**Portland Public Schools**

## Community Engagement Project Planning Worksheet

**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 student engagement, and 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 contributing factors that lead to the need to revise.

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

The purpose of our engagement is to engage students.

### Stakeholders and audiences

**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 student and greater 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., 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 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)

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**TABLE 1. STAKEHOLDER ANALYSIS FOR ENGAGEMENT**

| Unit or Group | Contact Name or Department | Type of Stakeholder | Level of Engagement | Method of Engagement | Accountability Loop |
|---|---|---|---|---|---|
| *(i.e.) Migrant Parent Advisory Council* | *Elena, Migrant Education* | *Migrant multilingual parents* | *Collaborate, inform* | *Morning listening session* | *Follow up mailer* |
| *(i.e.) Unite Oregon BUILD Parent Leaders Program* | *Inger McDowell* | *Community Partner* | *Partner* | *Several meetings and sessions* | *Decision-making in policy creation* |
| DSC | Nathaniel Shue | | Partner | Drafting of the policy | Decision-making in policy creation |
| High school ASB or equivalent | Leadership teachers | Student partner | Inform, suggestions | Listening sessions | Suggestions and follow up emails |
| Student body and student leaders | Engagement department | Student partners | Inform and suggestions | High level survey, possible listening session depending on the input | Follow up when applicable |

> **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 student populations you intend to reach, and community 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

Collect demographic information in the survey, reaching out to underrepresented communities when the survey results start to come in. May need to follow up with small group listening sessions at schools who are underrepresented in the survey. May also include setting up listening sessions for other specific demographics as well ( language spoken, race, gender, etc.).

**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?

DSC members are involved in leadership at their respective schools, so they will play a vital role in spreading information to their schools. We will also reach out to leadership teachers and administrators as another way to connect with the student body.

## 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?

A barrier could be students being too busy with their school work, and may not have the time to participate. Because of COVID-19, everything will have to be virtual, thus lack of access to technology, or the knowledge of how to use said technology. There is an overall general mistrust in the district, by the students, for a track record of not taking into account student input. It will thus be extra important that we incorporate the feedback that we receive from students.

## Decision-making process and communications

**6A. If there are decisions to be made, how does the student and community 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?

We will collect the email addresses of those who fill out the survey, and follow up with an email to inform them of changes. Any suggestions

**6B. What is in place to inform students of benchmarks or progress about your project? Other stakeholders?**

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?

<span style="color:red">The DSC strives to always take into consideration student's input, nothing will change.</span>
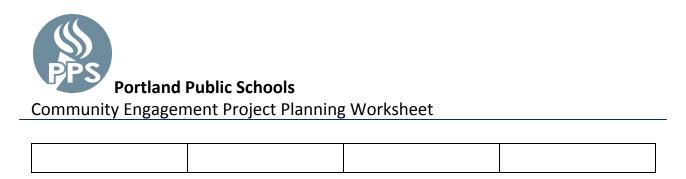
## Evaluation and monitoring of success

**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? Describe the impact and learnings from students as well. 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?

## 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