

## Review the Self-Study Survey Entitled: Community Outreach for Involvement & Support

Attached is a self-study survey. For purposes of this tutorial, just read over the items. These provide a sense of what might take place related to enhancing community involvement and support.

After reviewing the items, list below any additional activities you think you would want in place at your school to enhance efforts to outreach to involve the community.

The survey itself can be used at school in a number of ways (see the introductory page entitled: "About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning").

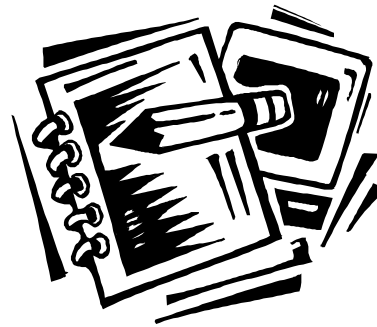


Excerpt From

*From the Center's Clearinghouse . . . \**

A Resource Aid Packet on

*Addressing Barriers to Learning:  
A Set of Surveys to Map What a School  
Has and What it Needs*



This document is a harcopy version of a resource that can be downloaded at no cost from the Center's webiste (<http://smhp.psych.ucla.edu>).

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA.  
Address: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563  
Phone: (310) 825-3634 Fax: (310) 206-8716; E-mail: [smhp@ucla.edu](mailto:smhp@ucla.edu)

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## *Surveying and Planning to Enhance Efforts to Address Barriers to Learning at a School Site*

The following resource aides were designed as a set of self-study surveys to aid school staff as they try to map and analyze their current programs, services, and systems with a view to developing a comprehensive, multifaceted approach to addressing barriers to learning.

In addition to an overview Survey of System Status, there are status surveys to help think about ways to address barriers to student learning by enhancing

- classroom-based efforts to enhance learning and performance of those with mild-moderate learning, behavior, and emotional problems
- support for transitions
- prescribed student and family assistance
- crisis assistance and prevention
- home involvement in schooling
- outreach to develop greater community involvement and support-- including recruitment of volunteers
- Finally, included is a special survey focusing on School-Community Partnerships.

## ***About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning***

This type of self-study is best done by teams.

However, it is *NOT* about having another meeting and/or getting through a task!

It is about moving on to better outcomes for students through

- C working together to understand what is and what might be
- C clarifying gaps, priorities, and next steps

Done right it can

- C counter fragmentation and redundancy
- C mobilize support and direction
- C enhance linkages with other resources
- C facilitate effective systemic change
- C integrate all facets of systemic change and counter marginalization of the component to address barriers to student learning

A group of school staff (teachers, support staff, administrators) could use the items to discuss how the school currently addresses any or all of the areas of the component to address barriers (the enabling component). Members of a team initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help to clarify

- C what is currently being done and whether it is being done well and
- C what else is desired.

This provides a basis for a discussion that

- C analyzes whether certain activities should no longer be pursued (because they are not effective or not as high a priority as some others that are needed).
- C decides about what resources can be redeployed to enhance current efforts that need embellishment
- C identifies gaps with respect to important areas of need.
- C establishes priorities, strategies, and timelines for filling gaps.

The discussion and subsequent analyses also provide a form of quality review.

## ***Community Outreach for Involvement and Support: A Self-study Survey***

Schools can do their job better when they are an integral and positive part of the community. For example, it is a truism that learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (not just the school) provide learning opportunities. *Anyone in the community who wants to facilitate learning might be a contributing teacher.* This includes aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, college students, etc. They all constitute what can be called *the teaching community*. When a school successfully joins with its surrounding community, everyone has the opportunity to learn and to teach.

Another key facet of community involvement is opening up school sites as places where parents, families, and other community residents can engage in learning, recreation, enrichment, and find services they need. This encompasses outreach to the community to collaborate to enhance the engagement of young people to directly strengthen youngsters, families, and neighborhoods. In this respect, increasing attention is paid to interventions to promote healthy development, resiliency, and assets.

For schools to be seen as an integral part of the community, outreach steps must be taken to create and maintain linkages and collaborations. The intent is to maximize mutual benefits, including better student progress, an enhanced sense of community, community development, and more. In the long run, the aims are to strengthen students, schools, families, and neighborhoods. Outreach focuses on public and private agencies, organizations, universities, colleges, and facilities; businesses and professional organizations and groups; and volunteer service programs, organizations, and clubs. Greater volunteerism on the part of parents, peers, and others from the community can break down barriers and increase home and community involvement in schools and schooling. Over time, this area can include systems and programs designed to (a) recruit a wide range of community involvement and support, (b) train, screen, and maintain volunteers, (c) reach out to students and families who don't come to school regularly – including truants and dropouts, (d) connect school and community efforts to promote child and youth development, and (e) enhance community-school connections and sense of community.

**Community Outreach for Involvement and Support**

Indicate all items that apply.

**I. Planning and Implementing Outreach to Recruit a Wide Range of Community Resources**

Yes	Yes but more of this is needed	No	If no, is this something you want?
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A. From which of the following sources are participants recruited?				
1. public community agencies, organizations, facilities, and providers	___	___	___	___
2. private community agencies, organizations, facilities, and providers	___	___	___	___
3. business sector	___	___	___	___
4. professional organizations and groups	___	___	___	___
5. volunteer service programs, organizations, & clubs	___	___	___	___
6. universities and colleges	___	___	___	___
7. other (specify) _____	___	___	___	___
B. Indicate current types of community involvement at the school				
1. mentoring for students and families	___	___	___	___
2. volunteer functions	___	___	___	___
3. a community resource pool that provides expertise as requested, such as				
>artists	___	___	___	___
>musicians	___	___	___	___
>librarians	___	___	___	___
>health and safety programs	___	___	___	___
>other (specify) _____	___	___	___	___
4. formal agency and program linkages that result in community health and social services providers coming to the site, such as				
>after school programs coming to the site	___	___	___	___
>services programs providing direct access to referrals from the site	___	___	___	___
>other (specify) _____	___	___	___	___
5. formal arrangements that involve community agents in				
>school governance	___	___	___	___
>advocacy for the school	___	___	___	___
>advisory functions	___	___	___	___
>program planning	___	___	___	___
>fund raising	___	___	___	___
>sponsoring activity (e.g., adopt-a-school)	___	___	___	___
>creating awards and incentives	___	___	___	___
>providing job-shadowing opportunities	___	___	___	___
>creating jobs	___	___	___	___
>other (specify) _____	___	___	___	___
6. formal arrangements that connect school and community for enhancing child and youth development	___	___	___	___

**Community Outreach for Involvement and Support (cont.)**

	Yes	Yes but more of this is needed	No	If no, is this something you want?
C. With specific respect to volunteers				
1. What types of volunteers are used at the site?				
>nonprofessionals				
>>parents	___	___	___	___
>>college students	___	___	___	___
>>senior citizens	___	___	___	___
>>business people	___	___	___	___
>>peer and cross age tutors	___	___	___	___
>>peer and cross age counselors	___	___	___	___
>>paraprofessionals	___	___	___	___
>professionals-in-training (specify) _____	___	___	___	___
>professionals (pro bono) (specify) _____	___	___	___	___
>other (specify) _____	___	___	___	___
2. Who do volunteers assist?				
>administrators	___	___	___	___
>assist teachers	___	___	___	___
>assist other staff	___	___	___	___
>others (specify) _____	___	___	___	___
3. In which of the following ways do volunteers participate?				
>providing general classroom assistance	___	___	___	___
>assisting with targeted students	___	___	___	___
>assisting after school	___	___	___	___
>providing special tutoring	___	___	___	___
>helping students with attention problems	___	___	___	___
>helping with bilingual students	___	___	___	___
>helping address other diversity matters	___	___	___	___
>helping in the cafeteria	___	___	___	___
>helping in the library	___	___	___	___
>helping in computer lab	___	___	___	___
>helping on class trips	___	___	___	___
>helping with homework helplines	___	___	___	___
>working in the front office	___	___	___	___
>helping welcome visitors	___	___	___	___
>helping welcome new enrollees & their families	___	___	___	___
>phoning or emailing home about absences	___	___	___	___
>outreaching to the home	___	___	___	___
>acting as mentors or advocates for students, families, staff	___	___	___	___
>assisting with school up-keep and beautification efforts	___	___	___	___
>helping enhance public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
>other (specify) _____	___	___	___	___

**II. Systems to Recruit, Screen, Prepare, and Maintain Community Resource Involvement**

A. Are there systems and programs specifically designed to				
1. recruit community stakeholders?	___	___	___	___
2. Orient and welcome community stakeholders who have been recruited for school involvement and support?	___	___	___	___
3. enhance the volunteer pool?	___	___	___	___
4. screen volunteers?	___	___	___	___
5. train volunteers?	___	___	___	___
6. maintain volunteers?	___	___	___	___



