

GUIDEBOOK

Community Safety Survey: A Learning Module

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**“Safety in Ohio through Service”
Learn and Serve Ohio
Ohio Department of Education**

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Introduction

With collaboration between Learn and Serve Ohio, Ohio Community Service Council, and Ohio Campus Compact, the Ohio Department of Education was one of ten states to receive funds in 2004 to implement a Learn and Serve America Homeland Security Grant. This two-year grant addressed homeland security, or hometown safety, concerns through the active participation of youth engaged in service-learning that meets community needs while developing students' academic and civic skills. Ohio is also utilizing students as an important resource in planning for and responding to the health, safety and security concerns in Ohio's communities.

Ohio's program, *Safety in Ohio through Service* (SOS) built upon collaborations already established with Ohio Campus Compact, the Ohio Community Service Council and Citizen Corps Councils. Students connected with the Citizen Corps Councils and /or Lead Volunteer Centers to identify specific needs and then designed service learning projects around prevention, preparedness, response, and recovery in the event of a disaster. Ohio awarded these funds to seven Local Education Agencies (LEAs) who submitted proposals that demonstrated: 1) strong evidence of the eleven critical components of a service-learning project; 2) the involvement of youth in all aspects of planning and design of the program; 3) connections to the Citizen Corps Councils and/or Lead Volunteer Center; 4) connections to a college of university for K-12 and college students to collaborate on hometown safety service-learning projects; and 5) a commitment to partnerships with community groups such as Faith-Based Organizations, Charter schools, businesses, and other non-profit organizations as appropriate to meeting the identified needs to execute the service-learning projects. These LEAs included:

Columbus Public Schools, Elyria City Schools, Maysville Local School District, North Olmsted City Schools, Ripley Union Lewis Huntington School District, Tri-Village Local School District, and Worthington City Schools.

Between 2004 and 2006, among these seven districts representing rural, suburban, and urban areas, 7,495 youth participants, 9,233 youth beneficiaries, and 1,179 adult beneficiaries were trained in homeland security topics. These youth participants performed 37,525 hours of service to their community addressing safety needs while increasing their civic knowledge, skills, and attitudes and their awareness of homeland security issues. According to the Independent Sector's dollar value of volunteer time, these students provided \$676,951 worth of time to their community! Additionally, seventy-three new partnerships were established from these seven grantees' efforts, while they strengthened over twenty already existing partnerships. These partnerships at the state and local level will continue to enhance and sustain the programs developed, as well as student and community outcomes.

The SOS evaluation team is constantly updating the SOS website which includes the twenty-seven learning modules developed by the seven grantees so that others may utilize them as resources, replicate them, and then provide feedback to the evaluation team as they continuously modify the best practices for addressing homeland security needs with service learning.

Source: Learn and Serve Ohio 2006 Annual Report.

What's included in this guidebook

The goal of this guidebook is to provide the user with the necessary framework and information to successfully implement this SOS Learning Module. The following pages contain overviews, resources, and suggestions to help you plan and implement this project at your institution. As a part of the guidebook you will find a checklist for the major steps in implementation to help you keep track of the module as you progress through its planning and implementation. This is not to say that the following pages are the definitive instructions for a successful project. Institutions will have their own unique skills and needs to include in the learning module. This is truly a *guidebook*, a place to start and keep organized as you implement the module in your location. We have also included space for you to keep track of important dates and contacts, this way all of the information you need can be kept in a single place. At the end of this guidebook you will find additional resources not used in the initial implementation of the module. These have been provided to assist you in customizing the module to your specific students and location.

You may wish to print out this packet and keep it in a 3-ring binder. This way, as you add your own resources and planning information, it is all in one place ready for future implementations. Finally, at the end of this sourcebook we have included a form for your feedback. We appreciate your comments and suggestions on how to make the most from these modules. Only through your kind of feedback can the SOS evaluation team continue to ensure the usability of these modules in diverse settings across Ohio.

Module Overview

The first step to community disaster preparedness is understanding what the awareness level is within your community. This module engages students with the community to determine what the level of preparedness is by surveying members of the local community. This information can then be used to determine the type of future activities within the community.

This module takes students out into their community to determine the level of preparedness of the general public. In this project you will develop a safety and preparedness survey with your students that they will administer at various locations in and around your community. An integral part of the success of this project is partnering with public locations that will allow students to complete their task.

There are several Learning Modules developed as part of the Safety in Ohio through Service that can be used in conjunction with this unit. The Service-Learning with a Side of Hometown Safety Learning Module takes students into local businesses to evaluate their safety procedures and the School Safety Walk Around Survey takes high school students back into their middle school and/or middle school students to their grade school to complete similar surveys.

Important Information when Getting Started

The success of the Learning Module depends on a few critical aspects that should be carefully addressed prior to beginning even the planning stages of any module. Some may seem self-evident, such as having the necessary amount of time. However, it is highly recommended that institutions carefully examine such issues to see if implementation is a realistic goal for any given academic year.

- **Institutional Support:** Critical to the success of these programs is the support of you peers within your institution. Administration, faculty and staff need to be enthusiastic, committed, and supportive of the program. You may wish to use some of the data included in the introduction to show the value of service-learning programs.
- **Time:** As noted above, you need to be realistic about the amount of time required by both the lead instructor as well as all other faculty and staff involved in the project. It is suggested that a preliminary meeting be held to ensure that involved parties will have the necessary time to commit to the project.
- **Funding:** Being realistic about what you can and cannot do is an important part of a programs success. Working with administration to ensure proper funding for supplies, transportation, or any other necessary expense will greatly increase the profitability of the program for your students. Depending on your project, your Major Partners may provide you with some of the supplies you need.

- Outside partners: Early planning and commitment is very important when working with outside institutions and agencies. Find your contact person early and get a solid commitment from them. Make sure they know what you expect from them as well as what they expect from you.

You can also contact the SOS evaluation team if you have questions. We have partnered with a number of individuals involved in the program and can help get you the assistance you need, often from the person who created the module.

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Necessary Resources and Major Partners

The following is a list of suggested Major Partners for the Community Safety Survey Learning Module. Be creative in searching for partners for this module. Areas with lots of foot traffic will yield a larger amount of data to pull from.

- Local businesses
 - Grocery Stores
 - Malls
 - Recreation Centers
 - Numerous other possibilities!

Instructional Supplies & Materials

The Community Safety Survey Learning Module does not require a large number of supplies. Many may already be on hand in the classroom.

- Survey forms (you will create these with your students)
- Clipboards
- Pencils
- Presentation materials

Curriculum Integration

This Learning Module can be integrated into several curricular areas, these are a few suggestions.

- English/language arts: Students will use their interpersonal skills in requesting individuals from the public to participate. Students should also be prepared to give written reports and oral presentations on their findings and research.
- Math: Statistical evaluation of result, chart creation.

Problems to Avoid

This module did not present any major problems in its development and implementation. Make sure to work carefully with your students and monitor their progress. Establish partners early and inform them of the details of the project. Once the results have been compiled you may also wish to send a copy of the students findings to the locations who were generous enough to allow students to administer the surveys at their locations.

Working with numerous partners can pose transportation difficulties as well. Have students work together and map out the locations of the partners they are visiting. They may be able to car-pool to locations in close proximity to each other. Make sure you know who is going with who and when drop-off/pick-up times are. Arrange for school transportation as necessary.

Module Implementation

The following is a general model for the implementation of the Community Safety Survey Module. Every implementation will have its own differences, you are encouraged to be creative and make the module your own.

- Approval from administration for the module and any necessary funding.
 - Approved on _____

- Gather in-house faculty and staff who wish to be involved in the implementation
 - Meeting date _____
 - Interested faculty/staff _____

- Discuss overall goals of the module
 - Immediate goal(s) _____

 - Long term/secondary goals _____

□ Decide on what curricular areas to cross-link the module across (this will depend on what faculty is available to be involved in the project). Check all areas that have been confirmed with necessary faculty/staff support.

- Language studies? _____
- Social sciences? _____
- Math? _____
- Science? _____
- Health/PE? _____
- Vocational? _____
- Art? _____
- Foreign Language? _____
- Other (specify) _____

□ Contact selected outside resources. Successful collaboration with outside partners is an important factor for the successful implementation of this project. Detailed contact forms are included in this guidebook. Make copies as necessary.

○ Contact: _____ Organization: _____
Phone: _____ Email: _____
Notes: _____

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Phone: _____ Email: _____
Notes: _____

○ Contact: _____ Organization: _____

Phone: _____ Email: _____

Notes: _____

○ Contact: _____ Organization: _____

Phone: _____ Email: _____

Notes: _____

- Begin any curricular cross-link lessons.
- Send home necessary permission forms for students; you may also wish to include in this an explanation of the project for parents.
- Schedule and arrange for transportation to and from partnership sites.
- Assign survey sites to students or groups of students.
- Work with your class to develop a safety survey.
- Students visit their assigned locations and administer safety survey.
- Student discussion of their finding and/or presentations.
- Student discussion and evaluation/reflection of the project.
- Module completion follow-up meeting with involved staff, faculty and administration. This is the time to discuss, plan, and suggest alterations for future implementations of the module. Input from students should also play a role in this discussion.

- Send comments, suggestions, and your thoughts back to us. We hope to continually evaluate and modify these modules so they can be successful for a wide range of institutional settings.

Additional Resources

The following resources are provided to assist you in customizing the Community Safety Survey Module for your particular student group and institution. You may wish to print out information from these sources and add them your guidebook binder for future use.

- Federal Emergency Management Agency (FEMA) www.fema.gov

If you discover additional resources that may assist others in using this module, please list them on the included response form, at the end of this guidebook.

Contact Information

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

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Notes: _____

Name: _____ Phone: _____

Email: _____ Fax: _____

Organization: _____

On-site visitor: _____ Field-trip contact: _____

Date of visit/trip: _____ Arrival time: _____ Departure time: _____

Topic of visit/trip: _____

Notes: _____

Response Form

Your name: _____ your institution: _____

Phone: _____ email: _____

Name of Learning Module: _____

Circle one: Primary school Middle/intermediate school High school

Circle one: Urban Rural Suburban

Overall, did you feel the module was successful in accomplishing your educational goals? In not, please explain. _____

Did you feel that this guidebook provided you with the necessary tools to complete this Learning Module? _____

What alterations, if any, did you make to the module for your institution? _____

Did you experience any problems or obstacles in planning or implementation? _____

What outside resources or partners did you team with? _____

What suggestions do you have for other institutions planning on using this Learning Module? _____

Please check each curricular area you integrated this module into and provide an example of what was involved in that integration (please attach additional pages if necessary).

Language arts: _____

Social science: _____

Math: _____

Science: _____

Health/PE: _____

Vocational: _____

Art: _____

Additional comments: _____

Thank you for taking the time in filling out this form. Your comments are extremely valuable. If you would like to be contacted for a more in-depth discussion please feel free to let us know, we would be more than happy to meet with you and discuss your experience with this SOS Learning Module.

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