



How to use this worksheet:

This worksheet will assist you in thinking about your process, purpose, primary audience, potential barriers, impacts, and strategies to inform and involve your intended audience before you begin. Below are some key questions with prompts to guide and direct you before beginning and during your engagement process.

What is the purpose of your engagement?

1. State purpose and goals of community engagement: What do you hope to achieve? What specific subject matter is expected to be revised in the policy? Please describe the reason for this revision and the contributing factors that lead to the need to revise.

Youth suicide is a tragedy that can impact any family, school, and community. For many years in Oregon, we lost approximately 50 people aged 10-24 to suicide each year. In 2016, that number grew to 98 young people, reflecting steady growth nearly every year for the past 4 years. LGBTQIA+ youth are even at higher risk of suicide because of stigma and discrimination. The Oregon Health Authority's 2017 Healthy Teens Survey uncovered a startling reality:

Nearly half lesbian, gay, and bisexual 8th graders have contemplated suicide, close to a quarter of lesbian, gay, or bisexual 8th graders have attempted suicide, and almost a third of transgender 8th graders have attempted suicide.

Senate Bill 52/Adi's Act requires school districts to establish policies regarding student suicide prevention, intervention, and activities to reduce risk and promote healing after suicide. PPS currently has a suicide prevention curriculum available district-wide; student engagement groups; a suicide intervention protocol; a suicide screening tool; a safety and support plan; and guidance for return from mental health settings amongst other suicide prevention/intervention strategies. However, BIPOC students and LGBTQIA+ students are considered populations at risk for suicide, therefore, it is essential to seek student feedback regarding this policy to assure implementation strategies are effective.

What is your main purpose for involving community members? Is there enough time to carry out the engagement properly?

Purpose: To seek self-reported barriers to help our implementation process among BIPOC and LGBTQIA+ students. To foster discussion with young people about the subject and to hear about actionable steps we can take as a district to achieve an inclusive, comprehensive suicide prevention plan.

Time: We don't have enough time to properly engage with students and are currently experiencing the following barriers.

- COVID-19: The loss and isolation caused by the closures in the Spring have affected many students, families, and educators. Being stripped of that sanctuary during the pandemic undoubtedly has increased anxiety.
 - The pandemic has disproportionately impacted communities of color, exacerbating not only existing economic and health care disparities, but also the stress and trauma experienced by many students in our Portland neighborhoods. The very people we are seeking feedback from have been double affected.



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- During soft-start, the primary focus has been connection and finding the students who have fallen through the cracks. Therefore, asking to engage during these tough times seems to be a non-effective strategy.
- GSA advisors are stating that it's too soon to ask for feedback and would like time to connect and re-engage first.

2. Who are the key stakeholders or partners? Who is affected by, involved in, or has a specific interest in the issue? Who are the stakeholders that may have ideas or input and/or be affected by the policy change?

- A. Create planning steps you will take to ensure the initial decision-making involves impacted communities who have not historically been involved.
- B. Identify staff who carry out and make decisions about the work, and understand their key perspectives when creating community engagement spaces.
- C. Identify stakeholder groups who are impacted by decisions related to this policy to be involved (e.g.,

Stakeholders and audiences

advisory councils, student leadership groups, funded programs, SUN programs, topic area parent groups, ethnic or racial, language, gender, tribal, etc.)?

- D. Describe how staff within your department, and/or other departments who carry out similar functions, have appropriate contacts in place to initiate adequate district level engagement.
- E. Involve a selection of different stakeholders below, along with the key stakeholders in your program.
 - a. Student Leaders
 - b. District-wide Advisory Councils
 - c. School or Community-based Parent Equity Groups PTAs
 - d. Culturally-specific community partners
 - e. Community/national experts
 - f. For the following stakeholders to engage, meet with the Director of Community Engagement to coordinate:
 - i. Unions- PAPSA, SEIU, PAT, PAPSA
 - ii. Staff who make decisions about the work, and carry out the work (i.e., principals, central-office based department)

TABLE 1. STAKEHOLDER ANALYSIS FOR ENGAGEMENT

| <u>Unit or Group</u> | <u>Contact Name or Department</u> | <u>Type of Stakeholder</u> | <u>Level of Engagement</u> | <u>Method of Engagement</u> | <u>Accountability Loop</u> |
|---|--|----------------------------|----------------------------|---|----------------------------|
| <i>SUD - Prevention Student Advisory Suicide Policy Feedback</i> | <i>Mary Stevens-Krough, Student Success and Health Department - SUD Supports</i> | <i>Students</i> | | <i>Attended their established scheduled advisory meeting.</i> | |
| <i>SMYRC (Sexual & Gender Minority Youth Resource Center)</i> | <i>Alyssa Linares, Education Specialist</i> | <i>Partner</i> | | <i>Will attend their established scheduled</i> | |



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| | | | | <i>youth support meeting</i> | |
|--|---|--|--|------------------------------|--|
| GSA @ Buckman School | Jess Firestone, Buckman School Counselor, and GSA Advisor | | Asked to wait until October. Feeling overwhelmed right now | | |
| APIA (Asian Pacific Islander Alliance) @ Grant High School | Lynn Yarne, Grant High School Visual Arts Teacher and Advisor | | <p>Asked to wait. Students feeling overwhelmed.</p> <p>Recommended: To reach out to student equity group: Advisor: M. Deych</p> | | |
| API (Asian Pacific Islander Club) @ Wilson HS | Jamie Suehiro, Capstone Teacher & API Advisor | | <p>Was connected with the VP in charge of climate and equity. She will be able to possibly help us to get in front of students involved in No Place for Hate training. Many of these students will also be involved with Race Forward, a new program at Wilson. They are members of affinity clubs, but it is through both NP4H and Race Forward that we will find the most active students. Individual affinity clubs will start meeting at various times. The club she supports will not be in virtual meetings until mid-October mostly likely. She stated if we'd still like to speak with students at that time, they'd be happy to welcome us to a meeting. There may be other affinity groups that may be meeting sooner in</p> | | |



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| | | | <p>the year.</p> <p>She stated that students and teachers are all just trying to stay afloat in this new learning environment.</p> <p>She cc'd: Ayesha Freeman, Vice Principal, and Sarah Lemier, Instructional Specialist, and adviser for the Race Forward program.</p> | | |
| Lines for Life | Parker and Kahae | Community Partners | Waiting to hear back | | |
| Adi Staub's Father | Lon Staub | Parent with Lived Experience | | | |
| District Student Council | Yian | | Waiting for group to be established for this school year | | |
| | | | | | |



What strategies will you use to ensure you have information from and research about the relevant groups and communities?

3. Consider the environments of affected populations you intend to reach (i.e., language or dialect spoken, customs, historical or geographic data, relevant data reports). What research will you need to better know and understand your public, especially Black and Native communities? How will you identify community strengths and assets?

References: [Coalition of Communities of Color](#) or [Office of Systems Planning & Performance](#)

When connecting with students, families, and communities about suicide prevention/intervention/postvention, it is essential to understand how they may be impacted by the topic. It is essential to understand the acculturative and racial stressors that currently exist. Additionally, there may be cultural factors that increase or decrease suicide risks as well as different culturally responsive strategies.

4. How will you make sure you are effectively reaching all of your audiences?

A. How do you plan to address language and literacy needs including translations, interpretations and reading levels? (See a sample [Plain Language Style Guide](#) and Guidelines for [Accessible Web-Created Materials](#))

B. Have you taken into account the alternative and non-traditional approaches to consider before proceeding? Does your intended audience have their own engagement practices that should be considered? Alternatively, does your audience or community use new and social media (e.g., web videos, texting) and could this be an effective way of reaching them?

Barriers and risks

5. What do you perceive as barriers and risks to doing this work?

Are there trust issues among members of the public or a community that may prevent full engagement (i.e., social, political, tribal, gender specific)? How will you address them, and the diverse cultural differences among affected communities? Is there adequate justification for proceeding with your project concept (i.e. time, cost, level of interest)? Is there community and public support for your project? What are some unintended consequences of the project if not done effectively? Are there strategies in place to address unintended consequences?



Decision-making process and communications

6A. If there are decisions to be made, how does the engagement fit into the overall decision-making process?

Are there processes in place to involve affected communities in decisions at different levels and phases? Do you have representation from affected communities in decisions, and decisions on the proposed policy revision? What decisions need to be made after the engagement and how will the community be involved in that process? How will the affected community be informed of final decisions? Do you have a standard point of contact for community members?

6B. What is in place to inform the community of benchmarks or progress about your project?

How will you recognize the contributions of community members? Will there be opportunities for formal project/program updates and feedback (i.e. meetings, website updates, phone calls, e-mail)? Is there a budget for printing and circulating a report on the outcomes? Who will inform the community on impacts of final decisions? What steps will be taken to maintain opportunities for future collaboration or engagement?

Evaluation and monitoring of success

7. How will you evaluate the success of your project both in terms of process and outcomes?

Were you able to successfully reach the intended audience? Did people receive the necessary information they needed to make a relevant response? Did you choose the right type or level of engagement to match the purpose? Was feedback received from the community positive or negative? Did the community feel like they received proper feedback on the results of the engagement? Did they indicate they want to be part of a similar process again? If not, why not? What would you do differently to make the process better, more inclusive, and more impactful?



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Community Engagement Planning Matrix

| Current Policy Revision and Issue for Discussion | Suggested Language and/or Approach | Recommended Engagement for Students Most Impacted by Decision | Suggested Revisions to another policy (i.e. Administrative Directive) |
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Adapted from King County Engagement Guide, 2019