐	☐	☐
Systems and Practices	Not at all	Small Extent	Moderate Extent	Large Extent
School updates and shares its attendance policy with the school community each year	☐	☐	☐	☐
Personalized Supports	Not at all	Small Extent	Moderate Extent	Large Extent
School has implemented an effective Success Mentor Program where caring adults mentor chronically absent students and students in temporary housing.	☐	☐	☐	☐
School has leveraged the Attendance Teacher to conduct outreach to students with less than 50% attendance, where appropriate.	☐	☐	☐	☐

Community Partners	Not at all	Small Extent	Moderate Extent	Large Extent
School communicates the importance of attendance for future success.	☐	☐	☐	☐
School connects families with community partners, including Family Assistants and local shelters, to bring in support and remove barriers to attendance.	☐	☐	☐	☐
School hosts a Partnership Fair in the first eight weeks of school and invites local partners to attend and share information with families.	☐	☐	☐	☐

Success Mentors

Students learn best when adults know them, make them feel safe, hold them responsible for their own learning, and help them work constructively and productively together. Success Mentors are a key strategy that support attendance improvement where caring adults from the community, national service organizations, or school staff provide 1:1 support and help students feel connected. Click this link to complete this section on it's own: https://bit.ly/AN_SM

Stakeholders. Success Mentors, Attendance Team, Attendance Coordinator, Attendance Teacher, Community School Director, CBO Supervisor, School Counselors, Social Workers

Instructions. Skip this section if the school does not have a Success Mentor program. Instructions. For each question select to what extent the policy, program, or practice is in place. For definitions of the scale, please see page 8.

Getting Started	Not at all	Small Extent	Moderate Extent	Large Extent
The school has defined the objective and implementation model for the Success Mentor program.	☐	☐	☐	☐
The school has an identified Success Mentor Lead who will organize and coordinate the program.	☐	☐	☐	☐
The school has pitched the Success Mentor program and recruited school staff, CBO staff, community partners, and others to mentor chronically absent students.	☐	☐	☐	☐
The school uses ATS, New Visions or Insight to match mentees with mentors. Chronically absent students should be prioritized.	☐	☐	☐	☐
The school has announced the program and encourages engagement from students and families.	☐	☐	☐	☐
Create and Sustain a Culture of Mentoring	Not at all	Small Extent	Moderate Extent	Large Extent
The school prepares mentors for their role using training materials and encourages them to attend Success Mentor Summits	☐	☐	☐	☐
Success Mentors meet biweekly using an agenda, inquiry protocol, and the Continuous Improvement Guide for best results	☐	☐	☐	☐
Success Mentors collaborate to troubleshoot issues and identify solutions through a culture of listening and learning from each other to best support students.	☐	☐	☐	☐
Success Mentors have a strategy to celebrate success for their mentees' improved attendance.	☐	☐	☐	☐

Climate Risk, Preparedness and Awareness

This section will help school ascertain the extent to which the community is prepared for and aware of climate risks. Click this link to go directly to this online survey: https://bit.ly/AN_Climate

Stakeholders. Students, Parents, Community Partners, Community School Director, CBO Supervisor, SLT, Teachers, School Leadership

Instructions. Instructions. For each question select to what extent the policy, program, or practice is in place. For definitions of the scale, please see page 8.

School Based Efforts	Not at all	Small Extent	Moderate Extent	Large Extent
The school has identified a Sustainability Coordinator who is aware of the human caused impacts of climate change at large and in the community.	☐	☐	☐	☐
The school community is informed about the neighborhood's susceptibility to extreme weather/climate related natural hazard events.	☐	☐	☐	☐
The school has taken part in a city led or neighborhood initiative to increase knowledge of climate change and climate resilience.	☐	☐	☐	☐
The school educates families on Go-Bag preparation in the event of a natural hazard emergency with items such as non-perishable food, bottled water, flashlight, batteries, any necessary medication, and IDs.	☐	☐	☐	☐
The school is aware of climate resilience projects being planned in the community.	☐	☐	☐	☐
The school works with community groups to implement climate-action projects that speak to the needs of the community.	☐	☐	☐	☐
The school has set aside funding to support sustainability initiatives in the school and community.	☐	☐	☐	☐
The school participates in and supports community service projects (such as beach and greenspace cleanups, volunteering at schools or community centers, volunteering at foodbanks).	☐	☐	☐	☐

*This section was developed in collaboration with the National Wildlife Federation and their Resilient Schools Consortium (RISC) Youth Resilience Ambassadors cohort.

If your school community has experienced a natural disaster in any of the following categories, how affected was the community by that experience?	Not at all	Small Extent	Moderate Extent	Large Extent
Hurricane	☐	☐	☐	☐
Tornado	☐	☐	☐	☐
Blizzard	☐	☐	☐	☐
Severe storm (Nor'Easter)	☐	☐	☐	☐
Flooding	☐	☐	☐	☐
Severe heat/Heatwave	☐	☐	☐	☐
Blackout	☐	☐	☐	☐

Phase 2: Community Mapping

Building and maintaining community partnerships will equip your school with the capacity to meet student needs. This section of the A&N helps you and your school team canvas your community's services and assets, identify the relationships and services in place, and ascertain what is working well and not so well. Engage the SLT, parents, students, community partners, and school staff in this phase.

MODULES

There are seven (7) community mapping modules which identify:

- Available services in the community.
- Services the school has partnerships with.
- How satisfied key stakeholders are with each partnership.

MODULE CHECKLIST

☐	1. Child and Youth Services	21
☐	2. Health and Wellness	23
☐	3. Community Activities, Resources, and Services	25
☐	4. Family Services	27
☐	5. Adult Education and Services	28
☐	6. Housing	29
☐	7. Potential Risk Factors	30

INSTRUCTIONS

Each Community-Based Service module is broken into three questions.

- **Availability of services.** Identify what services exist in the community. Define the boundary of the community starting with the school's zip code and expand the area as relationships are built and needs are identified.

For each service, talk to stakeholders to determine to what extent the service is accessible. Use tools like Google Maps or [HelpLink.NYC](#) to paint a complete picture. If there are organizations in the community, record them in a partner inventory. If you are unfamiliar with a service, look up the definition in the *A&N Service Glossary* (bit.ly/2VIPQ3n).

- **Identify existing partnerships.** Identify what services the school has relationships with. For each service listed below, connect with stakeholders, school leadership, service providers, community members, parents, and students to determine if there is a formal partnership in place.

- **Partnership satisfaction.** Determine how satisfied your school is with the partnership. Connect with students and families that use the service, and the school or community members that manage or support the relationship to see if the service is meeting the needs of students and families.

Materials to Maximize your A&N Results

- Partnerships Inventory (bit.ly/3rOfFow). Open and download this spreadsheet to record potential and existing partners as you complete each section.
- Glossary of Service Categories (bit.ly/2VIPQ3n). Use this glossary to learn more about each type of service. The page number(s) for the service description is listed with the availability question for each service category.

Child and Youth Services

Child and youth services offer opportunities and supports for young people across various domains. These services can include youth employment programs, mentoring programs, out-of-school-time learning programs, college and career readiness programs, and after school care. Partner with child and youth services organizations and align goals and resources to ensure support of all students. Click this link to complete this section on it's own: https://bit.ly/AN_CYS

1. Availability. To what extent are the following services available and accessible to students and families in the community?

- Optional: To build an inventory of partners, record each service (bit.ly/3rOfFow).
- Reference pages 1-2 in the glossary (bit.ly/2VIPO3n) to learn more about each service.

Service Area	Not at all	Small Extent	Moderate Extent	Large Extent
Childcare Center	☐	☐	☐	☐
Pre-K Site	☐	☐	☐	☐
Out-of-School Time Programs	☐	☐	☐	☐
Youth Employment Programs	☐	☐	☐	☐
Youth Mentoring Programs	☐	☐	☐	☐
College and Career Readiness Programs	☐	☐	☐	☐
Court-Involved Youth Supports	☐	☐	☐	☐
*Other	☐	☐	☐	☐

**To enter a service digitally in "Other", click the text and type in the service you want to add.*

2. Partnership. Does the school have a partnership with this service?

3. Service satisfaction. How satisfied are you with your partnership with this service?

Service Area	Yes	No	Not at all	Small Extent	Moderate Extent	Large Extent
Childcare Center	☐	☐	☐	☐	☐	☐
Pre-K Site	☐	☐	☐	☐	☐	☐
Out-of-School Time Programs	☐	☐	☐	☐	☐	☐
Youth Employment Programs	☐	☐	☐	☐	☐	☐
Youth Mentoring Programs	☐	☐	☐	☐	☐	☐
College and Career Readiness Programs	☐	☐	☐	☐	☐	☐
Court-Involved Youth Supports	☐	☐	☐	☐	☐	☐
*Other	☐	☐	☐	☐	☐	☐

**To enter a service digitally in "Other", click the text and type in the service you want to add.*

Health and Wellness

Health and wellness resources in the community include general health resources (e.g., hospitals, health clinics, dental, vision, and providers) as well as wellness resources (e.g., pharmacies, supermarkets, and laundromats), and mental health resources (e.g., suicide prevention and substance abuse prevention services). Partner with health organizations and services in communities to ensure that all students and families have access to services. Click this link to complete this section on it's own: https://bit.ly/AN_HW

1. Availability. To what extent are the following services available and accessible to students and families in the community?

- Optional: To build an inventory of partners, record each service (bit.ly/3rOfFow).
- Reference pages 2-5 in the glossary (bit.ly/2VIPQ3n) to learn more about each service.

Service Area	Not at all	Small Extent	Moderate Extent	Large Extent
Health Care Provider	☐	☐	☐	☐
Hospitals	☐	☐	☐	☐
Health Clinics	☐	☐	☐	☐
Mental Health Clinics	☐	☐	☐	☐
Substance Abuse Prevention Services	☐	☐	☐	☐
Suicide Prevention	☐	☐	☐	☐
Reproductive Health Services	☐	☐	☐	☐
Asthma Related Services	☐	☐	☐	☐
Dental	☐	☐	☐	☐
Vision	☐	☐	☐	☐
Pharmacies	☐	☐	☐	☐
Supermarkets / Grocery Stores	☐	☐	☐	☐
Food Pantry / Soup Kitchens or other locations with free meals	☐	☐	☐	☐
*Other	☐	☐	☐	☐

**To enter a service digitally in "Other", click the text and type in the service you want to add.*

2. Partnership. Does the school have a partnership with this service?

3. Service satisfaction. How satisfied are you with your partnership with this service?

Service Area	Yes	No	Not at all	Small Extent	Moderate Extent	Large Extent
Health Care Provider	☐	☐	☐	☐	☐	☐
Hospitals	☐	☐	☐	☐	☐	☐
Health Clinics	☐	☐	☐	☐	☐	☐
Mental Health Clinics	☐	☐	☐	☐	☐	☐
Substance Abuse Prevention Services	☐	☐	☐	☐	☐	☐
Suicide Prevention	☐	☐	☐	☐	☐	☐
Reproductive Health Services	☐	☐	☐	☐	☐	☐
Asthma Related Services	☐	☐	☐	☐	☐	☐
Dental	☐	☐	☐	☐	☐	☐
Vision	☐	☐	☐	☐	☐	☐
Pharmacies	☐	☐	☐	☐	☐	☐
Supermarkets / Grocery Stores	☐	☐	☐	☐	☐	☐
Food Pantry / Soup Kitchens or other locations with free meals	☐	☐	☐	☐	☐	☐
*Other	☐	☐	☐	☐	☐	☐

**To enter a service digitally in "Other", click the text and type in the service you want to add.*

Community Activities, Resources and Services

Community activities and resources include cultural institutions such as libraries and museums, green spaces such as parks and community gardens, recreation facilities, and other public spaces that contribute to the community. Partner with community resources to provide a suite of resources to students and families. Alignment and utilization of these resources can help the school identify and access accessible services or facilities to support students and families. Click this link to complete this section on its own: https://bit.ly/AN_CARS

1. Availability. To what extent are the following services available and accessible to students and families in the community?

- Optional: To build an inventory of partners, record each service (bit.ly/3rOfFow).
- Reference pages 5-7 in the glossary (bit.ly/2VIPQ3n) to learn more about each service.

Service Area	Not at all	Small Extent	Moderate Extent	Large Extent
Recreation Facilities (pools, gyms, courts, etc.)	☐	☐	☐	☐
Outdoor/Green Spaces (parks, playgrounds, community gardens)	☐	☐	☐	☐
Cultural Institutions (Libraries, Museums)	☐	☐	☐	☐
Faith Based Organizations	☐	☐	☐	☐
Local Political Official	☐	☐	☐	☐
Local Police Precinct	☐	☐	☐	☐
Local Emergency Medical Services (EMS)	☐	☐	☐	☐
Local Fire Department	☐	☐	☐	☐
*Other	☐	☐	☐	☐

**To enter a service digitally in "Other", click the text and type in the service you want to add.*

2. Partnership. Does the school have a partnership with this service?

3. Service satisfaction. How satisfied are you with your partnership with this service?

Service Area	Yes	No	Not at all	Small Extent	Moderate Extent	Large Extent
Recreation Facilities (pools, gyms, courts, etc.)	☐	☐	☐	☐	☐	☐
Outdoor/Green Spaces (parks, playgrounds, community gardens)	☐	☐	☐	☐	☐	☐
Cultural Institutions (Libraries, Museums)	☐	☐	☐	☐	☐	☐
Faith Based Organizations	☐	☐	☐	☐	☐	☐
Local Political Official	☐	☐	☐	☐	☐	☐
Local Police Precinct	☐	☐	☐	☐	☐	☐
Local Emergency Medical Services (EMS)	☐	☐	☐	☐	☐	☐
Local Fire Department	☐	☐	☐	☐	☐	☐
*Other	☐	☐	☐	☐	☐	☐

**To enter a service digitally in "Other", click the text and type in the service you want to add.*

Family Services

Family Services include an array of services that support the whole family. These services include social services, ACS preventive services, immigration support, food assistance, and benefits assistance. Search your community for service providers and think about how they could be potential partners. Partner with family services to provide well-rounded support to students and families. Click this link to complete this section on it's own: https://bit.ly/AN_FS

1. Availability. To what extent are the following services available and accessible to students and families in the community?

- Optional: To build an inventory of partners, record each service (bit.ly/3rOfFow).
- Reference pages 7-8 in the glossary (bit.ly/2VIPQ3n) to learn more about each service.

Service Area	Not at all	Small Extent	Moderate Extent	Large Extent
ACS Preventive Services	☐	☐	☐	☐
Immigration Support	☐	☐	☐	☐
Emergency Food Assistance (i.e., SNAP, WIC, Food Pantry)	☐	☐	☐	☐
Domestic/ Relationship Violence Services	☐	☐	☐	☐
Benefits Application Assistance	☐	☐	☐	☐
*Other	☐	☐	☐	☐

**To enter a service digitally in "Other", click the text and type in the service you want to add.*

2. Partnership. Does the school have a partnership with this service?

3. Service satisfaction. How satisfied are you with your partnership with this service?

Service Area	Yes	No	Not at all	Small Extent	Moderate Extent	Large Extent
ACS Preventive Services	☐	☐	☐	☐	☐	☐
Immigration Support	☐	☐	☐	☐	☐	☐
Emergency Food Assistance (i.e., SNAP, WIC)	☐	☐	☐	☐	☐	☐
Domestic/ Relationship Violence Services	☐	☐	☐	☐	☐	☐
Benefits Application Assistance	☐	☐	☐	☐	☐	☐
*Other	☐	☐	☐	☐	☐	☐

Adult Education and Services

Education and service opportunities offer adults in the community continuing education at universities, trade schools, and GED programs. Services also include workforce development and financial literacy services. Schools can provide services to the entire family, including parents and adults. By leveraging services in the community to provide adult education and supports, schools empower parents and guardians. Click this link to complete this section on its own: https://bit.ly/AN_AES

1. Availability. To what extent are the following services available and accessible to students and families in the community?

- Optional: To build an inventory of partners, record each service (bit.ly/3rOfFow).
- Reference pages 8-9 in the glossary (bit.ly/2VIPQ3n) to learn more about each service.

Service Area	Not at all	Small Extent	Moderate Extent	Large Extent
Financial Services (i.e. banks)	☐	☐	☐	☐
Legal Services	☐	☐	☐	☐
Continuing Education (i.e. trade schools, universities)	☐	☐	☐	☐
Workforce Development	☐	☐	☐	☐
*Other	☐	☐	☐	☐

**To enter a service digitally in "Other", click the text and type in the service you want to add.*

2. Partnership. Does the school have a partnership with this service?

3. Service satisfaction. How satisfied are you with your partnership with this service?

Service Area	Yes	No	Not at all	Small Extent	Moderate Extent	Large Extent
Financial Services (i.e. banks)	☐	☐	☐	☐	☐	☐
Legal Services	☐	☐	☐	☐	☐	☐
Continuing Education (i.e. trade schools, universities)	☐	☐	☐	☐	☐	☐
Workforce Development	☐	☐	☐	☐	☐	☐
*Other	☐	☐	☐	☐	☐	☐

**To enter a service digitally in "Other", click the text and type in the service you want to add.*

Housing

Housing services assist families in need. These include NYC Housing Authority, homeless shelters, eviction prevention, drop-in centers, and other types of housing supports. A school partners or works with housing services to ensure their students and families are housed safely and connect students and families to the housing services they need. Connect with the district's Regional Manager to learn about supports and the rights students have under McKinney Vento. Click this link to complete this section on it's own: https://bit.ly/AN_Housing

1. Availability. To what extent are the following services available and accessible to students and families in the community?

- Optional: To build an inventory of partners, record each service (bit.ly/3rOfFow).
- Reference pages 9-10 in the glossary (bit.ly/2VIPO3n) to learn more about each service.

Service Area	Not at all	Small Extent	Moderate Extent	Large Extent
NYCHA	☐	☐	☐	☐
Housing Support Services	☐	☐	☐	☐
Homeless Shelters for Families	☐	☐	☐	☐
Eviction Prevention Services (i.e., Homebase)	☐	☐	☐	☐
Supportive Housing (SRO)	☐	☐	☐	☐
Drop-in Center	☐	☐	☐	☐
*Other	☐	☐	☐	☐

**To enter a service digitally in "Other", click the text and type in the service you want to add.*

2. Partnership. Does the school have a partnership with this service?

3. Service satisfaction. How satisfied are you with your partnership with this service?

Service Area	Yes	No	Not at all	Small Extent	Moderate Extent	Large Extent
NYCHA	☐	☐	☐	☐	☐	☐
Housing Support Services	☐	☐	☐	☐	☐	☐
Homeless Shelters for Families	☐	☐	☐	☐	☐	☐
Eviction Prevention Services (i.e. Homebase)	☐	☐	☐	☐	☐	☐
Supportive Housing (SRO)	☐	☐	☐	☐	☐	☐
Drop-in Center	☐	☐	☐	☐	☐	☐
*Other	☐	☐	☐	☐	☐	☐

Potential Risk Factors

The potential risk factors listed in this section were identified by the Center for New York City Affairs at The New School (http://bit.ly/Risk_Map) as factors for chronic absence and the New York City Department of Health and Mental Hygiene (<http://bit.ly/CommRisk>) as factors that affect the health and safety of the community. Leverage the knowledge of the potential risk factors to develop targeted approaches that get students to school and ensure their success. This section will help identify potential risk factors for students and families and will highlight areas for the school to develop partnerships that ensure their safety and well-being. Click this link to complete this section on it's own: https://bit.ly/AN_PRF

1. Impact. To what extent are the following risk factors impacting students and families in the community?

- Optional: To build an inventory of partners, record each service (bit.ly/3rOfFow).

Risk Factor	Not at all	Small Extent	Moderate Extent	Large Extent
Food Insecurity	☐	☐	☐	☐
Vacant storefronts	☐	☐	☐	☐
Empty lots	☐	☐	☐	☐
Burned out buildings/ homes	☐	☐	☐	☐
Traffic dangers	☐	☐	☐	☐
Gang activity	☐	☐	☐	☐
Crime	☐	☐	☐	☐
Transportation options	☐	☐	☐	☐
Housing quality	☐	☐	☐	☐
Economic stress (poverty, unemployment, rent burden)	☐	☐	☐	☐
Air quality	☐	☐	☐	☐
Involvement with ACS	☐	☐	☐	☐
Low adult educational attainment	☐	☐	☐	☐
Incarceration	☐	☐	☐	☐

2. Partnership. Does the school have a partnership to address this risk factor?

3. Partnership satisfaction. How satisfied are you with your partnership?

Service Area	Yes	No	Not at all	Small Extent	Moderate Extent	Large Extent
Food Insecurity	☐	☐	☐	☐	☐	☐
Vacant storefronts	☐	☐	☐	☐	☐	☐
Empty lots	☐	☐	☐	☐	☐	☐
Burned out buildings/ homes	☐	☐	☐	☐	☐	☐
Traffic dangers	☐	☐	☐	☐	☐	☐
Gang activity	☐	☐	☐	☐	☐	☐
Crime	☐	☐	☐	☐	☐	☐
Transportation options	☐	☐	☐	☐	☐	☐
Housing quality	☐	☐	☐	☐	☐	☐
Economic stress (poverty, unemployment, rent burden)	☐	☐	☐	☐	☐	☐
Air quality	☐	☐	☐	☐	☐	☐
Involvement with ACS	☐	☐	☐	☐	☐	☐
Low adult educational attainment	☐	☐	☐	☐	☐	☐
Incarceration	☐	☐	☐	☐	☐	☐

Phase 3: Identifying Critical Gaps and Leveraging Assets

Step 1: Submit your school's responses online via Qualtrics (insert link).

- First, request the link by filing out this form (https://bit.ly/AN_Survey).
- Next, you receive via email a link from Office of Community Schools noreply@qemailserver.com
- Click on the link and enter your answers as they are recorded in this workbook.
- This online link is custom to your email, meaning that you can complete the survey all at once or a section at a time.
- If you experience an issue with your link, reach out to Fordham CSTAC at cstac@fordham.edu

Once you submit your survey, the person who submitted the answers will be emailed the report within 24 hours of submission from Office of Community Schools noreply@qemailserver.com. For an overview of the report and how to interpret your results please continue to Step 4. If you have any trouble accessing your report, reach out to Fordham CSTAC at cstac@fordham.edu.

Need help? If you are having technical difficulties with entering your answers or have not received the report, please contact Fordham CSTAC and specify:

- Name and email of designee to enter the answers
- DBN and school name
- A short description of the issue with a screen shot if applicable

Step 2: Review your report and consider these effective questions.

- What were your overall scores for programs/services and community partnerships?
- How did you do?
- What program/services and community mapping categories received high scores?
- Which program/services and community mapping categories received low scores?
- Which results resonated the most for you and your team?
- What type of strategies would you like to try?
- Given what you've learned from your A&N Site Report, which service and program areas would you like to hone or focus on in this school year?
- During the May/June Collaborative Planning session, use the data from your A&N Site Report to identify the service and program areas that you will focus on in the next school year.
- Based on the service/program areas you have identified, what SMART goals will you put in place (pick at least two) in your CEP? SMART goals are Specific, Measurable, Achievable, Relevant, and Time-Bound.

Phase 4: Apply SMART Goals to CEP

Review the responses to the effective questions in Phase Three. Identify the strategies you would like to put in place for the remainder of this school year and the strategies you will include in the CEP for next school year.

The Comprehensive Education Plan is the NYC schools' road map. The CEP is a living document that guides the school each year. The SLT should collaboratively develop the CEP.

- Access your CEP here: www.iplanportal.com/
- For tips on completing the CEP, click here: <http://bit.ly/iPlanCEP>

NEXT STEPS:

- **For this school year:** Identify the strategies you will put in place for the remainder of the school year and where to reallocate budgetary funds to implement those strategies.
- **For next school year:** Identify the strategies you will implement during the next school year. Convert these strategies to SMART goals for your school's CEP to ensure implementation of strategies.

A SMART GOAL IS:

- **Specific:** What is the relevant subject or area? Who is the targeted group (i.e., subgroup, grade level)?
- **Measurable:** What instrument of measure will be used to assess results? How will achievement of the goal be quantified (percentage improvement, criterion-based benchmark)?
- **Achievable:** Is the goal attainable, yet challenging? Have enough time, fiscal support, and personnel been allocated?
- **Relevant:** Is the goal consistent with other goals and aligned to the long-range vision?
- **Time-bound:** What is the projected time frame for meeting the goal?

If you need assistance in completing the A&N tool, contact the Fordham University Technical Assistance Center at cstac@fordham.edu or call (212) 636-6100.

Optional: Take it to the next level!

Move from insight to action using the data from the A&N Site Report. Create an action plan for continuous improvement. The action plan will guide collaborative practice and support the development of policies, programs, practices and partnerships that address the identified needs of students and families.

Action planning includes three key components.

Worksheet Name	Activity	
A&N Site Report Review	Review your school's A&N Site Report with key stakeholders and select one to three priorities to focus on.	Appendix Page 38
Developing SMART Goals	Design your action plan to address the unmet community- or school-based need. <i>Note: This worksheet is aligned with requirements for Section 7: Part 3 of the CEP</i>	Appendix Page 40
Implementation Plan	Outline your plan for school-wide implementation of the action plan. <i>Note: This worksheet is aligned with requirements for Section 7: Part 3 of the CEP</i>	Appendix Page 42

Instructions. Each action planning step has a corresponding worksheet to guide your school through the process. The worksheets are contained in the appendix of this tool but are also linked as a separate document.

Meaningfully engaging stakeholders (i.e., students, parents/guardians, staff, and leadership) in action planning is critical to designing and implementing strategies, practices and partners that support students and families. Action planning should include the stakeholders that have been involved in the A&N assessment process.

If the school is a Community School, connect with the associated Program Manager to finalize the action plan.

Optional: Take it to the next level!

Below are worksheets to help guide your school through the A&N process. Worksheets include:

- **Collaborative Approach Planner.** This worksheet is referenced in Step 1.
- **A&N Site Report Review.** This worksheet is a critical component of step 4.
- **Determine Program Year Priorities.** This worksheet is a critical component of step 4.
- **Develop SMART Goals.** This worksheet is a critical component of step 4.
- **Implementation Plan.** This worksheet is a critical component of step 4.

Collaborative Approach Planner

1. Who will serve as the A&N Assessment Lead?	
Name	
Role	
Contact Number	
Email	

2. Which Stakeholders will be engaged?	
Parents or parent organizations	
Students or student organizations	
Teachers	
Administrators	
School Safety Agents	
CBO Staff	
Community Members	
Additional School Staff	
Others	

3. How will the identified stakeholders be engaged and organized to complete the A&N Assessment?

Engagement Strategy	Meeting(s) Name, Dates, and times
☐ The leader facilitates the process and meets with different groups of stakeholders depending on the section being completed (e.g., join the attendance team's meeting to review Every Student, Every Day, the PTA's meeting to review Family Empowerment).	
☐ The leader brings together one cross-stakeholder group in an existing and regular meeting (like a SLT or advisory board) or creates a new A&N team to complete each section together.	
☐ Co-located schools may convene to complete the assessment together.	

A&N Action Planning Toolkit

OVERVIEW

This action planning tool is a planning document, where you and your team can:

- Review you school's A&N Site Report;
- Choose priorities based on the findings from your A&N site report;
- Design your community school strategy (*optional); and
- Plan action steps to address each priority.

Stakeholders. Meaningfully engaging stakeholders (i.e., students, parents/guardians, staff, and leadership) in action planning is critical to designing and implementing strategies, practices and partners that support students and families.

Action Planning Toolkit Components:

- Review your School's A&N Site Report
- Define Program Year Priorities
- Develop SMART Goals
- Develop an Implementation Plan to log in the CEP

Review your School's A&N Site Report

OVERVIEW

The A&N Site Report helps schools determine what is working and what is not.

What are assets and needs? Assets are the practices, resources, and knowledge that the community holds. Needs are a lack of resources compared to the demand or systems that aren't living up to their purpose to support students and families. Each section presents assets and needs in terms of quality (i.e., how well) and quantity (i.e., how much) of what the school is currently doing to support students and families. Each quantity and quality score is on a scale from 0 to 4:

- **Green** (3 - 4)
- **Yellow** (1.5 - 3)
- **Red** (1.5 - 0)

For an example of the A&N Site Report, go to: https://bit.ly/AN_SampleReport

REVIEW YOUR RESULTS

The goal of reviewing your report with key stakeholders is to collaboratively identify what program areas should be prioritized in the program year. Convene a group(s) of stakeholders, read through the report and discuss the following questions.

Question	Response
What school-based practice areas and/or community-based service areas received high scores?	
What school-based practice areas and/or community-based service areas were identified as areas in need of support?	
What school practice areas and/or community service categories did stakeholders have the most powerful feedback about during the assessment process?	
How will the stakeholder group use and share the data with the broader school community?	

DEFINE PROGRAM YEAR PRIORITIES

Based on your discussion, check the box for the program area(s) that will be addressed during the year.

School-Based Practices:

- ☐ 1. Collaborative leadership and Practice
- ☐ 2. Family and Community Engagement
- ☐ 3. Expanded Learning Time
- ☐ 4. Wellness and Integrated Supports
- ☐ 5. Special Populations Supports
- ☐ 6. Every Student Every Day: Attendance Practices
- ☐ 7. *Success Mentors
- ☐ 8. Climate Risks, Awareness and Preparedness

Community-Based Services:

- ☐ 1. Child and Youth Services
- ☐ 2. Health and Wellness
- ☐ 3. Community Activities, Resources, Services
- ☐ 4. Family Services
- ☐ 5. Adult Education and Services
- ☐ 6. Housing
- ☐ 7. *Potential Risk Factors

Develop SMART Goals

Use this section to detail the specific activities and strategies the school will implement to achieve its goal(s).

Instructions. This Action Plan worksheet is for one priority area. If you select multiple program areas to work on at once, copy/paste, print, or download another version of this worksheet.

Point Person (i.e., A&N lead)	
Strategy, Practice or Service area (e.g., Expanded Learning Time)	
A&N Site Report Score (0-4)	
SMART Goal (Use the tool on the next page)	
Notes	

In your A&N Site Report, there are recommended strategies for each strategic area. You may use these recommendations or any other to ideas gathered during the A&N process. You may use this chart to identify additional strategies or interventions the school stakeholders want to implement.

Strategy or Intervention	Person(s) Responsible (or team)	Improvement Timeline (start and end date)	Check-in Point (i.e., meeting schedule)	Resources & Partners	Budget Allocation

SMART GOAL TEMPLATE

Specific. What will the goal accomplish? How and why will it be accomplished?
Measurable. How will you measure whether or not the goal has been reached (list at least one or two indicators).
Achievable. Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities and resources to accomplish the goal? What challenges might you face in achieving this goal?
Results-focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not including the activities that lead to the result) of the goal?
Time-bound. What is the established completion date and does that completion date create a practical sense of urgency?

Implementation Plan

Instructions. Follow the prompts below to detail how you will implement each practice. You may consider using the recommendations from your school's A&N Site Report.

Collaborative Leadership and Practice: Describe how your school will bring community based organizations and other partners together for collaborative planning and continuous improvement to achieve a common set of results that support the whole child. Describe how school leadership will work with the Community School Director (where applicable) to analyze trends in data, case manage students, use the data tools, develop budgets, and coordinate services. Include a proposed meeting schedule for Principal and Community School Director communication and collaboration.

Family and Community Engagement: Describe how your school will welcome and empower families to participate, collaborate and take a leadership role in the school community. Describe the members of your School Leadership Team (or Community School Team where applicable) and how meetings are scheduled and organized to focus on a core set of results.

Expanded Learning Time: Describe how your school will offer opportunities for enrichment and additional learning before, during and after school and on weekends.

Wellness and Integrated Supports: Describe how your school offers integrated health and wellness programs that help to build healthy habits and support social emotional and academic learning. Attach the mental health work plan to the CEP, if applicable.
Every Student, Every Day: Describe how your school will work with CBO partners to actively focus on reducing chronic absenteeism (<i>i.e. missing 18+ days of school during school year</i>). Describe how your school will implement the Success Mentor Program and the weekly attendance meeting to advance supports for chronically absent youth. For support, use strategies from the OSYD Consolidated Plan and the OCS Attendance Page, which can be accessed here: https://goo.gl/VoZMbm.
Special Populations: Describe how your school will work with your partners to ensure students receive differentiated and culturally responsive supports. Describe how your school's systems and structures will be optimized to work for <u>all</u> students, including Students in Temporary Housing, English Language Learners, and Students with Disabilities.