



This is a graded discussion: 10 points possible

due -

Discussion #1-Community

8 56

Share ways in which the community can support your student's learning and access to community resources.

Evaluate the degree to which you encourage the community to be a part of your student's learning and success and access to community resources.

How are partnerships within the community, supported by your school? How are they established, maintained and enhanced? Are teachers consulted, included on the part of implementation? How can these partnerships be improved?

If none of this exists or you are not currently teaching, how might you encourage this? How might partnerships with the community be supported for your school? How can they be established, maintained and enhanced? Should teachers be consulted, included on the part of implementation?

Next, describe 2-3 real examples of how you can bring the community into your classroom/school/work place to support the curriculum (available jobs, sharing oral stories, immigration experiences, community services (medical, learning needs, library, etc), English resources, etc)

Response due by Sat then respond to at least two others by Sun.



← Reply



[Erin Lynch \(https://my.uclaextension.edu/courses/30870/users/147296\)](https://my.uclaextension.edu/courses/30870/users/147296)

Oct 18, 2020

I am not currently in a classroom, but during my work as a psychologist, I worked for a community mental health agency who partnered with public and charter schools in Boyle Heights and East Los Angeles. Mental health therapists and psychologists traveled to the schools to meet with students who were demonstrating a need for mental health services. Faculty, school staff, and the students' families were included in treatment planning and implementation of treatment. These students were seeking treatment for various reasons and many were suffering from symptoms of depression, anxiety, mania, exposure to trauma(s), conduct issues, and sometimes psychosis. Most of these students were either immigrants or first generation Mexican Americans and many had one or more family members who were undocumented. Many of these families had traumatic immigration stories, or experienced one or more family members being deported. Often it was one of their parents. Many were exposed to violence in their neighborhood and lived in poverty. For this reason, the schools' partnership with our agency provided a valuable and necessary resource to these students. These partnerships were established by our agency who saw a need in the community, realized that meeting the students at school rather than having them come to the clinic would increase access as it addressed issues such as difficulty with transportation, safety, and reduce stigma associated with mental health issues by providing services outside the clinic. It was maintained by the school districts, individual schools and the Department of Mental Health to provide services to the students and their families. In addition to mental health services, our agency also provided these students and families with a case worker who worked with these families to identify additional needs and link them with various community resources including physicians, dentists, immigration lawyers, the Regional Center, and various other organizations that could potentially help these families.

I saw how bringing this community resource into the school was beneficial for so many students and so I would definitely advocate for this in a school where access to mental health services might be limited. While it isn't appropriate to bring mental health services into the actual classroom due to confidentiality laws, teachers can identify a student who may benefit and with the privacy of the student in mind, make appropriate referrals.

Another resource I saw during my time working in the schools was that many of these schools had volunteer college students from UCLA and USC provide tutoring to students. Because the tutoring was provided at the school, issues related to transportation, or safety were addressed. Also, these college students were often not much older than the students they were tutoring, came from a similar cultural background and so they also served as role models for the

students. Not only was assistance with school work available, but the students had a real life example of someone like them attending and succeeding in college. I would definitely advocate to have a similar program in my school.

Last, many times the parents of the students were non-English speaking or were limited in their ability to understand or speak English. This required non Spanish speaking therapists and psychologists to use a translator when speaking to parents which is not ideal as so much is lost in translation. These parents also had a hard time navigating in a predominantly English speaking society making it difficult at times to access any resources they needed. Additionally some of the parents of these students were unable to read or write in Spanish, making it nearly impossible to navigate the world around them and as a result increasing the stress of daily living in their household. I believe that providing parents with an opportunity to improve their communication skills, whether it is through learning English or learning to read and write in their native language, the student will benefit. When parents of these students are better able to navigate the world around them, the level of stress in the home can be reduced, access to resources increased and the outcome for the student can be increased chance of success.

← Reply



Dr. Kimberly Persiani (<https://my.uclaextension.edu/courses/30870/users/309>)

Oct 18, 2020

I truly believe that the work you did in the community and schools is some of the most important work a person can do, especially in areas that serve marginalized communities, "I worked for a community mental health agency who partnered with public and charter schools in Boyle Heights and East Los Angeles. Mental health therapists and psychologists traveled to the schools to meet with students who were demonstrating a need for mental health services." I am inspired by your work.

YES! "I saw how bringing this community resource into the school was beneficial for so many students and so I would definitely advocate for this in a school where access to mental health services might be limited. "

This makes such a huge difference in working with others, when the one seeking help can identify with the one assisting them, "Not only was assistance with school work available, but the students had a real life example of someone like them attending and succeeding in college." There's a lot of research in this field and though anyone willing to help, can, it is different for many who share common cultural characteristics be it gender, language, religion, race, etc.

So many great ideas.

← [Reply](#)



Erin Lynch (<https://my.uclaextension.edu/courses/30870/users/147296>)

Oct 21, 2020

Thank you. With regard to the tutors coming from a similar background as the students, I think the same can be said for mental health professional. One thing our agency also did was try to recruit Spanish speaking therapists and psychologists and we were lucky that we were able to hire on some great ones that came from the Boyle Heights and East LA area. I believe my whiteness in at of itself at times was a barrier to making a connection with some families because of the mistrust they had for "the system". I am grateful that I had a lot of great supervisors and mentors along the way who invested a lot of time and effort to educate us and encourage us to become culturally aware, especially when we were working with others whose backgrounds were different than ours. There's always more work to be done in this area. And so I try to keep learning.

← [Reply](#)



Kelly H. Kim (<https://my.uclaextension.edu/courses/30870/users/146907>)

Oct 20, 2020

It's very inspirational to read about your experience as a psychologist. The work you did for the students suffering from symptoms of depression, anxiety and PTSDs is priceless. It made me think such partnerships are necessary in Asian educational systems as well. I'm currently living in Korea, having moved back from the states after 17 years of living abroad. I realized that there is a shared perception here that seeking help for mental illness is a sign of weakness and might work disadvantageously in your future career. Although Korea has the world's highest suicide rates, not many resources are available for those in need earlier on to prevent such tragic outcome. It would be great to implement such partnership programs into schools here to provide better care for teens and their families.

← [Reply](#)



Erin Lynch (<https://my.uclaextension.edu/courses/30870/users/147296>)

Oct 21, 2020

Thank you! I agree that we need to reduce the stigma of seeking mental health care here and across the globe. When I was growing up there were definitely messages

that seeking mental health treatment was taboo. The idea was that everyone has problems. You just need to get over it. And therapy is for weak people. I'm glad it is becoming more accepted here and I hope globally the same comes true.

← [Reply](#)



Silver Park (<https://my.uclaextension.edu/courses/30870/users/147686>)

Oct 21, 2020

Hi Erin, thank you for sharing your experiences you've had with local communities. Supporting students mentally and emotionally can be very beneficial. My parents were immigrants and I come from a brown family, so I know how it is for students to push through their own personal situations and succeed academically at the same time. Thank you for your post!

← [Reply](#)



Melissa McConnell-Quinn (<https://my.uclaextension.edu/courses/30870/users/148617>)

Oct 23, 2020

Hello Erin,

I really wish that what you provided to students was available everywhere, all of the time, to every child. I focused on mental health in my response to Impacts of Shifting Cultural, Linguistic and Demographics. When I was in Santa Rosa working in 2017, we had the Tubbs Fire. After the fire, students were traumatized and as a teacher, it was so heartbreaking. I wish we all had the resources to help them as they need. Their emotional and mental well being is crucial to all else education.

MQ

← [Reply](#)



Gabriela Miranda Laguna (She/Her/Hers) (<https://my.uclaextension.edu/courses/30870/users/142177>)

Oct 23, 2020

Hello Erin,

It's very emotional to read about your experience in mental health. Wellness is the number one of the worry item in education. We must be attentive to the quality of the environment

that we are achieving in the classroom.

I agree it is important for providing parents an opportunity to improve their communication skills, the student will benefit when the whole family has the interest to improve their knowledge.

More communication between parties in the academic process benefits everyone's growth.

← Reply

○



<https://my.uclaextension.edu/courses/30870/users/128284>

Oct 20, 2020



Prominent members of society like government officials, professionals, artists, etc can provide different perspectives to school and college students, who have very little or zero experience of working in society. School/college students' understanding of the world are to a large extent from their teachers. Teachers are experts at their fields; however, they have been in the school system for long years and so they may be out of touch from society and other parts of the world. For this reason, bringing outsiders from different parts of society or the world will surely broaden students' horizons. Prominent members of society will help students better understand the practical issues that college education can hardly provide.

I have worked as a lecturer at Hong Kong University Extension and the university's community college for over 15 years. At the college, I convened an academic conference inviting academics and prominent members of society to share their ideas and research findings. Take the conference in 2015 and 2016 as an example.

https://www2.hkustspace.hku.hk/cc/news-and-events/news/english_conference_2015
(https://www2.hkustspace.hku.hk/cc/news-and-events/news/english_conference_2015)

https://www2.hkustspace.hku.hk/cc/news-and-events/news/english_conference_2016
(https://www2.hkustspace.hku.hk/cc/news-and-events/news/english_conference_2016)

In 2015, it was our honor to have invited academic heavyweight Prof David Nunan to share his research findings. Our associate degree students could take the opportunity to feel the atmosphere at a formal academic conference, at which they could ask floor questions to the speakers. Nearly 200 students from 5 middle schools were invited to be in the audience hoping that the school students could have a basic idea about college/university.

In 2016, avid traveler Miriam Lee was invited to share her precious travel experience and the use of English outside the classroom at the conference. Same as the previous year, students from our college and multiple middle schools attended the event. The audience members

exchanged ideas with the speakers inside and outside the auditorium - a dinner buffet for all speakers and audience members was arranged immediately after the conference.

In 2014 an English-speaking music duo was invited to share their English speaking experience in the Chinese community at the same conference. The participants went wild and their cheers were deafening when the duo walked up to the stage. The guests also shared their experience learning English with music.

I was on the college's Student Ambassador Team. I organized visits to the headquarters of the Hong Kong Government's Auxiliary Medical Service <https://www.ams.gov.hk/eng/main.htm> [_\(https://www.ams.gov.hk/eng/main.htm\)](https://www.ams.gov.hk/eng/main.htm) and the city's parliament <https://www.legco.gov.hk/index.html> [_\(https://www.legco.gov.hk/index.html\)](https://www.legco.gov.hk/index.html) about 10 years ago. The students had the chance to learn from our city's paramedics and politicians direct. They was impressed by the way first-aiders and paramedics were trained and the actual operation and procedures of the local parliament from incumbent congressmen.

Back in 2004. Indonesia and Thailand were devastated by a deadly tsunami. The Hong Kong Government sent a small rescue team to bring Hong Kong citizens back home. Head of the force was invited to share his precious rescue experience with our college students. The team leader was a senior police officer and so the Police Commissioner's permission had to be granted for the sharing session, or the rescue team leader would have not been allowed to speak to our students. The students were impressed by the challenges the search team had to rise to in foreign countries.

The college also runs a mentorship program that invites leaders in different industries to mentor our college students. For instance the mentors meet with their mentees on regular occasions sharing their worldviews and other experience. What we committee members do is to match mentors to mentees through interviews and reading their personal statements. The purpose of the program is to let our students be in touch with leaders from different parts of society like the postmaster of a district or a senior manager of the Hong Kong airport.

Doing so many things and running so many programs and extracurricular activities, the college just wants to nurture our budding young minds into all-rounders. Mere credentials are not enough. They must see what happens outside college.

Apart from community college students, I have also organized events and joint projects with universities from other countries. Last year a Japanese dental university had an exchange program with Hong Kong University's dental school. A short English enhancement course was given to the sophomore students from Japan. Not only did they learn English from us, they also learned dental English from a dentist in Texas via Zoom. Therefore, the dental students had the chance to learn the practice of dentistry in not only Hong Kong but also the US. The students and their professor in Japan were grateful for our effort, for they benefited from the exposure to the US practice.

Edited by [Ting Tai Lui \(https://my.uclaextension.edu/courses/30870/users/128284\)](https://my.uclaextension.edu/courses/30870/users/128284) on Oct 20 at 5:42am

[← Reply](#)**Melissa McConnell-Quinn** (<https://my.uclaextension.edu/courses/30870/users/148617>)

Oct 23, 2020

I find your responses fascinating Ting. I enjoy reading about your learnings and your perspectives from those learnings. I enjoy the opportunities that I have to listen to speakers when they are knowledgeable in fields unfamiliar to me. I feel as if a new door opens for me each time. I had such a sheltered upbringing so I am still learning each and everyday. I look forward to reading more of your stories.

MQ

[← Reply](#)**Erica Wahlgren** (<https://my.uclaextension.edu/courses/30870/users/135386>)

Oct 20, 2020

WLAC recently launched a new job board and resource center for students. They host job fairs, resume reviews, mock interviews, etc. By making these resources very accessible to students, they were more inclined to use them. I also worked with the head of this project to get Canvas formatted links/info pages regarding the job resources and events. I placed them directly in my course so students would have easy and immediate access.

While at CSUSM, I reached out to the library, writing lab, and resources center and scheduled a day in which they came and spoke to my students about the services they offered. I then linked their websites/contact info to our course page. Schools often provide a number of free resources that students don't take advantage of because they don't know that they exist. By making time in my class to go over them, my students utilized them and it helped demonstrate that I was there to support them beyond the scope of my class and even beyond the scope of academics. I think this direct approach was very successful and each person/department I spoke to was more than happy to make arrangements with me to visit my class.

In addition, WLAC and CSUSM both host various events featuring speakers from the community. They were fun and free events that exposed students to things they might not see otherwise. Although events/presentations like these are great, it's not always possible or desirable for students to stay on campus for them. I would like to coordinate with other instructors and schedule various community members to speak in our classes. With this approach, the speakers/topics covered could be more closely tailored for our specific students,

not the campus as a whole. For example, we could bring in people from the job fields my students are interested in or speakers my students find culturally representative.

Another activity that could be helpful would be to have a class discussion on what resources students think would help support them academically, with their families, with their jobs, etc. After making a list, I would have students work together on a shared document to find and link these resources. For example, if my students wanted support with free textbooks/learning materials they could research and list things like the public library ebook download feature and other similar resources. They could research and find info on foodbanks, community activities for their kids, job boards, etc. They get to develop a list that is important to them and then practice finding these resources.

Overall, I think teachers should be consulted on community resources brought into classrooms and onto campuses because as teachers we get to know our students very well. We have a better sense of their individual needs and interests compared to campus administrators.

← [Reply](#)



[Erin Lynch \(https://my.uclaextension.edu/courses/30870/users/147296\)](https://my.uclaextension.edu/courses/30870/users/147296)

Oct 21, 2020

I love your idea of having a class discussion about resources and then have the students work in groups to find and link the resources. Not only does this give student information that there are resources out there it teaches them how to find and utilize them which will serve them well.

← [Reply](#)



[Luis Orozco \(He/Him/His\) \(https://my.uclaextension.edu/courses/30870/users/146922\)](https://my.uclaextension.edu/courses/30870/users/146922)

Oct 21, 2020

Hi Erica!

I agree with Erin. Your resource-finding activity sounds amazing!

← [Reply](#)



[Monta Wiley \(https://my.uclaextension.edu/courses/30870/users/126624\)](https://my.uclaextension.edu/courses/30870/users/126624)

Oct 22, 2020

Helli erica hope your day is going well. I really like your last ideas as it relates to students finding resources to best suit there needs. I believe this idea creates great leadership skills, especially when they grow older and have to search for resources on thier own.

[← Reply](#)[https://](https://my.uclaextension.edu/courses/30870/users/135934)[Caitlin Flynn \(https://my.uclaextension.edu/courses/30870/users/135934\)](https://my.uclaextension.edu/courses/30870/users/135934)

Oct 20, 2020

Before Covid-19 shut everything down I was volunteering at the Museum of Natural History and one of the other volunteers who worked at the same time was a high school student who was planning to become a paleontologist. When we talked he told me about coming to museum as an elementary school student had made him fall in love with dinosaurs. This experience brought home how important getting out of the class room and being able to see and interact with the world is to helping students learn not just the course material but how they want to apply that to their lives. It allows students the chance to learn about possible careers or just interests that they might be exposed to otherwise. While places like the Museum of Natural History often have community and school involvement already I think building a larger network not just with museums but with local business and professionals that can allow students to see more of the job opportunities out there that they might not be aware of.

Since so much of the world is happening online and there are communities forming in virtual space. I think building up students abilities to navigate and access those spaces will be beneficial to them. There are tools like Khan academy, libraries, research cites, academic forums, mental health resources, spaces for artistic expression and discussion all of which can help students succeed and build skills or connections that they can use through out there life. The pitfall being that there is very little regulation and it can be difficult to know if you're dealing with reputable, honest, helpful resources or not. I think that's why a focus on building connections with good online communities that can be a foundation for students to branch out into other online spaces is a really essential part of the future of education.

[← Reply](#)[http](http://my.uclaextension.edu/courses/30870/users/146907)[Kelly H. Kim \(https://my.uclaextension.edu/courses/30870/users/146907\)](https://my.uclaextension.edu/courses/30870/users/146907)

Oct 20, 2020

I can relate to the other volunteer you talked to when he said "coming to museum as an elementary school student had made him fall in love with dinosaurs." I remember going to art museums as a kid and being inspired by all different colors used in art pieces that I

didn't even understand. Although I didn't become an artist after that, I agree with you on the importance of those small experiences kids have outside of their classrooms. I think these memories of real life engagements last for a long time and contribute to shaping their tastes and interests later on.

← [Reply](#)



[Erin Lynch \(https://my.uclaextension.edu/courses/30870/users/147296\)](https://my.uclaextension.edu/courses/30870/users/147296)

Oct 21, 2020



First, I LOVE the Natural History Museum and I'm really missing it this time of year as I especially love their fall spider pavilion! Second, I agree that getting out of the classroom can be such a valuable teaching tool, but I guess until now I didn't see it as a link to outside resources. It seems so obvious now! I also like your idea of teaching students how to navigate the virtual world and distinguish which resources are legitimate. This can be tricky even for adults.

← [Reply](#)



[Monta Wiley \(https://my.uclaextension.edu/courses/30870/users/126624\)](https://my.uclaextension.edu/courses/30870/users/126624)

Oct 22, 2020



Caitlin I totally agree with your point as it relates to social media learning sources. Even before covid, social media have served as a one way source to acquiring everything. However as you mention all info isn't good info as some is convoluted in misinformation. When things go back to normal there should be a balance between online resource education and one of the ideas you presented taking students on field trips so they can physically learn about the aimed subject topic.

← [Reply](#)



[Melissa McConnell-Quinn \(https://my.uclaextension.edu/courses/30870/users/148617\)](https://my.uclaextension.edu/courses/30870/users/148617)

Oct 23, 2020



Hi Caitlin,

"I think building a larger network not just with museums but with local business and professionals that can allow students to see more of the job opportunities out there that they might not be aware of."

What a great point. I work with the little ones so this is not something that I thought about during this assignment. I appreciate this perspective. I feel sad for those missing out on

these experiences right now!

MQ

← Reply



<https://my.uclaextension.edu/courses/30870/users/146922>

Oct 20, 2020



My college has various community programs. The non-credit department offers citizenship and ESL classes for the community, along with short-term classes for professional development. Moreover, the college hosts events, such as plays and festivals, and openly invites people from the community to attend. For instance, the college hosted an arts festival that included poetry reading, orchestra music, plays, and vendors all featuring students and local artists, last spring. In the fall, the college hosts a Dia De Los Muertos day, in recognition of the high Latinx population in the area. Furthermore, the college offers college-level, transferable courses at local high schools.

The college has also hosted ACLU and immigration sessions for AB540 students. The college has agreed not to disclose the immigration status of any student to ICE and has worked with the on-campus police department to make sure they will not help ICE if an agent is ever on campus. When the last DACA filing period ended, the college also contracted local immigration lawyers to come to campus and help dreamers fill out legal forms to apply for the first time or renew their applications.

A few years ago, after the college conducted a survey on food scarcity, various student service departments created food pantries around campus for students. Although these food pantries are not open to any member of the community, students are allowed to take a certain number of items home with them. It is unfortunate that, because of COVID, these food pantries are no longer open, especially now when so many students and their families would benefit from additional food sources, but the college is working on providing alternative ways to get food to students, including the establishment of food vouchers.

In the past, I have used Thi Bui's *The Best We Could Do* in my composition classes, and I had students interview a family member or friend about her/his/their immigrant experience and create a zine about it, thereby bringing a family member's immigration experience into the classroom. On occasion, I will also invite (either in person or via Skype) someone I know if her/his/their experience or expertise is relevant to the topics we are discussing in class and whose knowledge or testimony will enhance the lesson, providing a real-world connection for students. That said, I can always do more, and I am open to any suggestions.

← Reply



[Silver Park \(https://my.uclaextension.edu/courses/30870/users/147686\)](https://my.uclaextension.edu/courses/30870/users/147686)

Oct 21, 2020

Hi Luis, that is cool how your college hosted events and festivals openly for all students to participate and learn and learn other cultures too!

[← Reply](#)



[Luis Orozco \(He/Him/His\) \(https://my.uclaextension.edu/courses/30870/users/146922\)](https://my.uclaextension.edu/courses/30870/users/146922)

Oct 22, 2020

Thank you for your comment, Silver!

[← Reply](#)



[Monta Wiley \(https://my.uclaextension.edu/courses/30870/users/126624\)](https://my.uclaextension.edu/courses/30870/users/126624)

Oct 22, 2020

Hey Luis this is a great strategy. Just curious was there any hesitation or paranoia from students in participating in the ACLU and immigration sessions ?

[← Reply](#)



[Luis Orozco \(He/Him/His\) \(https://my.uclaextension.edu/courses/30870/users/146922\)](https://my.uclaextension.edu/courses/30870/users/146922)

Oct 22, 2020

Hi Monta!

I went to one session, and it was very well attended (extra chairs had to be set up to accommodate the number of students who showed up). The college does a good job of letting students know that they are welcome (regardless of immigration status) and of advertising the sessions, and many faculty are supportive of AB540 students, so that helps students feel comfortable to seek those resources without fear. That said, I'm sure there are still some students who may not feel completely comfortable.

[← Reply](#)



[Melissa McConnell-Quinn \(https://my.uclaextension.edu/courses/30870/users/148617\)](https://my.uclaextension.edu/courses/30870/users/148617)

Oct 23, 2020

Hello Luis,

I feel like adult me would truly enjoy being apart of the activities that you describe. I don't know if college aged me would have attended, simply because I tended to stay home and not say 'yes' to many things. Adult me regrets that. As I read your description, I found myself saying, "Ooooh. I'd like to see that. Ooooh. That sounds interesting!"

The students on your campus are lucky to have these activities and experiences.

~MQ

[← Reply](#)



[Luis Orozco \(He/Him/His\)](https://my.uclaextension.edu/courses/30870/users/146922) <https://my.uclaextension.edu/courses/30870/users/146922>

Oct 24, 2020

Hi Melissa!

Thank you for your comment. I used to commute to campus as an undergrad (to make college more affordable), so I also missed out on some college life opportunities; however, I, too, wish I would have gone to more events and activities.

[← Reply](#)



[Michelle Akamine](https://my.uclaextension.edu/courses/30870/users/153411) <https://my.uclaextension.edu/courses/30870/users/153411>

Oct 24, 2020

Hi Luis,

I liked the how you have an assignment for student to interview someone about their immigrant experience. I actually had an assignment like this before where I interviewed someone who immigrated here from Russia. My peers interviewed people from all over the world. It was interesting to see how all the immigrant experience differed based on their country of origin. We could also see how they faced similar problems and how they overcame them. I think students learn a lot by listening to these stories.

Edited by [Michelle Akamine](https://my.uclaextension.edu/courses/30870/users/153411) <https://my.uclaextension.edu/courses/30870/users/153411> on Oct 24 at 1:05pm

[← Reply](#)



[Kelly H. Kim](https://my.uclaextension.edu/courses/30870/users/146907) <https://my.uclaextension.edu/courses/30870/users/146907>

Oct 20, 2020

I would strongly advocate for the diverse partnerships between schools and local communities. Although I'm not currently teaching, I can think of a couple of examples from my experience as a former student that can be established for better, maintained and enhanced for the benefit of my future students.

Schools can invite experts from diverse industries to teach the skills and knowledge the traditional academic curriculums do not cover. For example, the topics can be things like financial literacy, ethical use of technology or immigration laws. By including these experts to different school events and activities, schools can collaborate with their communities to provide the students with easy access to valuable resources. This can be done by facilitating workshops or by running learning centers to connect the experts to the students directly. Another way would be to invite the experts as guest speakers at school events.

Among many subjects and areas the experts in the community can help the students with, I would like to highlight the topic on the immigration laws. Having been an international student in the US for a long time, I personally understand the struggles they go through having to handle all the time sensitive paperwork and procedures to satisfy many requirements to sustain their visa status. It's clearly proven over the time that the immigration laws of America are complicated enough even for adults. But the same level of intricate details in these visa processes are expected to be managed by most of the international students on their own. Although schools often have their own help centers, there are so many different cases students and their families might be in, school employees might not be able to answer all their questions. If local immigration attorneys or relevant professionals can make themselves available, international students would know where to go for advice when they have more complex issues. This applies not only to international students but also to all immigrant families in schools. Such support system will make all members feel included and accepted as respected members of the school community.

Not only in receiving help but also in giving back to their communities, I believe students benefit a lot. By learning what they've got to offer and realizing that their work is valued in real world, students will be able to build strong self-esteem and gain confidence, which ultimately empower them to succeed academically. Students might not have all the necessary resources and connections to find such opportunities. If teachers can guide them with their search and allow them to explore what is available, students will become more inclined to participate.

When I was in high school, I remember it was quite difficult to go out of my way to find volunteer opportunities outside of school. As I progressed into my junior year, I had this rough idea of wanting to help others in need but wasn't sure of how. I played cello at my school band at that time and my band instructor pulled me aside one day and asked if I would be willing to perform at a local senior nursing home few days before Christmas. I said yes and immediately scouted three of my friends that played other instruments to perform together as a quartet. Ever since then, we went into perform last weekend of every month until we left the town for

colleges. I also visited the nursing home every Friday to participate in their weekly activity night, assisting the nurses. I was only a teenager and had no experience or skill, but I got to learn the joy of being part of a community outside of my school where I was capable of helping others with my talents that I thought were insignificant.

Like how my band teacher did for me, I believe it will be great if schools and communities can work together to connect students with great opportunities outside of the school. Schools can build a referral program linked to outside volunteer opportunities just like they do with job opportunities. Because students might be unsure of what they've got to offer or what they will gain in return, teachers should also stay involved to encourage their students to explore options.

I've included some of the real examples in my response above and I would like to add that same approaches can be effective for my work place as well. I can invite professionals from different industries to share their expertise that can be practically helpful for my colleagues. I can set up temporary learning centers or eventful workshops to encourage engagements. I would start with those I know on my personal level and expand the pool of experts to other local communities near my workplace. With volunteering opportunities, I can partner with diverse community services such as hospitals, schools, or social centers where my colleagues can add values. I can also host events where our office goes in all together as a group and volunteer. Another way would be taking volunteers to run an internal referral system where employees of my company can be linked to volunteering opportunities in the community that are most suitable for their interest and needs.

← [Reply](#)



[Luis Orozco \(He/Him/His\)](https://my.uclaextension.edu/courses/30870/users/146922) (<https://my.uclaextension.edu/courses/30870/users/146922>)

Oct 21, 2020

Hi Kelly!

I agree, volunteering is a great opportunity to build networks, do something great for others in the community, and is enriching for the volunteer.

← [Reply](#)



[Caitlin Flynn](https://my.uclaextension.edu/courses/30870/users/135934) (<https://my.uclaextension.edu/courses/30870/users/135934>)

Oct 22, 2020

Hi Kelly,

I really like your ideas for helping students find volunteer opportunities that interest them. I remember also being unsure of where or how to volunteer as a high schooler. I think when

I am a teacher being more active in finding and sharing those opportunities with students is something I would also like to do.

← [Reply](#)



Monta Wiley (<https://my.uclaextension.edu/courses/30870/users/126624>)

Oct 22, 2020

Hello Kelly, hope your day is going well. I was reading your ideas and something caught my eye, when you mentioned.

. I can invite professionals from different industries to share their expertise that can be practically helpful for my colleagues. I can set up temporary learning centers or eventful workshops to encourage engagements.

I found this strategy interesting because sometimes collaborations with professionals from different industries can open the gate to workshops being created. For instance, let's say a professional guest feels connected to your efforts as an instructor and your class students. At that moment, they can aid in creating programs in the school. In other words, forming a business relationship leads to other opportunities for the students. It also eliminates having to produce funding on your own to get those learning centers and programs established, which can be difficult, especially if the school administration isn't on board.

just a thought on your amazing ideas

← [Reply](#)



Gabriela Miranda Laguna (She/Her/Hers) (<https://my.uclaextension.edu/courses/30870/users/142177>)

Oct 23, 2020

Hello Kelly,

Introduce experts from diverse industries to teach the skills and knowledge the traditional academic curriculum is a great idea. This is the way to show how people really thrive and that it is just what is needed in the marketplace. This means being really up to date. It is a good way to project themselves in the future.

← [Reply](#)



Aya Takeichi-Leitz (<https://my.uclaextension.edu/courses/30870/users/147001>)

 Oct 24, 2020

Hi Kelly,

I agree with your comment that giving back to their communities will benefit students. It's so true that teachers can help to guide students for volunteer opportunities. Nice work!

 [Reply](#)[Geronima Garcia \(https://my.uclaextension.edu/courses/30870/users/130244\)](https://my.uclaextension.edu/courses/30870/users/130244)

Oct 25, 2020



Hi Kelly,

I love your ideas for bringing the community into schools and connecting students to their communities. Your suggestions, such as bringing in community members to talk about financial literacy, immigration issues, and technology takes what feels to many like an abstract education and connects it to the real world and the real-life concerns many students have. At my school we have an intervention class for struggling/unmotivated 8th graders. In this class, students work closely with two teachers who become like their "school parents," which makes students feel cared for on a personal level. Another integral part of this course is speakers/fieldtrips where students get to engage with local businesses, learn about entrepreneurship, video game design, and trades such as cosmetology. I would love to see many of the aspects of this course introduced to our school as a whole, since it seems to answer the questions of "How does this apply to me? When will I ever need any of this?" When students can connect their community to their education it makes learning and the value of education concrete/tangible.

Thank you for sharing,

Geronima

 [Reply](#)[Silver Park \(https://my.uclaextension.edu/courses/30870/users/147686\)](https://my.uclaextension.edu/courses/30870/users/147686)

Oct 21, 2020



Schools and local communities shouldn't be independent from one other but rather depend on each other to really embrace and help student's learning within their circle of community. They need to be in one accord to be able to support students and provide them the right resources

according to student's need. I'm going to share my ideas and experience as a student since I am not currently teaching.

If I had the ability and the power, I would first present to the community the importance of raising children and young people. How raising them in a proper way leads us to the right future and the future of the next-generation is altogether depending on how much the community paid attention and supported them. Next I would encourage the schools and communities around us to find the recourse they can provide to the students.

Knowing the importance of what the role of the community can do will bring out the support from them and implementations in schools for students. The roles of teachers are critical as well because if teachers need to reach out first to the community and when they are open to receive support, there should be a lot of resources available for their students.

I would bring college counselors and job affairs in school for students to have more exposure to what is out there for them to be informed, choose, plan their future in advance. I would also bring in family counselors and therapists because many students don't succeed academically not because they don't want to but they might have problems inwardly that are not visibly seen. Students can succeed academically when they are touched and realized at their heart because when you find the root of the problem everything will be solved.

I wish I had more examples and experience to share my stories and to be able to support young adults in my community because I know hard it is to be a teenager and how precious these students are. I want to learn and research more in order for me to be ready to fully support my students with all the connections and resources I have from the community, for my students.

← [Reply](#)



[Erica Wahlgren \(https://my.uclaextension.edu/courses/30870/users/135386\)](https://my.uclaextension.edu/courses/30870/users/135386)

Oct 22, 2020

Hi,

I love your idea of bringing in counselors and therapists for students. Students face so many challenges outside of the classroom that has a significant impact on their academic success. Normalizing talking to counselors/therapists for students at a young age is a great way to support them as students and as they grow and develop.

I also really liked the point you made about how we raise children. Supporting students from a young age all the way through college could be a really beneficial endeavor. For example, the schools in a given area could all coordinate for a series of speakers/community members to visit the schools or programs that extend through the grades.

-Erica

← [Reply](#)



Michelle Akamine (<https://my.uclaextension.edu/courses/30870/users/153411>)

Oct 24, 2020

Hi Silver,

I liked your idea of presenting to the community the importance of helping youth development. I think schools should think of ways to get involved with the community but that would be difficult without the community being supportive in the first place. I also liked how you wrote "Students can succeed academically when they are touched and realized at their heart because when you find the root of the problem everything will be solved." I think it's very true and can help students relieve some of the stress that they have.

← [Reply](#)



Monta Wiley (<https://my.uclaextension.edu/courses/30870/users/126624>)

Oct 22, 2020

Community support is vital in the persuasion of improving a student's learning environment. Parent participation in one group of outside figures that aid in this cause. Depending on one's social-economic status, parents are often not involved in their students' education or even aware of the student's learning conditions. Under these categories, parents may be bound by their work duties to keep a roof over the family's heads, combat with personal issues as the care/interest of child's life is secondary, or even worse cases, don't care about their child's education at all. However, parents that show interest and rally together with other like-minded parents can push for change in the facility. In my lifetime, being a high school student, I have witnessed parents coming together to promote the removal of an unfair class instructor who failed an entire class because the students could not conform to his teaching style and way of learning. Employing strategies like the one mentioned, parents can use their power for any scenario that promotes administrative school personnel to answer their demands for the well-being of the student and the school's reputation.

After school programs another major support system that assist schools. After school programs are an extension of the primary school, most of which are non-profit groups that are in close proximity to the school.

During my visit to East St Louis, early this year, I got the opportunity to visit the Christian Activity Center (CAC). CAC is an after-school program that focuses on student development in education, faith, and recreation. The facility is located in the heart of a low-income community in East St. Louis. This low-class community is notorious for its extreme violence and low academic success rate. The classes are amazing, which finds students engaging in homework help, skill-building, secondary language learning, martial arts, and other learning-based programs. The establishment of this program is an inspiring tale. C.A.C had no funding to hire educators or create a curriculum. Their expansion came by supporting the community by performing graffiti removal projects, counseling murdered teen's mothers and other community outreach assistance. Their noble actions, in turn, allowed them to acquire financial support from various churches and families. With C.A.C assistance, it has helped increase students' graduation and GPA rates public-school performance and open vast amounts of opportunities for their members to learn about a world outside their cultural norms.

More information on CAC can be found here:

<https://www.cacesl.org/> [\(https://www.cacesl.org/\)](https://www.cacesl.org/) The events of my past serve as an inspiration for my future endeavors as an instructor. As an instructor, I see myself employing various strategies to assist in helping students. Social Media has served as a great source in building personal and business relationships amongst two parties. Filming my classes for instance will hopefully promote interest in someone from a skill building program agency, volunteers, and even an audience in showing support not only to the school but also inspire changes in the facility. Other opinions is creating parent conference sessions and physically searching for programs that best fit the needs of the students in their academic and personal development.

[← Reply](#)



Caitlin Flynn (<https://my.uclaextension.edu/courses/30870/users/135934>)

Oct 22, 2020

hi Monta,

The CAC sounds like a really amazing program and I think your right that after-school programs are really important resource for students and communities. It gives them places to continue learning, get help, and provides a place for them to go.

[← Reply](#)



Erica Wahlgren (<https://my.uclaextension.edu/courses/30870/users/135386>)

Oct 22, 2020

Hi Monta,

Thanks for sharing! I absolutely agree that afterschool programs are great for supporting students with academic and personal development. You also brought up a relevant point about funding for programs. Often time, instructors and community members volunteer all or part of their time for programs like these. I think helping with these programs as an instructor by either volunteering time or assisting with fundraising is so important.

-Erica

← Reply



<https://my.uclaextension.edu/courses/30870/users/148617>

Oct 23, 2020



One program that I really enjoyed for my students was called, “*Harvest of the Month*”. Local farmers donated a particular food to the school so that children could try healthy snacks that they may or may not have seen before. Sometimes it would be apples but then other months were pomegranates, squash or apricots; foods that may not be as familiar to the students. We took the students to the farm and they explored farm life. They were given a pumpkin for this.

I also value *Nature’s Classroom* for students. I myself never had this opportunity but as a teacher, I have been able to take students. On one of our nature hikes, we came across a herd of Elk. The guide told my students all about their habitat, their camouflage, diet, etc. They were fascinated. They couldn’t experience that from a book.

The longer I taught, the more confident I became in my ability to have outsiders in my classroom. I no longer believed that they were there to judge me but to support me and my students. I absolutely love having guests come into my classroom. They provide perspective, stories, and experiences to my students that I do not. The students benefit so much from having community members in our classrooms. When I was in CA, I loved how the high schools had teachers with a rich history of working in their respective fields (Career Tech?). They then came and taught the high school kids their trade. I observed Agriculture Teachers, Business Teachers, Culinary Teachers. When I talked to the students, most conveyed that those were their favorite classes.

In my experience, teachers are not typically consulted if the district decides that there is going to be a community partnership. We are told that this is going to happen and then given the ropes to implement the changes. If the partnership is teacher initiated, we usually have to get the “okay” from administration before we can move forward making it happen with students. I have never had an issue with school support when it comes to partnering with the community. Schools want to make sure the kids are safe and the admin usually likes it when teachers get

creative. As long as the community members have followed district safety protocol, i.e., fingerprinted, paperwork submitted, sign in at the office, volunteer sticker, we are typically good to go. I really think that a proper relationship and communication with the teacher and the community member is what solidifies a positive experience for the children.

If you can, talk to other teachers in your district or county for ideas on community partnerships. When I was part of the Teacher Induction Program in CA, I learned about so many community offerings that I had never heard of before. Talking to other teachers is really helpful and educational.

If there is a prevalent local industry in the area that you live, invite them in to talk to your students. When I lived in NorCal, we invited the Coast Guard to our school. Every other year they had the helicopter land on our field and allowed the kids to sit inside.

I had a father in my class who was from the fire department. He came to school with the truck and allowed all of the kindergarten classes to sit in the truck and spray the water hose.

I had a mom in NC who owned a yoga studio. She came to my class and taught the kids yoga poses.

When I was teaching 5th grade, our curriculum focused heavily on Native American tribes. We had local tribes come in and teach the students dances and tell stories about their ancestors.

← [Reply](#)



[Monta Wiley \(https://my.uclaextension.edu/courses/30870/users/126624\)](https://my.uclaextension.edu/courses/30870/users/126624)

Oct 23, 2020

Partnerships with other teachers in the district are a great idea because share ideas and resources are beneficial for a wide range of students learning in both institutions. Great point Melissa !!

also, I have a question. reflecting on your experience in 5th grade with the native American tribes, depending on the area you teach at, do you see yourself using the same method in bringing in guest speakers that resonate with the students?

← [Reply](#)



[Aya Takeichi-Leitz \(https://my.uclaextension.edu/courses/30870/users/147001\)](https://my.uclaextension.edu/courses/30870/users/147001)

Oct 24, 2020

Hi Melissa,

"Harvest of the Month" sounds great! It's beneficial to both local farmers and students. I remember I never tried specific food until I was able to pay by myself for the meal, and that was because my mom didn't like that food. It's beneficial to both local farms and students to try something new and potentially gain customers. Nice program.

← [Reply](#)



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/30870/users/147480) (<https://my.uclaextension.edu/courses/30870/users/147480>)

Oct 24, 2020

Hi Melissa,

I really enjoyed reading all of that. Having guests come into classrooms was something I always enjoyed as a student. I remember having to get parents to sign permission slips for me to listen to a guest speaker. It always bothered me when a parent said no, and I had to sit out while everyone else got to listen.

"I absolutely love having guests come into my classroom. They provide perspective, stories, and experiences to my students that I do not." This. Right here. Resonates!

Harvest of the Month sounds like something I wish I had growing up. I definitely would've appreciated farmers and their crops more.

The thing you said about districts doing a community partnership without teachers' consult...and how if it's the other way around, the teachers need to consult with the district....was very fascinating to read. Lots of "mmhmm" head nodding. Yup!

Finally, the last thing you wrote about having Native American guests come in to teach dance and tell stories. WHAT!? You should've led with that! Mic drop. Bravo!

← [Reply](#)



[Gabriela Miranda Laguna \(She/Her/Hers\)](https://my.uclaextension.edu/courses/30870/users/142177) (<https://my.uclaextension.edu/courses/30870/users/142177>)

Oct 23, 2020

Being able to speak English today is more important than ever. However there are still large communities even in English speaking countries, like here in Los Angeles, in particular in my science class, which is composed of 100% Hispanic families that practically don't speak English.

First, English is important because it can help people master technology. As technology most often uses an English framework for development, for example programming languages, having a strong command of this language can help push mastery of technology to the edge.

Second, today people have access to knowledge without being necessarily limited by their financial means. Everyone has the power to reach the world from their homes thanks to advancements in technology, communication, and globalism. But, knowing English is essential to thoroughly benefit of the material available as most of the content is in English, like, magazines, conferences, TED, articles, academic papers, etc.

The latter implies that it is also important to include training programs for students' families, too. There are free programs, but the problem is that many families do not know how to access these programs. We have to educate not only the student but their families, as students' environment is also important in their education. This is the only way to progress.

Third, another way to know what is happening in our classroom is by applying cross-sectional surveys. Student feedback through evaluations, comments and suggestions help us to become better teachers. I have seen some surveys in a couple of educational centers with successful results. I am convinced that increasing this two-way communication can improve the educational establishment. More communication between parties in the academic process benefits everyone's growth. I want to add that unfortunately, at this moment, in the school where I teach science, feedback from the students requested, yet.

Fourth, increasing dialogue with student's families further benefits the progress of students since it makes it possible to know what the strengths and weaknesses of the academic group currently are. More Parent-Teacher meetings can be a great contribution. I encourage everyone to bring the community into the classroom to share stories, experiences, and how each can contribute to the community.

Finally, as teachers it is extremely relevant to know our audience. Every student is different, they can go faster or slower than the average, having a deeper knowledge of each student individually helps as to establish better rapport with each student and helps to be able to support them adequately. Forcing everyone to keep the same pace can be a source of anxiety and depression. It is a good idea to group students sometimes by skill levels, and sometimes mix them a little bit to let them also to learn how to support each other. For example. Wellness is the number one of the worry item in education. We must be attentive to the quality of the environment that we are achieving in the classroom.

[← Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/30870/users/147480\)](https://my.uclaextension.edu/courses/30870/users/147480)

Oct 24, 2020



Hi Gabriela,

After reading your post, I realized how much I take for granted that every resource I have: technology, TED Talks, conferences, etc. are English-based. Knowing English is definitely advantageous. The thing you said about cross-section surveys is a great way to open two-way communication. Finally, wellness is something I hadn't considered either. What if everyone made wellness a priority? Maybe we'd see something good happen in our education community.

← [Reply](#)



[Shuo Niu \(https://my.uclaextension.edu/courses/30870/users/139757\)](https://my.uclaextension.edu/courses/30870/users/139757)

Oct 25, 2020



Hello Gabriela:

Thank you for your post. Like Russell mentioned, I also never realized how much I take granted for the resources around me and never really look at them as resources. Sometimes, resources that can be used don't have to be physical ones, especially at this time, this age, when technology is flying. I love khan academy and TED talks. I think I will promote more to my students!

← [Reply](#)



[Michelle Akamine \(https://my.uclaextension.edu/courses/30870/users/153411\)](https://my.uclaextension.edu/courses/30870/users/153411)

Oct 24, 2020



Based on my past experience, one of the best ways for students to get involved in the local community was through clubs. At my school, there were two different kinds of clubs: one that was led by a teacher and one that was mostly/completely student-based. Clubs led by a teacher often came with opportunities that students would not otherwise get or think of getting involved in. For example, I was involved in the visual art club where the teacher would contact local art museums to have students hold an art exhibition or meet with professional artists. We were also given the opportunity to take free art classes and learn new mediums not offered in the regular school art classes like printmaking, crocheting, and sculpting. I am especially grateful to this teacher who constantly wrote grants and asked for companies to make donations to help students. Due to her efforts, students were able to access more opportunities and build connections with people in the art community. Student-led clubs, on the other hand, required students to take initiative and act as leaders to make a difference in the

community. Students would connect with community leaders/organizations and figure out different ways to help their cause. Clubs related to large organizations like UNICEF or even CHLA (Children's Hospital LA) focused mostly on funding. They also let students know about local activities like workshops and talks that they can attend. Other clubs have students actively involved in weekly/monthly activities where they can make an impact on the community directly. There was a club that passed out meals to homeless people on Skid Row and another that organized clean ups for a nearby creek. I think that both of these types of clubs help students to grow and learn more beyond the standard school curriculum.

One of the downsides of school clubs are that unless the student has an interest, they do not have to take part. I believe that if community is brought into the classroom, then students can become more engaged. I would like to invite professionals from different fields to talk about what their job entails and why they decided to go into that profession. These speakers can inspire students and encourage them to open up to different possibilities. Another project that can engage students in the community by having students collectively choose a social issue they would like to work on and think of ways that they can help to solve it. These do not need to be large solutions but just steps that student can take. For instance, if the topic is climate change, we could get write letters to environmental organizations or local government officials. If we have enough resources, then maybe we could plant some trees or even schedule a field trip. This might just be me being optimistic, but as a future educator, I would like to offer as many opportunities as I can to my students. It is important to adjust these kind of projects to suit the local community as well as the students' interest. What might work for one set of students might not be as effective for other students. For this reason, teachers should always be thinking about different ways to bring the community into the classroom.

Edited by [Michelle Akamine \(https://my.uclaextension.edu/courses/30870/users/153411\)](https://my.uclaextension.edu/courses/30870/users/153411) on Oct 24 at 12:43pm

[← Reply](#)

○



[Aya Takeichi-Leitz \(https://my.uclaextension.edu/courses/30870/users/147001\)](https://my.uclaextension.edu/courses/30870/users/147001)

Oct 24, 2020

I live in Jersey City, NJ. One of my friends is leading the program called "Welcome Home Jersey City". It's a community-based nonprofit organization that provides educational, employment, and material support for refugees and asylum-seekers in the Jersey City area. This program operates from the philosophy that all people deserve the dignity of a decent home, and the resources they need to make a better life for themselves.

Jersey City is one of the most culturally diverse cities in the country. These refugees are our new neighbors, and they need help adjusting to their new environment. Our community will aim to facilitate their successful integration by augmenting and extending services provided by

resettlement agencies. This community is partnering with the local government. businesses, and other like-minded, nonprofit organizations.

Following are the examples of community programs:

- Community dinner, providing a meal for all attendees
- Childcare is offered to help remove obstacles to participation for volunteers and clients alike
- Individualized homework help for children
- Conversational ESL practice and tutoring for adults

I am not currently teaching. But I think those programs such as homework help for children can be supported by local schools. Teachers and students can team up, create projects, and visit this community to work together with those who need help.

Real examples of how we can help the community are by volunteering. Volunteers help with ESL tutoring, job placement advice, cultural conversations, and helping children with age-appropriate activities and homework.

By giving back to the community we provide a safe place for local refugee and asylum-seeking families to learn, play, and grow. It will be beneficial to help the adults establish a foundation for success through ESL tutoring, job placement advice, cultural conversations, and friendship while giving children a chance to enjoy age-appropriate activities and homework help. As refugees and volunteers alike forge new friendships, we will dispel stereotypes and build bridges instead of walls.

← [Reply](#)



[https://](https://my.uclaextension.edu/courses/30870/users/130244)

[Geronima Garcia \(https://my.uclaextension.edu/courses/30870/users/130244\)](https://my.uclaextension.edu/courses/30870/users/130244)



Oct 24, 2020

The community is a valuable resource in supporting student learning and providing access to community resources. For instance, in the district where I work parents volunteer for school activities such as our yearly Red Ribbon Run, PI Day and other district competitions. In addition, parents fund a lot of our extra programs or school needs through donations and fundraising. My school has a strict policy about visitors or non students on campus, which is probably because some of our parents tend to be overinvolved. Luckily, teachers can welcome community members or parents for teaching purposes such as presentations on specific topics or for assistance during fun events, such as a class party. One thing my school does well is including the local police department into our school community by having officers present and interact with students once a month. We also have a Youth Action Team which connects our

students to the local community center. Students volunteer to participate in YAT and together with the community center they plan and organize activities and participate in community service. One way I think our community relationships can be improved is by providing more activities to welcome new community members, specifically the families of our EL students, to our schools. Joining the district as a 7th grader and not speaking the language of the community can be isolating for many of our students and I think that more mixers or activities that welcome new members would help students and their families make friends or feel at home.

To bring the community into my own classroom, I can invite speakers or have students do community service activities that help others within their communities. One activity I have done in the past is Letters of Love, where students write letters or make cards for senior citizens in nursing facilities. We did this as an extension activity to our study of *A Christmas Carol*, which teaches readers to be giving and generous not just with your wealth, but with time and consideration of others. I am sure something along these lines could be achieved at the local level such as having students record audio versions of popular picture books for elementary school students or establishing a lunch time peer tutoring club to connect native speakers to EL students and support them in their homework.

← [Reply](#)



<https://my.uclaextension.edu/courses/30870/users/137566>

Oct 24, 2020

I believe the community should have a great amount in being part of the student's learning and success to its resources. As the community share its resources, students can have better understanding about their place in society. Learning more about their community will expand their understanding of themselves and the people around them. The community can support my student's learning and access to community resources by being a part of more community service opportunities. I remember there used to be mentoring services or volunteer work where college students would help or talk to high school students. When I personally took an internship class, they helped us connect with local school districts in the community, and hooked us up with an internship. I can proudly say that I am **still** in close contact with that principal today! She helped me with a partner interview and I even worked there after my internship for two years. It was a private Montessori school.

Partnerships within the community can be supported and maintained organized through certain classes like internship programs. I remember AVID also provided mentorship opportunities. I think this allows it to be meaningful and relevant for those who are seeking for a job after high school, or for preparation as they go onto college.

One way I can bring the community to the classroom would be to invite local community workers, businesses, or even students have them bring their parents to school. I would love to do some sort of a "job" fair for my middle school students and bring real life examples of different job opportunities. I think It would give students more insight seeing someone talk about their experiences. I also think we should take students to more community historical sites. For example, look into the history of the city and visit certain landmarks. Like, I know in Fullerton we have a mural painted in honor of the Latinx community. That would be awesome to have students visit and write reflections about their visit. We could also interview people and have them speak about their artwork in the community as well.

← [Reply](#)



[Geronima Garcia \(https://my.uclaextension.edu/courses/30870/users/130244\)](https://my.uclaextension.edu/courses/30870/users/130244)

Oct 25, 2020

Hi Grace,

I love the idea of a job fair. I think back to when I was in middle school and I pretty much only had a handle on jobs like police officer, teacher, lawyer, and doctor. However, there are so many jobs available and bringing people in from the community to share about their occupations can broaden student perceptions of the possibilities for their futures. For instance, my best friend finished her degree in a common field only to realize she didn't really want to do that for the rest of her life. She started taking recreational courses at a local junior college and eventually realized she wanted to work with plants. Now she is a landscape designer, which she didn't even know was a career path she could take when she started her higher education journey. Broadening student awareness in middle school can help them see that there is a niche for everyone in our society and that there is no one set career path we all have to take.

← [Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/30870/users/147480\)](https://my.uclaextension.edu/courses/30870/users/147480)

Oct 24, 2020

I'm not currently teaching, but I do have a few ideas on how I might encourage the community to be a part of my hypothetical students' learning, success, and access to community resources.

In my experience as a high school student, I always started with the school's club offerings. Because I came from a diverse high school, there were always a variety of culture clubs to

explore: French Club, German Club, Spanish Club, Burmese Club, Lion Dance Club, Polynesia Club, etc. Every club had an advisor. I would reach out to an advisor and ask for resources on how to integrate communities in our students' educational lives. There has to be cultural events at least once a year. An event coordinator would need volunteers to work an event.

For example, I spent years working at www.spja.org, [_\(http://www.spja.org\)_](http://www.spja.org) the Society For The Promotion of Japanese Animation (SPJA). I was always recruiting new volunteers to help throughout the year. I ran the media team, so I needed people who wanted to learn how to make videos and speak Japanese. It was an opportunity for me to reach out to schools and ask them to get involved. Because I didn't retain relationships, the idea just kind of died. So I learned there has to be an outreach program of some kind. There has to be someone, like a liason, who would facilitate relationships between a school and organization. Teachers should be consulted and asked if they want to partake in this program.

Another example was when I joined Lion Dance Club at my high school. This team was run by a community organizer who already had resources in the San Francisco community. We would perform at different events throughout the year. This helped diverse students participate and learn about Chinese culture. From what I can tell, the head of our team went through the proper channels with the school to get this club going and meet on campus. Over the years, the club's attendance dwindled. Either because people had no interest, or because all the popular kids graduated and there weren't any new ones to replace them.

Third example was a community service organization I joined during high school during off season from sports. Our cross country and track coach reached out to his athletes and started a community service club. We learned how to give back to the community by volunteering at soup kitchens and raise money for people in need. This was an example of a PE Teacher who decided to do something with the communities he was a part of. He brought them together and created something special.

In regards to English language education, I would invite guest speakers to help students see and hear different stories/experiences. Field trips would be helpful as well. Anything that supplements classroom learning would be beneficial to learning English. For students to see examples of previous English learners "making it" in the real world...that would be inspiring.

← [Reply](#)



[Shuo Niu \(https://my.uclaextension.edu/courses/30870/users/139757\)](https://my.uclaextension.edu/courses/30870/users/139757)

Oct 25, 2020

Hello Russell,

Thank you very much for your post. I was actually very curious about your work at The Society for the Promotion of Japanese Animation. What did you usually do? How do you like the job? I have a friend that is very interested in Japanese Animation and might love the job. Thank you!

Shuo

← Reply



<https://my.uclaextension.edu/courses/30870/users/139757>

Oct 25, 2020



I had just graduated, and I have never really taught any students before. But on the top of my head, if I am teaching for TESOL students, I can definitely rent some videos about their second language. I can also contact my library in my graduate universities and have the librarians schedule a meeting on Zoom or Tencent Video Calls to tell them about how to search for some information in the library. And then, I can take them to the local libraries and tell them how to look for the information they needed. I would highly recommend my student take the advantage of the local communities as much as possible. Libraries and community could be a really good resource if a student knows how to use them properly. Sometimes, students don't know how to use the resource. I remember when I was first in college, I know that school has a lot of resources and I was told that I can definitely go and have a look. But I never knew how to use them, and I was also afraid I will bring lots of trouble to the office. However, after a while in college, I realize that it is okay to be looking for help and a lot of people are willing to help students. So, I think I can definitely introduce my students to the resources and even take them there personally. Given them a tour and introduce some of the functions for them. So that they can use the resources more confidently. On the top of my head, I think the career center is very useful. Also, some writing center that is for students with problems when they are writing, or simply had trouble establishing ideas. Also, TESOL students might have a lot of trouble regarding grammar and sentences while writing. Some of the expressions and phrases they learned can be hard to use in a writing composition or small essay. So, in this case, the writing center or anything that relates to writing that can help them will come in handy.

← Reply



[Erica Wahlgren \(https://my.uclaextension.edu/courses/30870/users/135386\)](https://my.uclaextension.edu/courses/30870/users/135386)

Oct 25, 2020



Hi,

Taking your students to campus resources directly is a great way to support them! You are absolutely right that sometimes students just don't know where to go or what to do but they need/want the help. At West LA College I taught adult learners and for many of them, English was their second language. They wanted additional grammar/writing tutoring and so I would personally walk them to the tutoring center, introduce them to the tutors, and show them how to sign up. It made a huge difference and many of them started going every day.

[← Reply](#)