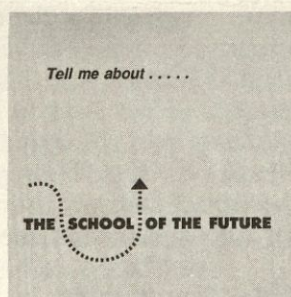


## In this mailing...

Repeat users of multiple community services bounce in and out of mental health clinics, the jails, and the hospitals; they are termed "revolving door clients." The costs are staggering as they consume a vast amount of the resources of a community's human service delivery systems. A study followed 21 homeless men in a Southwestern city to trace their coping styles and strategies for survival, documenting the cost in public funds and staff time. *Lives in the Shadows* examines many current practices for dealing with multiple-problem chronic individuals and calls on communities and states to reexamine present methods and introduce changes in dealing with this crisis more cost-effectively.

In this quarter's mailing is a leaflet on "The School of the Future," an effort in place in four Texas cities with a twofold purpose: *prevention*—helping youngsters avoid future problems by developing academic, social, and coping skills and *intervention*—to help children and their families obtain the social and health services they need. The leaflet defines the goals of the project; an article on pages 2-4 of this newsletter describes the program thus far as it draws to completion of its first year. Future publications growing out of the work will be announced in this newsletter as they become available.



## Policy Research Project reports available

A grant from the Foundation implemented some of the work of Hogg's study Commissions. With that support, the LBJ School of Public Affairs of The University of Texas conducted the Policy Research Project which developed the following materials. All are in 8 1/2 X 11 format and may be ordered from the LBJ School, Office of Publications, Drawer Y, Austin, TX 78713-7450.

*Severely Emotional Disturbed Youth in Texas: Financing and Coordinating Services.* David C. Warner and Pat Wong, Winter 1990, Policy Research Project #91, 300 pages, \$15.00. This

volume summarizes current services provided by state and local agencies for severely emotionally disturbed youth in Texas. It is a valuable resource for those who wish to understand the whole complex system. ISBN 0-89940-699-8

*Financing Care for the Chronically Mentally Ill in Texas.* David C. Warner, 1990, Policy Research Project #89, 385 pages, \$13.00. This is a comprehensive presentation of the history, organization, clients, services, and financing of the public

*continued on page 4*



## Introduction

During the fiftieth anniversary celebration of the Hogg Foundation in November of 1990, Dr. Wayne Holtzman announced the Hogg Foundation's most recent long-term initiative. This is a school-based project that has been named the School of the Future. The program has been funded and is well under way in four cities in Texas.

This project is an innovative approach to helping solve many of the problems facing Texas children and their families. It grew out of the work of Dr. James Comer of the Yale University School of Medicine and Dr. Edward Zigler of Yale's Bush Child Development Center, both of whom envision an expanded role for schools in meeting the needs of children.

## Aspects of the Project

The concept of the School of the Future is to provide an integrated array of health and human services, both treatment and prevention, using the school as the locus for their delivery over a five-year period. Key aspects of the program include:

- **Integration of multiple services.**  
A coordinated approach that integrates multiple services at single sites and includes referral and follow-up is more likely to be effective.
- **School-based services.**  
Using the school as the locus of service delivery offers many advantages, among them:
  - Facilities - School facilities are unused and available in the early mornings, late afternoons, evenings, and weekends.
  - Identification and outreach - Teachers can be a good source for identifying youngsters in need of help as well as for noting the effectiveness of services that have been provided.
  - Image - In many neighborhoods, schools have a good image and in areas where this is not the case, an improved image can enable schools to serve better their students.
  - Location - Neighborhood schools, frequently located within walking distance of students' homes, can help alleviate transportation problems.

- **Prevention**

An advantage of working with young children is the potential for problem prevention. The School of the Future is designed to use a comprehensive approach rather than a single focus in both treatment and prevention.

- **Educational enhancement**

Social problems which affect children negatively also have a negative effect on learning. The schools' ability to educate children will be enhanced by the implementation of effective human service interventions.

- **Supplementary services**

The School of the Future project relies on existing and outside resources to come to the schools to provide services. Teachers as well as parents are expected to benefit from the program.

## Evaluation

Since the ultimate goal is to replicate this project (if it proves to be successful), evaluation is an important part of the project. The Foundation's commitment to the evaluation is demonstrated by the fact that the money targeted for the evaluation will equal the grants awarded to the School of the Future sites. Data will be collected from pre-existing student records and surveys to be administered to the students over the next five years. Information will also be collected from principals, teachers, staff and parents of students in order to determine the impact of the project over time.

## Site Summaries

The four cities in Texas where School of the Future Project grants have been made are Austin, Dallas, Houston, and San Antonio. Each site defines and develops its own conception of the School of the Future based on the needs in the community. A brief description of each of the sites follows. (For more information on activity at a specific site involved in the project, a list of the Project Coordinators and their phone numbers is included in the leaflet.)

### Austin

Mendez Middle School and one of its feeder schools, Widen Elementary, were chosen to receive a grant for the project. The schools are located in the Dove Springs area of Austin which is a region that is sorely lacking in resources for children and families.



## re Project—An Update

There are virtually no recreational opportunities for children in this community. There is no library, park, or pool for many miles. The student population is tri-ethnic with a fairly equal distribution of students who are Anglo, Hispanic, and African-American.

Austin Independent School District (AISD) staff members met with the principals and counselors from both schools and assembled a list of the needs in the community. This has been integrated with the community needs assessment that was conducted a short time ago. As was expected, one of the greatest needs—as voiced by the community residents—was for a park and recreation area.

Greater security in the community was also noted in the survey as an important need in this neighborhood. It has been suggested by various members of the community that the lack of recreational facilities for youth is one reason for the problems with safety and crime. The Project Coordinator, Marilyn Rangel, is using this information to develop appropriate programs for the schools and community.

Ms. Rangel organized a support group for parents, a Girl Scout troop for students, and a mental health support group as a result of a teacher initiative. In the summer, the school was opened after hours for a recreational basketball league for youth in the community. Also, a health fair was organized at the elementary school for community residents in which almost 50 area service providers participated.

### Dallas

The school sites targeted here for the project were Boude Storey Middle School and two feeder schools, McMillan and Patton Elementaries. The student population is predominately African-American, although there has been a dramatic increase in the Hispanic student population in the past couple of years.

A community needs assessment was performed by the Lemmon Street Bridge, a local agency that works closely with the community and the School of the Future project. The Project Coordinator is Marcia Booker who divides her time in half between this program and the school district's Special Education Department. Ms. Booker has used the findings from this survey to develop several initiatives for the site.

The project has adopted a "wellness approach" for its site. The emphasis of the project has resulted in the development of programs for the students and their families that include linking 100 families in the community to cable TV services free of charge so they can receive Dallas school district programming and the development of a wellness center that offers aerobics instruction, weight training classes, and nutrition information. Also, as of this summer, a new medical clinic opened across the street from the schools that will offer special services to the students, families, and school staff.

### Houston

The Hogg Middle School was the first recipient of a School of the Future grant. The Family Service Center of Houston already had a project under way in this school but will expand the number of services with this grant by including two feeder schools, Memorial and Brock Elementaries. The students are predominately Hispanic, although one school, Brock Elementary, has a large percentage of African-American students.

A survey of students attending 5th and 8th grades at these sites was recently conducted to identify health risks for the student population. Faculty and staff from The University of Texas Health Science Center analyzed the data collected and shared the results with the principals and teachers at the schools. The results indicate that these students are very much at risk for alcohol and drug abuse and violence.

Over the past year a community needs assessment was conducted and a planning day involving representatives from the schools and local service providers was organized by the Project Coordinator, Alfredo Tijerina. Mr. Tijerina, who is an employee of the Family Service Center, will be utilizing this feedback to determine the services that need to be brought into the schools in the next year.

The Houston program is currently attempting to promote the project to parents. This is being done by offering parent education classes, such as English-as-a-Second-Language, an after-school program in  
*continued*



continued

## School of the Future

cooperation with the YMCA, and a class on preventing teen pregnancy.

### San Antonio

The oldest housing project in the U.S., the Alazon-Apache Courts, is located in San Antonio. This housing project is home for the majority of the children that attend J.T. Brackenridge Elementary and Tafolla Middle schools. The student population in this School of the Future site is almost exclusively Hispanic and the economic condition of the surrounding neighborhood is very poor.

The Project Coordinator for San Antonio, Rod Radle, and his wife, Patty, have lived in this community most of their adult life. Mr. Radle's extensive knowledge of the neighborhood and its needs makes him an extremely valuable resource to the project and the community.

The Radles have emphasized parental involvement in their early programming efforts. They have helped to transform a parent volunteer group that started with 6 mothers of students into a group that now has over 25 participants. As these volunteers spread the word to others about the satisfaction they experience working in the school, the numbers should increase further. GED/ESL classes for parents of eligible children will be organized for the coming year.

Increasing the number of service providers in the

## Mailing List Procedure

The Hogg Foundation's general mailings are free to anyone who wishes to be placed on the mailing list. Each one contains new pamphlets and leaflets published since the preceding mailing. Anyone wanting on the list to receive such publications gratis may simply send in his or her name and address. The form below may also be used by present recipients to give us a change of address. When changing addresses, attach the computer label from the current mailing to give us the previous address and enter the new address, please.

Return this form to:

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continued from page 1

## Policy Research reports

community-based mental health system in Texas.  
ISBN 0-89940-697-1

*Community Mental Health in Texas, Policy Research Project on Financing Care for the Chronically Mentally Ill in Texas, 1990, Special Project Report, 250 pages, \$10.00. This represents four case studies of different community mental health centers and their care of the chronically mentally ill. ISBN 0-89940-869-9*

school has also been an emphasis of the project. The schools now have several social work interns from local colleges and the state Department of Human Services has recently assigned two Children's Protective Services caseworkers to work directly with the project.

Finally, almost three-quarters of the teachers at the elementary school have been trained in the use of conflict resolution techniques. The Children's Creative Response to Conflict program will eventually be integrated into every teacher's curriculum and all students will benefit from this learning this method of decision-making.

SCOTT S. KEIR

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