Community Outreach and Collaborative Engagement

Schools are more effective and caring places when they are an integral and positive part of the community. For schools to be seen as such, they must take steps to engage and collaborate with many community stakeholders to address barriers to learning and teaching and strengthen the fabric of family and community life.

The goal is to maximize mutual benefits, including better student progress, positive socialization of the young, higher staff morale, improved use of resources, an enhanced sense of community, community development, and more. In the long run, the aims are to strengthen students, schools, families, and neighborhood.

A school/district approach to enhancing community connections is conceived as involving four types of activities:

    (a) outreaching to a broad range of community entities (e.g., developing a social marketing campaign, pursuing interventions to engage/re-engage students and families who don't interact with the school on a regular basis; targeting facets of outreach to increase the number of volunteers available to the schools)

    (b) developing immediate links and connections with community resources that can help fill critical intervention gaps for addressing shared problems (e.g., expanding school improvement planning to include analysis of critical gaps in school efforts to develop a unified and comprehensive system of learning supports; establishing and training a multi-school workgroup to focus on recruiting and equitably integrating individuals and agencies who can add resources to fill critical gaps)

    (c) establishing an effective operational infrastructure for a school-community collaborative (e.g., identifying community stakeholders interested in establishing a school-community collaborative; organizing participants into an effective operational infrastructure and establishing formal working agreements about roles and responsibilities; forming and training workgroups to accomplish immediate objectives, monitoring and facilitating progress)

    (d) blending/weaving/redeploying school and community resources together where feasible and appropriate to help with system development (e.g., mapping school and community resources used to address barriers to student success; analyzing resource use to determine redundancies and inefficiencies; identifying ways resources can be redeployed and interwoven to meet current priorities)

Because community resources in many neighborhoods are sparse, a school-by-school approach often leads to inequities (e.g., the first school to contact an agency might tie up all that a given agency can bring to a school). Therefore, district leadership needs to (a) help develop mechanisms that connect a "family" of schools (e.g., a high school feeder pattern, schools in the same neighborhood) and (b) play a role in outreaching and connecting community resources equitably to schools. A family of schools also provides a good nucleus for creating a school-community collaborative .

Community Outreach & Collaborative Engagement

Use the following ratings in responding to items 1-5.
   DK = don't know; 1 = not yet; 2 = planned; 3 = just recently initiated; 4 = has been functional for
   a while; 5 = well institutionalized (well established with a commitment to maintenance

1. Is there a stated policy for enhancing school-community
   connections
         >at the district level?   DK 1 2 3 4 5
         >at the school level?   DK 1 2 3 4 5

2. Is there a designated leader for enhancing school-
   community connections
         >at the district level?   DK 1 2 3 4 5
         >at the school level?   DK 1 2 3 4 5

3. Do personnel involved in enhancing school-community
   connections meet regularly as a workgroup to evaluate
   current status and plan next steps
         >at the district level?   DK 1 2 3 4 5
         >at the school level?   DK 1 2 3 4 5

4. Is there a written plan for capacity building related to
   enhancing the school-community connections
         >at the district level?   DK 1 2 3 4 5
         >at the school level?   DK 1 2 3 4 5

5. Are there written descriptions available to give all
   stakeholders regarding current school-community   DK 1 2 3 4 5
   connections?

_____

Use the following ratings in responding to the next items.
     DK = don't know
     1   = hardly ever effective
     2   = effective about 25 % of the time
     3   = effective about half the time
     4   = effective about 75% of the time
     5   = almost always effective

In general, how effective are local efforts to enhance school-
community connections?   DK 1 2 3 4 5

With respect to enhancing school-community connections,
how effective are each of the following:

   >current policy   DK 1 2 3 4 5

   >designated leadership   DK 1 2 3 4 5

   >workgroup monitoring and planning of next steps   DK 1 2 3 4 5

   >capacity building efforts   DK 1 2 3 4 5

Community Outreach & Collaborative Engagement (cont.)

Indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?

Ia. Outreach to a Broad Range of Community Entities

A. From which of the following community sources are resources recruited?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
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. What types of school-community connections currently are in place?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. mentoring for students and families	___	___	___	___
2. volunteers with no special expertise	___	___	___	___
3. community members with special expertise who help 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 schools, such as				
>after school programs	___	___	___	___
>service providers collocating at schools	___	___	___	___
>other (specify) _____	___	___	___	___
5. formal arrangements that involve community representatives 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 & Collaborative Engagement *(cont.)*

C. With specific respect to volunteers

1. What types of volunteers are used at the site?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>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?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>administrators	___	___	___	___
>teachers	___	___	___	___
>student and learning supports staff	___	___	___	___
>office staff	___	___	___	___
>other staff	___	___	___	___
>others (specify) _____	___	___	___	___

3. In which of the following ways do volunteers participate?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>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	___	___	___	___
>helping enhance public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
>other (specify) _____	___	___	___	___

Community Outreach & Collaborative Engagement (cont.)

Ib. Outreach to Students/Families Who Don't Come to School Regularly – including truants/dropouts

	Yes	Yes but more of this is needed	No	If no, is this something you want?
Which of the following are used to enhance school involvement of hard to involve students and families				
A. Home visits to assess and plan ways to overcome barriers to				
1. student attendance	——	——	——	——
2. family involvement in schooling	——	——	——	——
B. Support networks connecting hard to involve	——	——	——	——
1. students with peers and mentors	——	——	——	——
2. families with peers and mentors				
C. Special incentives for				
1. students	——	——	——	——
2. families	——	——	——	——
D. Other (specify) _____	——	——	——	——

II. Developing Mechanisms to Link and Connect with Community Entities

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are the following in place:				
1. designated leadership for enhancing school-community connections?	——	——	——	——
2. workgroup for developing how connections contribute to school and community?	——	——	——	——
3. specific representatives from the school and community designated to meet with each other?	——	——	——	——
B. Are there processes specifically designed to				
1. recruit community stakeholders?	——	——	——	——
2. orient & welcome community stakeholders recruited for school involvement and support?	——	——	——	——
3. enhance the volunteer pool?	——	——	——	——
4. screen volunteers?	——	——	——	——
5. train volunteers?	——	——	——	——
6. maintain volunteers?	——	——	——	——
C. Which of the following are used to encourage ongoing community-school connections?				
1. Orientations and open houses for				
>newly arriving students	——	——	——	——
>newly arriving families	——	——	——	——
>new staff	——	——	——	——
2. School sponsored				
>student performances for the community	——	——	——	——
>cultural and sports events for the community	——	——	——	——
>community festivals and celebrations	——	——	——	——
>topical workshops and discussion groups	——	——	——	——
>health fairs	——	——	——	——
>family preservation fairs	——	——	——	——
>work fairs	——	——	——	——
3. Offer use of campus facilities	——	——	——	——

Community Outreach & Collaborative Engagement (cont.)

D. In helping improve schools, do the school-community connections enhance

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. the instructional component of schooling				
>kindergarten readiness	___	___	___	___
>tutoring	___	___	___	___
>mentoring	___	___	___	___
>school reform initiatives	___	___	___	___
>homework hotlines	___	___	___	___
>media/technology	___	___	___	___
>service learning	___	___	___	___
>career mentoring	___	___	___	___
>career academies	___	___	___	___
>adult education, ESL, literacy, citizenship classes	___	___	___	___
>others _____	___	___	___	___
2. the governance/management of schooling				
>PTA/PTSA	___	___	___	___
>shared leadership	___	___	___	___
>advisory bodies	___	___	___	___
>others _____	___	___	___	___
3. the learning supports component				
>student and family special assistance	___	___	___	___
>supports for transitions	___	___	___	___
>crisis response and prevention	___	___	___	___
>home involvement & engagement	___	___	___	___
>community involvement & collab. engagement	___	___	___	___
>classroom-based learning supports	___	___	___	___
>others _____	___	___	___	___
4. stakeholder development				
>school staff				
>staff from community programs and services	___	___	___	___
>family members	___	___	___	___
>others _____	___	___	___	___
	___	___	___	___
5. financial support for schooling				
>adopt-a-school	___	___	___	___
>grant programs and funded projects	___	___	___	___
>donations/fund raising	___	___	___	___
>other_____	___	___	___	___

Community Outreach & Collaborative Engagement (cont.)

E. In helping improve the neighborhood, do the school-community connections enhance

1. youth development programs
>home

visitation programs
>parent education
>infant and toddler programs
>child care/children's centers/preschool programs
>community service programs
>public health and safety programs
>leadership development programs
>others _____

2. youth and family recreation and enrichment opportunities
>art/music/cultural programs
>parks' programs
>youth clubs
>scouts
>youth sports leagues
>community centers
>library programs
>faith community's activities
>camping programs
>others _____

3. physical health services
>school-based/linked clinics for primary care
>immunization clinics
>communicable disease control programs
>EPSDT programs
>pro bono/volunteer programs
>AIDS/HIV programs
>asthma programs
>pregnant and parenting minors programs
>dental services
>vision and hearing services
>referral facilitation
>emergency care
>others _____

4. mental health services
>school-based/linked clinics w/ mental health component
>EPSDT mental health focus
>pro bono/volunteer programs
>referral facilitation
>counseling
>crisis hotlines
>others _____

5. programs to address psychosocial problems
>conflict mediation/resolution
>substance abuse
>community/school safe havens
>safe passages
>youth violence prevention
>gang alternatives
>pregnancy prevention and counseling
>case management of programs for high risk youth
>child abuse and domestic violence programs

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Community Outreach & Collaborative Engagement *(cont.)*
E. Connecting to improve *neighborhood (cont.)*

	Yes	Yes but more of this is needed	No	If no, is this something you want?

6. basic living needs services
>food
>clothing
>housing
>child care
>transportation assistance
>others _____

7. work/career/higher education programs
>college prep programs
>job mentoring
>job shadowing
>job programs and employment opportunities
>others _____

8. social services
>school-based/linked family resource centers
>integrated services initiatives
>budgeting/financial management counseling
>family preservation and support
>foster care school transition programs
>case management
>immigration and cultural transition assistance
>language translation
>others _____

9. crime and juvenile justice programs
>camp returnee programs
>children's court liaison
>truancy mediation
>juvenile diversion programs with school
>probation services at school
>police protection programs
>others _____

10. legal assistance
>legal aide programs
>others _____

11. support for developing neighborhood organizations
>neighborhood protective associations
>emergency response planning and implementation
>neighborhood coalitions and advocacy groups
>volunteer services
>welcoming clubs
>social support networks
>others _____

12. economic development and housing programs
>empowerment zones
>urban village programs
>accessing affordable housing
>others _____

Community Outreach & Collaborative Engagement (cont.)

III. Establishing an effective operational infrastructure for a school-community collaborative

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are the following in place:				
4. designated leadership for establishing a school-community collaborative?	___	___	___	___
5. formal working agreements about mutual roles and responsibilities?	___	___	___	___
6. workgroup for developing the collaborative infrastructure?	___	___	___	___
7. specific representatives from the school and community designated to be part of the collaborative?	___	___	___	___
8. a steering group?	___	___	___	___
9. standing and ad hoc workgroups to pursue ongoing functions?	___	___	___	___
10. executive director for the collaborative?	___	___	___	___
11. collaborative staff?	___	___	___	___
12. regular meetings for the collaborative as a whole?	___	___	___	___
B. Are there processes for				
1. identifying community stakeholders interested in establishing a school-community collaborative?	___	___	___	___
2. forming and training workgroups to accomplish immediate objectives?	___	___	___	___
3. monitoring and facilitating progress?	___	___	___	___
C. In its focus on school improvement, does the collaborative				
1. the instructional component of schooling	___	___	___	___
2. the governance and management of schooling	___	___	___	___
3. financial support for schooling	___	___	___	___
4. stakeholder development	___	___	___	___
5. school-based programs and services to address barriers to learning	___	___	___	___
D. In its focus on improving the neighborhood, does the collaborative stress	___	___	___	___
1. youth development programs	___	___	___	___
2. youth and family recreation & enrichment opportunities	___	___	___	___
3. physical health services	___	___	___	___
4. mental health services	___	___	___	___
5. programs to address psychosocial problems	___	___	___	___
6. basic living needs services	___	___	___	___
7. college prep programs	___	___	___	___
8. work/career programs	___	___	___	___
9. social services	___	___	___	___
10. crime and juvenile justice programs	___	___	___	___
11. legal assistance	___	___	___	___
12. support for development of neighborhood organizations	___	___	___	___
13. economic development programs	___	___	___	___

Community Outreach & Collaborative Engagement (cont.)

IV. Blending/weaving/redeploying school and community resources together

	Yes	Yes but more of this is needed	No	If no, is this something you want?

Has a workgroup from the school-community collaborative

	Yes	Yes but more of this is needed	No	If no, is this something you want?
>mapped school and community resources that are used to address barriers to student success?	___	___	___	___
>analyzed critical gaps and recommended priorities for filling these gaps?	___	___	___	___
>analyzed resource use to determine redundancies and inefficiencies?	___	___	___	___
>identified ways school and community resources can be redeployed and interwoven to meet current priorities?	___	___	___	___

V. Capacity Building to Enhance Community Outreach and Collaborative Engagement

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are resources budgeted to enhance to enhance community outreach and collaborative engagement?	___	___	___	___
B. Are steps taken to enhance broad stakeholder involvement in community outreach and collaborative engagement?	___	___	___	___
C. Is there ongoing personnel preparation related to community outreach and collaborative engagement for				
1. teachers?	___	___	___	___
2. student and learning supports staff?	___	___	___	___
3. administrators?	___	___	___	___
4. office staff?	___	___	___	___
5. other (specify) _____	___	___	___	___
D. Which of the following topics are covered in educating staff and other key stakeholders?				
1. understanding the local community (e.g., culture, needs, resources)	___	___	___	___
2. how to recruit, train, and retain community resources and volunteers				
>in general	___	___	___	___
>for special roles	___	___	___	___
3. how to outreach to hard-to-involve students and families	___	___	___	___
4. understanding how to create a psychological sense of community	___	___	___	___
5. developing systematic social supports for students, families, and staff	___	___	___	___
6. how to develop a school-community collaborative	___	___	___	___
7. Other (specify) _____	___	___	___	___
E. Are there ongoing processes for training, support, and quality improvement of participants in the school-community collaborative?	___	___	___	___

Community Outreach & Collaborative Engagement *(cont.)*

Indicate below other things you want the school to do in enhancing community outreach and collaborative engagement.

Indicate below other ways the school is enhancing community outreach and collaborative engagement.

Note: Other matters relevant to *Community Outreach and Collaborative Engagement* are included in the other self-study surveys.