



# Lasallian Reflections

No. 14c

Brothers of the Christian Schools

April 2004

## Contributing to the Educational Service of the Poor: Proposition 12

### Annual Assessment Instrument

Ministry:

#### 1. Introduction:

As a Lasallian Ministry of the District, and to meet the directives of the International Lasallian Educational Mission Commission, each ministry is asked on an annual basis to assess the level of poverty that exists and is responded to as part of their work. Poverty is understood as having economic, educational, affective, and values aspects. The shared reflection of the Lasallian community over the years has come to understand poverty in several dimensions:

*Economic poverty* refers to the lack of basic financial resources needed for a family to function at the average level of other families in the community. (Specific guidelines might need to be provided concerning what constitutes economic poverty and low income.)

*Educational poverty* refers to significant differences in cognitive style or development, past school history, or social and emotional development that significantly impede a person's being able to function in the regular learning environments without supports or accommodations.

*Affective poverty* refers to a significant lack of the personal, psychological, social, and emotional resources and competencies to be able to meet normal developmental expectations. Poverty in this area can lead to life long emotional and social maladjustment impeding the person from being a contributing member of the community.

*Poverty of Values* refers to lacks in an appreciation of local social norms, or of the responsibility to the larger world community that all persons have.

Different ministries within the District and the Institute may more heavily address one or more dimensions of poverty over others. Our goal is to meld all these works together to form a District-wide and Institute-wide assessment of our overall service to the poor. We do this to be sure that as a ministry, a District, and an Institute we remain faithful to the founding principle of St. John Baptist de La Salle to provide for the education of the poor.

#### 2. Directions:

Each ministry is responsible for devising a process whereby the attached questions are answered. First, a quantitative survey of the extent of poverty in its various dimensions is done. Secondly, the ministry

identifies actions, activities, policies, and programs that are already in place that address poverty in its various dimensions.

Finally the ministry sets a plan of action to reinforce, extend, or create new responses to one or more of the dimensions of poverty as they experience it. The progress of the annual plan is assessed annually.

This assessment instrument should be submitted to the District's Director of Education. Members of the District's Mission and Ministry Council are available as resources to the schools to assist in this process.

### **3. Poverty Profile**

#### ***3.1. Ministry Demographics:***

- What is the total number of students/clients served by your ministry?
- What percentage is male?
- What percentage is female?
- What percentage is Native American?
- What percentage is African American?
- What percentage is Hispanic/Latino?
- What percentage is Asian?
- What percentage is Caucasian?
- What percentage are Others?

#### ***3.2. Economic Poverty:***

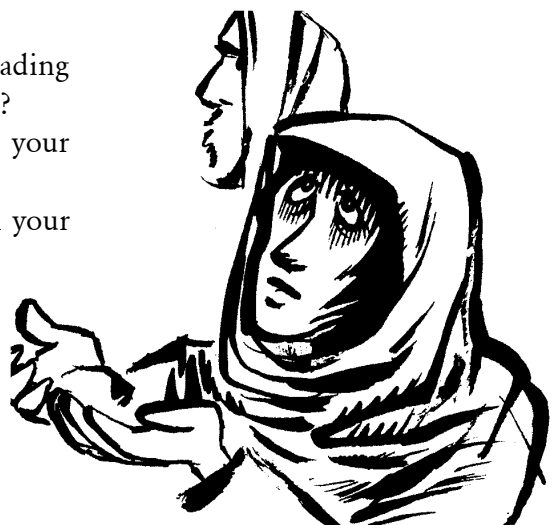
- What percentage of your students/clients lives in households whose income falls below the national poverty and low-income line?
- What percentage of your students/clients is living with a family experiencing unemployment?
- What percentage of your students/clients resides in neighborhoods recognized as socio-economically depressed?
- What percentage of your students/clients is publicly funded (court, special education, etc.)?
- What percentage of your students/clients requires scholarship, grant-in-aid, or other subsidies to afford attending your program?

#### ***3.3. Educational Poverty:***

- What percentage of your students/clients has significant learning disabilities?
- What percentage of your students/clients has cognitive abilities in the low average range or less?
- What percentage of your students/clients has reading &/or math scores 2 years below age expectations?
- What percentage of your students/clients enters your program with histories of school failure?
- What percentage of your students/clients fails in your program and is discharged for academic reasons?

#### ***3.4. Affective Poverty:***

- What percentage of your students experienced significant emotional challenges over the past year?



- What percentage (even if you are unable to classify types of problems, the guidance or counseling department can help estimate) of students requires significant mental health supports?
  - Diagnosed condition of attention deficit disorder
  - Incarceration of relatives or significant others
  - Residential placement
  - Exposure to physical or sexual abuse
  - Educational or emotional neglect
  - Significant losses (deaths and separations)
  - Involvement with juvenile justice system
  - Involved in treatment for mental illness
  - Traumatic events
  - Exposure to gangs
  - Exposure to substance abuse
  - Victims of bullying or sexual, ethnic, religious, or other harassment
  - Suicide risk
  - Victims of physical or sexual assault

**3.5. Poverty of Values:**

- What percentage of your students/clients presents high levels of oppositional or antisocial behavior in school or the community?
- What percentage of your students/clients is discharged for disciplinary reasons?
- What percentage of your students/clients is involved in illegal activity (drugs, stealing, etc.)?

**4. Current Level of Response to Poverty**

We seek to address the *economic poverty* within our ministry and the broader local and world community of which the school is a part with the following actions, policies, and programs:

We seek to address the *educational poverty* within our ministry and the broader local community with the following actions, policies and programs:

We seek to address the *affective poverty* within our ministry and the broader local community with the following actions, policies and programs:

We seek to address the *poverty of values* within our ministry and the broader local community with the following actions, policies and programs:

**5. Plan to Address Poverty**

In our ongoing effort to ever increase our awareness of and our response to counteract the negative effects of poverty, our ministry aims to do the following over the next three (3) to five (5) years in the areas of *economic, educational, affective, and/or poverty of values*: