

APPENDIX A: COMMUNITY ENGAGEMENT TOOLKIT

TABLE OF CONTENTS

FOREWORD: BUILDING ON LEARNING AND LOOKING AHEAD

SECTION 1: FROM WHAT'S REQUIRED TO WHAT'S ROBUST

SECTION 2: EXPANDING THE THINKING AND PRACTICE OF COMMUNITY ENGAGEMENT

SECTION 3: STRATEGIES FOR MOVING ALONG THE SPECTRUM

SUPPORT & ADDITIONAL RESOURCES

FOREWORD: BUILDING ON LEARNING AND LOOKING AHEAD



The initial Student Investment Account Community Engagement Toolkit was released by the Oregon Department of Education (ODE) on August 21, 2019. Since then, much has changed in the state; however, the core promise of community engagement has not. Significant work done by districts and eligible charter schools to engage, listen, and plan with students, families, communities, and educators was and remains real and noteworthy. This is evidenced by the hundreds of engagement artifacts submitted in SIA and Aligning for Student Success: Integrated Applications that tell powerful and authentic engagement stories. The work of the Aligning for Student Success application process does not live in isolation of the economic, health, and community conditions across Oregon. The resilience and strength of communities and schools is something to notice and cheer on. And, the opportunities to deepen partnerships between schools and communities to address the challenges brought on by systemic racism, poverty, COVID–19, wildfires, and the hundreds of ways we struggle to respond to the wholeness of students, families, educators, and school leaders are clear, complex, and daunting.

This updated community engagement resource is offered as districts and schools begin to prepare to submit an integrated application and budget for the 2025–27 biennium—continuing to embed community engagement into the fabric of schools and districts. This resource is primarily focused on community engagement; however, additional tools and resources to support the Aligning for Student Success application are available on [ODE’s EII webpage](#).

In Section 1, we re-ground the core intentions of meaningful and authentic community engagement and use of an equity lens. We share about the significance and requirements in honoring the sovereignty of tribal nations in the process.

In Section 2, we share a framework for deepening and expanding the thinking around community engagement, especially focused on the programs outlined within this guidance. This spectrum is adapted from a powerful resource and tool developed by Facilitating Power and the Movement Strategy Center¹, and is a key framework for how ODE’s teams will think about and support community engagement moving forward.

1 Facilitating Power, “[Spectrum of Family & Community Engagement for Educational Equity](#)”

Section 3 builds on this framework by sharing key strategies and tools that applicants could immediately consider to move ahead in family-district partnerships. Lastly, we include a section with additional resources.

As you review this work, we suggest the following steps to get started:

1. **Begin with your own Self-Reflection on Previous Engagement.** Prior to planning new engagement opportunities or implementing new strategies this year, applicants should take time to reflect on previous efforts. ODE offers some ways recipients could consider taking stock of their engagement efforts today to help inform their next steps.
2. **Get clear on your core engagement team.** If your district is small, your community engagement efforts might include a small number of individuals who plan for and lead the process. In larger districts, dedicated teams or positions may drive the planning for and implementation of engagement efforts. Either way, it's important to set clear expectations for all staff, students, families, and partners. This is especially true for groups who have historically had limited opportunity to engage. Create avenues for them to share their experiences, insights and ideas for improving your educational system. Viewing community engagement as an ongoing process as opposed to an event (or a state requirement) is essential. The time, energy, and effort that community members from focal groups dedicate is significant and generous, and provides valuable input to formulate and refine the integrated application.

3. **Establish or revise and affirm your approach.** Consider establishing your approach to community engagement from the outset, or if you already have robust processes in place, use this time and resource to undertake a comprehensive review. This includes creating clear expectations about the importance and goals of engagement, which include but are not limited to receiving input for the integrated plan. What follows in this document are resources and tools to contribute to and support your efforts.



SECTION 1: FROM WHAT'S REQUIRED TO WHAT'S ROBUST



1.1 Community Engagement Requirements and Recommendations

The Student Success Act (SSA) requires applicants receiving SIA funds to engage students of color; students with disabilities; emerging bilingual students; students navigating poverty, homelessness, and foster care; migrant students; students recently arrived; LGBTQ2SIA+ students; students with experience of incarceration or detention; other students who have historically experienced academic disparities; the families of students in these focal groups; and staff.

To support a more rigorous and intentional process, ODE requires² that applicants engage with a more robust list of people and organizations, as listed in Section 2.

1.2 Applying an Equity Lens

An equity lens is a tool that helps center core values, commitments, and questions throughout the process. Applying an equity lens helps create a systematic structure and process to ensure that no focal group or community is ignored in the process of community engagement and plan development. The adoption and use of an equity lens is a requirement of the integrated application. You could begin by reviewing the [Oregon Equity Lens](#) and [Decision Tools](#) to help ground your team in the baseline

assumptions, expectations, and aims of your own equity lens. Applicants are encouraged to share your equity lens broadly with your community, so they are aware of how that tool will be used in your decision making process. If you are using the Oregon Equity Lens, we encourage you to expand upon and adapt the questions so that they are attuned and situated to your own unique needs and no focal student group is overlooked. In the sections below, we offer recommendations for reaching out and listening to your community and target focal student groups. However in your equity lens, you might consider specific values, objectives, and essential questions that you wish to guide your outreach.

These questions might be:

- Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to focal student groups? How does belonging to more than one focal group affect their experience?
- Does the decision made ignore or worsen existing disparities or produce unintended consequences? What is the impact on eliminating the opportunity gap?
- How have you intentionally involved community partners who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in the questions above?

² ODE is currently in the rule-making process to make technical fixes to the focal student group names in an effort to better align across initiatives. The rules are anticipated to be adopted by the State Board of Education in Spring 2024.

- How will you modify or enhance your strategies to ensure each learner’s and community’s individual and cultural needs are met?
- How are you communicating with and addressing communities and groups that are not in the focal group populations? If challenging or tense dynamics emerge, how will you navigate these?

Additionally, thinking about how to address potential challenges or tensions that exist in the larger community (beyond focal groups) could be supportive in developing and applying your equity lens. If all community members understand the importance of equity, deeper and more courageous conversation could be made possible. Developing a strong and situated equity lens is a solid starting point to create conditions for meaningful and authentic community engagement. Additional resources can be found in the Equity Lens and Tools Appendix.

1.3 Honoring Sovereignty, Tribal Engagement and Tribal Consultation

Sovereignty

Tribes are sovereign governments. Sovereignty describes the inherent right of Tribal Nations to exercise self-governance. Tribes interact independently in Government-to-Government relationships with other tribes, the federal government, and states. The responsibility for the education of American Indian and Alaska Native students is found in this trilateral responsibility. Affected school districts (districts receiving >\$40,000 in Title VI funding or who have a student population made up of 50% or > AI/AN students), honor a tribe’s educational sovereignty by engaging in Tribal Consultation.

Tribal Consultation

Under federal ESSA law, Tribal Consultation is required in Oregon districts that receive greater than \$40,000 in Title VI Indian Education funding or have 50% or more American Indian/Alaska Native students. The consultation must be done in such a manner and in such a time that provides the opportunity for appropriate officials from Indian tribes or tribal governments to meaningfully and substantially contribute to plans served under covered programs. These mandatory programs include Title I–A, Title I–C, Title I–D, Title II–A, Title III–A, Title IV–A, Title IV–B, Title V–B and VI. The recently released [Tribal Consultation Toolkit Guide 2.0](#) and the dedicated [Tribal Consultation web page](#) maintained by the Office of Indian Education provides essential information and additional guidance for Tribal Consultation. ODE also requires these affected school districts to engage in Tribal Consultation for the development of their integrated applications, because we believe the voices of the nine federally recognized tribes in Oregon are critical to improving outcomes and creating safe and welcoming learning environments where all students can thrive. Serving as an equity lever, consultation offers an opportunity to co-create school and district plans and establish and strengthen partnerships with tribes throughout Oregon communities.

Tribal Communication

The development of the integrated plan requires applicants to engage with their American Indian/Alaska Native students and families, and tribal and community members. In addition to concerted efforts for authentic dialogue with individuals or groups representing the American Indian/Alaska Native community, a school district may identify a need to engage informally with one or more of the federally recognized tribes of Oregon for a variety of reasons, including informing decisions which might impact students of those tribes. This is NOT considered Tribal Consultation, but Tribal Communication.

1.4 Towards a Robust Community Engagement

We support applicants to increasingly see communities as fundamental actors and resources in schools and the education system. Deepening and sustaining a more robust community engagement beyond the minimum statutory requirements is necessary to fully realize the core goals and strategies in integrated plans. Moving from a minimum requirement to a robust community engagement framework and way of doing business is a growth process that takes time, effort, intentionality, and commitment to learning and accountability. However, seeding and activating a more robust community engagement plan will also create the possibility for lasting change and resilience for all students, families, teachers and staff.

Elsewhere in the guidance we shared the list of groups that applicants are required to engage with as part of the development of their integrated applications. Robust community engagement involves an even wider network of actors, participants, and partners, including (but not limited to) community-based organizations, faith-based institutions, grass roots networks, informal family networks and neighborhoods. Every applicant is required to use an equity lens to review their integrated application, which is required to be informed by the applicant's community engagement. This is meant to help center core values, commitments, and questions throughout the process, as well as create a systematic structure to ensure that no focal group or community is ignored in the process of community engagement and plan development. Since no city, town, or region of Oregon is the same, we would recommend beginning with the [Oregon Equity Lens](#) and expanding on it so that it is situated to your unique leadership needs, culture, and community make-up. What additional questions, needs, and considerations would help you learn more and grow into robust community engagement?

In this toolkit, we share a framework, example strategies, and helpful resources for expanding into a more robust and rigorous community engagement. As you choose to approach community engagement in deeper ways, **you are inviting change to happen**: focal groups will feel less like an audience for your decisions and more involved as key partners; structures of accountability and feedback will bring a sense of transparency and authenticity to

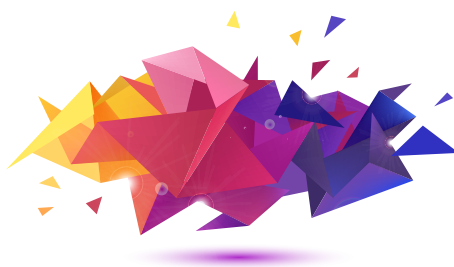
integrated planning; and core assumptions that you hold about how your district or school should operate may be transformed. Furthermore, investing in robust community engagement may also shift the minds and hearts of all staff and community members, even those who hold dominant identities. This work is meant to bring about greater health across the whole community and education system—shifting dominant patterns and beliefs so all communities and families are in healthy relationship with each other.

Small and/or rural school districts may consider innovative ways to meet the call of robust engagement with their communities, especially if safety of students and families of focal groups is a concern. Some ideas for engagement include:

- Connecting with a leader who and/or community-based organization that is willing to speak with students they have a relationship with and share back what they learn with the school district
- Asking for input during other times when parents or families are at the school, such as during IEP meetings
- Conducting phone calls to students' families, rather than having an in-person event

To support this work, the [Ensuring Focal Student Group Safety and Privacy Resource](#) developed by ODE is intended to offer safety and privacy recommendations and resources for applicants engaging in their communities.

SECTION 2: EXPANDING THE THINKING AND PRACTICE OF COMMUNITY ENGAGEMENT



Community engagement is a broad term encompassing a number of approaches to authentically and meaningfully engage communities in school, district and regional processes. To expand and deepen the nuance of this term, we have adapted work from Facilitating Power and the Movement Strategy Center to develop a spectrum for thinking about different ways to engage communities. This spectrum describes six different levels of community engagement with key considerations and ways to move deeper along the spectrum. It is important to note, with the exception of Level 0 “Ignoring Community,” that each level may be appropriate for a particular situation. The spectrum is intended to share what some pitfalls of each level are and ways to address those. You may need to consult this spectrum with another resource (like the [ODE Decision Tools](#) for SY20–21) to decide which level of the community engagement spectrum is appropriate for each strategy, activity, and choice you make.

2.1 The Community Engagement Spectrum

This framework serves as a tool to assess and deepen engagement in Oregon communities. It is organized on a spectrum of shallow to robust community engagement (Levels 1-5). Applicants are encouraged to use this framework to reflect on their stance and approach towards communities. It may be used to assess the overall level of engagement of an applicant, as well as be used to assess an individual strategy, activity, project, or initiative within a district or school. In most cases, an applicant will have multiple levels of this spectrum that exist simultaneously in the totality of community engagement–related activities. For example, you might as a district or region review your overall strategies and consider yourself operating at Level 3 “Involve”– but you might also catch that some of your engagement methods are Level 1 “Inform” while some of your teachers and staff are operating in Level 4 “Collaborate.”

The framework is intended to illuminate and support this multiplicity while suggesting concrete ways to move further along the spectrum.

We recognize [Facilitating Power](#) and [Movement Strategy Center](#) for their work in building this framework and appreciate their support to adapt it. Facilitating Power is dedicated to cultivating personal and collective power through innovative approaches to education and organizing that meet the demands of our shifting social climates. Movement Strategy Center works with grassroots organizations, alliances, and networks, as well as funders, to build powerful and transformative social justice movements.

LEVELS OF COMMUNITY ENGAGEMENT

STANCE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION & UNINTENDED IMPACT TO CONSIDER					
Protecting School, District, Regional Interests Unintended Impact to Consider: Marginalizing Communities	Keeping Communities Updated Unintended Impact to Consider: Placating & Underestimating Community Wisdom	Receiving Community Input Unintended Impact to Consider: Tokenizing & Gatekeeping Community Engagement	Meaningfully Engaging Community Voice Unintended Impact to Consider: Community Voice is Not Heard	Collaborating and Sharing Power with Communities Unintended Impact to Consider: Collaborative Process Derailed by Power Dynamics & Lack of Relational Trust	Communities Drive and Own the Work Unintended Impact to Consider: Sovereignty and Core Agreements are Not Honored
COMMUNITY ENGAGEMENT GOALS					
Deny access to decision-making processes	Provide students, families & community with relevant information for them to support district, school or regional goals	Gather input from students, families & community without including them in decision-making	Ensure students, families & community needs and assets are integrated into applicant process & planning	Ensure student, family & community capacity play a leadership role in implementation of decisions	Foster lasting educational equity through community-driven schools that are culturally rooted and responsive to whole and sovereign people and communities
EXAMPLE ENGAGEMENT METHODS					
<ul style="list-style-type: none"> ▪ Closed door meeting ▪ Misinformation ▪ Systematic effort to avoid engagement 	<ul style="list-style-type: none"> ▪ Fact sheets ▪ Open houses ▪ Presentations ▪ Billboards or school electronic boards ▪ Videos ▪ Social media posts 	<ul style="list-style-type: none"> ▪ Input sessions ▪ Focus groups ▪ Empathy interviews ▪ Surveys 	<ul style="list-style-type: none"> ▪ Collaboration or engagement with community organizing and community voices ▪ House meetings ▪ Interactive workshops & forums with accessibility and safety considerations ▪ Student & Parent/Family Advisory Committees 	<ul style="list-style-type: none"> ▪ MOUs with Community-based organizations ▪ Leadership Development ▪ Resources & funding allocated for community organizing ▪ Collaborative design and facilitation of community forums to ensure voice, safety & accessibility 	<ul style="list-style-type: none"> ▪ Community-driven planning ▪ Student or Parent/Family led community forums to assess challenges and develop solutions ▪ Consensus building ▪ Participatory Action Research and community-driven initiatives ▪ Participatory budgeting ▪ Community schools
KEY EXAMPLE STRATEGY TO CONSIDER FOR ENGAGEMENT METHODS					
Establish who the community is composed of	Language Accessibility	Hospitality and reciprocity practices	Staff training on anti-racist equity and culturally sustaining and responsive practice	Deeper strategy and visioning work with local community-based organizations (e.g. non-profits, churches, etc)	Allocating integrated strategies/activities for community-driven projects and use
HOW COMMUNITY ENGAGEMENT COULD EXIST IN INTEGRATED PLAN					
<p>Some student groups not acknowledged and/or subsumed in another category (e.g. students of color lumped into students experiencing poverty)</p> <p>Associated Challenge: Students of color continue to be invisibilized by a system of White Supremacy</p>	<p>Communities informed that integrated planning is occurring but not engaged for input</p> <p>Associated Challenge: Community needs continue to be invisible because they are merely informed, not solicited for input</p>	<p>Data (including disaggregated data) are used as primary resource to inform strategies/activities</p> <p>Associated Challenge: Communities are only engaged once in the process of plan creation and follow-through is limited</p>	<p>Tribal Consultation and engagement is central to the development of integrated plans</p> <p>Associated Challenge: Community (and tribal) voice is taken but not actually incorporated</p>	<p>Partnerships with community-based organizations, organizers, employers, and other agencies</p> <p>Associated Challenge: Partnerships are created but not honored through continual reciprocity and shared work</p>	<p>Task forces and committees with decision-making power composed of community members, target focal groups, and staff</p> <p>Associated Challenge: Decision-making is rhetorically granted but in practice not deferred and shared with community</p>

In the sections below, we will walk through the seven rows of the spectrum and explain what they mean.

Stance Towards Community: This row indicates a spectrum of orientations towards family and community engagement. Level 0 ignores and marginalizes the students, community, and staff that was designed to focus on and will not meet requirements in ODE’s review of integrated plans. Levels 1–5 demonstrate the wide range of approaches that applicants may take to engage communities. It is important to note that you may exist in multiple places on the spectrum at the same time, and there are times where it is appropriate to engage communities at level 1 and 2 (for example – providing students and families with information about an upcoming engagement session). In most cases, however, deepening your engagement approach across the spectrum will present the most robust community engagement opportunities and possibilities.

Intention & Unintended Impact to Consider: This row names the core intention that is often expressed when justifying each type of engagement. This intention may be completely appropriate for the nature of the task or project, but it could also create unintended impact or represent underlying beliefs about community that need to be addressed, including whether or not another level of the spectrum should be aimed for.

Community Engagement Goals: This row points to the main goal that each level of community engagement is seeking to accomplish.

LEVELS OF COMMUNITY ENGAGEMENT

STANCE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION & UNINTENDED IMPACT TO CONSIDER					
Protecting School, District, Regional Interests <i>Unintended Impact to Consider: Marginalizing Communities</i>	Keeping Communities Updated <i>Unintended Impact to Consider: Placating & Underestimating Community Wisdom</i>	Receiving Community Input <i>Unintended Impact to Consider: Tokenizing & Gatekeeping Community Engagement</i>	Meaningfully Engaging Community Voice <i>Unintended Impact to Consider: Community Voice is Not Heard</i>	Collaborating and Sharing Power with Communities <i>Unintended Impact to Consider: Collaborative Process Derailed by Power Dynamics & Lack of Relational Trust</i>	Communities Drive and Own the Work <i>Unintended Impact to Consider: Sovereignty and Core Agreements are Not Honored</i>
COMMUNITY ENGAGEMENT GOALS					
Deny access to decision-making processes	Provide students, families & community with relevant information for them to support district, school or regional goals	Gather input from students, families & community without including them in decision-making	Ensure students, families & community needs and assets are integrated into applicant process & planning	Ensure student, family & community capacity play a leadership role in implementation of decisions	Foster lasting educational equity through community-driven schools that are culturally rooted and responsive to whole and sovereign people and communities

Example Engagement Methods: This row lists some common example engagement methods, tactics and tools that applicants can exemplify at each level. Each method can also be employed in various ways along different levels of the spectrum.

Key Strategy to Consider for Engagement Methods: This row names a key example strategy that underpins a particular community engagement method. Strategy is a higher level plan and intention that links a particular group of methods, tools, and tactics together.

How Community Engagement Could Exist in Plans: This row lists a common way that this level of community engagement could show up in actual plans and a key challenge associated with this way of engaging communities.


LEVELS OF COMMUNITY ENGAGEMENT

EXAMPLE ENGAGEMENT METHODS					
<p>IGNORE</p> <ul style="list-style-type: none"> ▪ Closed door meeting ▪ Misinformation ▪ Systematic effort to avoid engagement 	<p>INFORM</p> <ul style="list-style-type: none"> ▪ Fact sheets ▪ Open houses ▪ Presentations ▪ Billboards or school electronic boards ▪ Videos ▪ Social media posts 	<p>CONSULT</p> <ul style="list-style-type: none"> ▪ Input sessions ▪ Focus groups ▪ Empathy interviews ▪ Surveys 	<p>INVOLVE</p> <ul style="list-style-type: none"> ▪ Collaboration or engagement with community organizing and community voices ▪ House meetings ▪ Interactive workshops & forums with accessibility and safety considerations ▪ Student & Parent/Family Advisory Committees 	<p>COLLABORATE</p> <ul style="list-style-type: none"> ▪ MOUs with Community-based organizations ▪ Leadership Development ▪ Resources & funding allocated for community organizing ▪ Collaborative design and facilitation of community forums to ensure voice, safety & accessibility 	<p>DEFER</p> <ul style="list-style-type: none"> ▪ Community-driven planning ▪ Student or Parent/Family led community forums to assess challenges and develop solutions ▪ Consensus building ▪ Participatory Action Research and community-driven initiatives ▪ Participatory budgeting ▪ Community schools
KEY EXAMPLE STRATEGY TO CONSIDER FOR ENGAGEMENT METHODS					
Establish who the community is composed of	Language Accessibility	Hospitality and reciprocity practices	Staff training on anti-racist equity and culturally sustaining and responsive practice	Deeper strategy and visioning work with local community-based organizations (e.g. non-profits, churches, etc)	Allocating integrated strategies/activities for community-driven projects and use
HOW COMMUNITY ENGAGEMENT COULD EXIST IN INTEGRATED PLAN					
<p>Focal student groups not acknowledged and/or subsumed in another category (e.g. students of color lumped into students experiencing poverty)</p> <p>Associated Challenge: Students of color continue to be invisibilized by a system of White Supremacy</p>	<p>Communities informed that integrated planning is occurring but not engaged for input</p> <p>Associated Challenge: Community needs continue to be invisible because they are merely informed, not solicited for input</p>	<p>Data (including disaggregated data) are used as primary resource to inform strategies/activities</p> <p>Associated Challenge: Communities are only engaged once in the process of plan creation and follow-through is limited</p>	<p>Tribal Consultation and engagement is central to the development of integrated plans</p> <p>Associated Challenge: Community (and tribal) voice is taken but not actually incorporated</p>	<p>Partnerships with community-based organizations, organizers, employers, and other agencies</p> <p>Associated Challenge: Partnerships are created but not honored through continual reciprocity and shared work</p>	<p>Task forces and committees with decision-making power composed of community members, target focal groups, and staff</p> <p>Associated Challenge: Decision-making is rhetorically granted but in practice not deferred and shared with community</p>



2.2 Deepening into the Spectrum

The Community Engagement Spectrum above described six levels of community engagement. Below, we offer suggestions for moving along the continuum, including reflection questions, resources and actions towards growth that can help unlock deeper community engagement. Finally, it offers a key example that is meant to highlight how each level has occurred in the development of integrated plans up until this point.

IGNORE		
	IGNORE	
Reflection Questions	Resources and Actions Towards Growth	Key Example
<p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p> <ul style="list-style-type: none"> How are you learning more about the systemic bias/oppression that exists in your district/school/region and belief systems/biases? How have/will you acknowledge, address and repair the harm caused by marginalization (historical and present)? 	<p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p> <p>Key Resources</p> <ul style="list-style-type: none"> White Supremacy in Oregon <ul style="list-style-type: none"> Black Exclusion Laws in Oregon The Racist History of Portland Rehumanizing Schools Essential Understandings of Native Americans in Oregon Tools to support disaggregating data and looking at key demographics <ul style="list-style-type: none"> Data visualizations provided by ODE District At-A-Glance Profiles <p>Key Actions</p> <ul style="list-style-type: none"> Engage equity, anti-racist, and implicit bias trainings within the district, school and region to learn more about internal and external patterns of racism and oppression Create more engagement and relationship-building opportunities with target focal groups and their families 	<p>Key example from previous applications and consideration to push thinking further</p> <p>“We are a small rural district and do not have many students or families from the varied focal groups.”</p> <p><i>Phrases and statements like this one erase and invisibilize focal student groups and families. Acknowledgement of these groups is glanced over.</i></p>

INFORM



Reflection Questions	Resources and Actions Towards Growth	Key Example
<p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p> <ul style="list-style-type: none"> ▪ If there are certain groups or communities who aren't engaging in your school, ask yourself why? Why are they not participating and how can the school do better about reaching out and making them feel welcome? (Focus on the system keeping them out, not blame the communities for not showing up). ▪ What communication and engagement outlets best fit the unique strengths/assets and needs of the families and communities you serve? What conditions support this? ▪ What pathways to deeper collaboration and involvement are you planning and can be communicated? ▪ How are you providing families and the community with relevant information regarding current inequities and plans to address them? 	<p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p> <p>Key Resources</p> <ul style="list-style-type: none"> ▪ ODE Decision Tools ▪ Spectrum of Family & Community Engagement for Educational Equity ▪ Reframing Family, School, and Community Engagement <ul style="list-style-type: none"> ▪ When You Say...They Think ▪ Dos and Don'ts <p>Key Actions</p> <ul style="list-style-type: none"> ▪ Ensure all communication materials are accessible and in the languages of the target focal groups, families and communities ▪ Ensure language interpretation and translators are available in the most common language groupings in school/district ▪ Consider which communication outlets (formal and informal) are most readily accessed by the community 	<p>Key example from previous applications and consideration to push thinking further</p> <p>Applicants were required to disseminate information about their SIA plans by posting board minutes indicating approval of the SIA plan and the final approved SIA plan on their website. Additionally, applicants shared information about engagement opportunities through their website, school newsletters, the board, and parent meetings.</p> <p>After a reduction in funding, one district shared how they prioritized community inputs from the original plan and their process for creating the reduced funding plan. It was posted on their website, shared at a board meeting, and available for public comment.</p> <p><i>These communication and dissemination strategies assume communities and families understand system and educational intricacies. What other context/stories/training needs to be shared to build overall awareness so they can fully engage/understand?</i></p>

CONSULT



Reflection Questions	Resources and Actions Towards Growth	Key Example
<p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p> <ul style="list-style-type: none"> ▪ How are you seeking input from students, parents, families, and the community to inform solutions to address educational inequities? How clear and transparent is the information you are providing to inform their input? ▪ What conditions are you creating in your input/engagement sessions to ensure that community members feel safe, heard, and powerful? 	<p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p> <p>Key Resources</p> <ul style="list-style-type: none"> ▪ School Reform Initiative protocols ▪ Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success <p>Key Actions</p> <ul style="list-style-type: none"> ▪ Conduct a landscape analysis of CBOs, community partners, faith based organizations, culturally specific organizations, business and industry partners, and other county services ▪ Consultancy protocol or another SRI protocol with community members and partners 	<p>Key example from previous applications and consideration to push thinking further</p> <p>Applicants created opportunities to seek input from the community to establish priorities for the SIA dollars. Common strategies included public meetings, online surveys (in English and Spanish), and focus groups. One district reached out to families of focal groups through mailings and follow-up phone calls made by staff and community partners who speak their preferred language, inviting them to attend focal sessions at which food and child-care were provided. District translators also attended to help facilitate small groups.</p> <p><i>If you create opportunities for families to be consulted, but some focal groups do not attend, do you proceed with integrated plan creation/implementation anyway? Consider slowing down to re-assess how you have created conditions to bring everyone to the table.</i></p>

INVOLVE

Voice & Power Shift



Reflection Questions	Resources and Actions Towards Growth	Key Example
<p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p> <ul style="list-style-type: none"> How are you creating expectations about participation and decision-making for clarity on role/involvement for students, families, and community? How are you creating opportunities in existing structures (e.g. school site councils) for traditionally marginalized groups to participate? How are you learning to listen deeply to different voices, perspectives, and ways of knowing (e.g. culturally responsive trainings for participating staff)? How are you creating space/opportunity to name, address, and heal from historical harm inflicted by the district/school system? How are you demonstrating a commitment to change historical practice and policy? 	<p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p> <p>Key Resources</p> <ul style="list-style-type: none"> Beyond the Bake Sale: The Essential Guide to Family-School Partnerships A Match on Dry Grass: Community Organizing as a Catalyst for School Reform <p>Key Actions</p> <ul style="list-style-type: none"> Partner with local CBOs, faith-based organizations, or other local partners who already engage these communities through their leadership programs When engaging parent leadership groups, make sure they reflect the student population Before you make a decision or take an action, consider using a tool like the ODE decision tools to ensure you have engaged the right partners and voices 	<p>Key example from previous applications and consideration to push thinking further</p> <p>In one district, the SIA team worked directly with the Tribal Education Agency as well as the Tribal Cultural and Heritage Program as part of their community engagement process to get input from tribal members. Another district worked with tribal leaders to hold SIA community engagement opportunities at tribal facilities.</p> <p><i>Just because target focal groups are at the table doesn't mean that the table is set evenly. Consider how the backdrop of colonization and settler colonialism creates uneven dynamics for engagement and what forms of acknowledgment, accountability, and follow-through are needed.</i></p>

COLLABORATE

Delegated Power



Reflection Questions	Resources and Actions Towards Growth	Key Example
<p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p> <ul style="list-style-type: none"> What are the formal (e.g. faith-based institutions; community-based organizations) and informal (e.g. family/community networks and coalitions) that can be collaborated with? How do they wish to be involved? How have you ensured that the projects/dilemmas/tasks at hand are made culturally relevant and accessible? How are roles on decision-making and involvement co-constructed with these groups? 	<p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p> <p>Key Resources</p> <ul style="list-style-type: none"> Meaningful Student Involvement Guide to Students as Partners in School Change Vehicle of Change: The PS 2013 Campaign <p>Key Actions</p> <ul style="list-style-type: none"> Consider how the school leadership and board play an important role in value-setting and modelling how communities are engaged, parent leaders are heard, and follow-through on needs are met Utilize active structures like Parent Advisory Councils to create space for ongoing reflection, strategizing and goal-setting 	<p>Key example from previous applications and consideration to push thinking further</p> <p>One district created a task-force representative of the community including district staff (classified, specialists, licensed), community organizations, leaders and union representatives, parents and students. Together, they analyzed disaggregated data, elevating bright spots and areas of opportunity. Additionally, the group planned, attended, and supported community engagement events, consistently processed community input after events and ultimately prioritized how to use SIA funds. The group met frequently in the evenings during the formation of the plan.</p> <p><i>Collaborative and two-way partnerships require clear agreements, shared understandings, and processes for learning, feedback, and accountability.</i></p>

DEFER TO

Community Ownership



Reflection Questions	Resources and Actions Towards Growth	Key SIA Example
<p>Questions meant to help move deeper along the spectrum and foster meaningful community engagement</p> <ul style="list-style-type: none"> How have you created a larger vision for what community ownership and honoring tribal sovereignty means for your district/school in relation to the larger community? How has the community been involved in this? What beliefs, structures, and processes need to be shifted within your school/district/region to support deeper community ownership? 	<p>Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.</p> <p>Key Resources</p> <ul style="list-style-type: none"> Toward What Justice? Describing Diverse Dreams of Justice in Education <p>Key Actions</p> <ul style="list-style-type: none"> Develop learning labs for school discipline policies and procedures (example) Student job shadow, internships and workbased learning opportunities are created based on student interest and need and community collaboration 	<p>Key example from previous SIA applications and consideration to push thinking further</p> <p>This level of community engagement is a growth area for applicants. We recognize a handful of applicants that with continued and sustained effort could reach this level of deferring to community ownership. Some examples of this could look like:</p> <ul style="list-style-type: none"> Hiring strategies that structurally prioritize community representation in staff and leadership positions Participatory budgeting processes where communities are involved in the shaping and maintenance of recipient budgets Curriculum that is co-designed and deferred to CBOs Development of new courses/ curriculum based on student aptitude and future learning and employment by workforce partners Community-driven audits of recipient spending (both SIA and other funds)

SECTION 3: STRATEGIES FOR MOVING ALONG THE SPECTRUM



The spectrum and this toolkit are not exhaustive. The aim is to provide a few high leverage strategies to think about moving more deeply towards more robust community engagement and ownership.

3.1 Growing Community Awareness and Knowledge

All applicants feature communities, families and students from focal groups that have historically experienced being underserved, underrepresented, excluded, and/or marginalized from the educational system. As applicants are required to engage communities meaningfully and authentically to inform their plan, it is vital to know and understand the communities and focal groups that this plan is intended to serve. Specifically, applicants need to know which focal groups are represented within their community. Depending on the size of the district, school or region, this may mean that there are just one or two students in a particular focal group; however, regardless of the number of students in a focal area, they still need to be engaged to ensure applicants are not continuing patterns of erasure or defaulting to claims that “we don’t have those students here.”

There is one area of community awareness that needs further attention while holding significant tension – and that is students and families in poverty. Poverty is an experience that crosses through other focal student groups. There is room for significant improvement in recognition and outreach strategies that honor the strengths and meet the needs of students and

families with the least financial resources right now. Any racial tension created around focusing on students in poverty is a false divide. The areas of tension arise, as they should, when a focus on white students in poverty is rhetorically or practically set in opposition or prioritization of other focal student groups. The development of an integrated plan does not and should not contribute to that trap. We can listen, engage, and strengthen educational systems attending to each and every student with a clear racial equity lens and stance without erasing or minimizing poverty.

Students living below the poverty line are likely Oregon Health Plan (OHP) members. Oregon’s [coordinated care organizations](#) (CCOs) have robust community engagement efforts to identify and address the needs of OHP members and communities at large. Further, CCOs provide investments to local communities to address these needs; these investments may support partnerships with schools and can benefit students directly. Each CCO has an Innovator Agent, who listens to the needs of their local communities and works to find solutions. Innovator Agents could be excellent partners in your community engagement efforts and could help map existing resources to support your efforts. To see which Innovator Agent is working in your ESD, refer to this [map](#) to identify which CCO is served by your ESD and then visit this [webpage](#) to see which Innovator Agent is assigned to that CCO and contact them directly via the contact information provided.

To grow the awareness of your community, consider completing a community asset inventory or mapping of your community. This would include identifying all of the community-based organizations (CBOs), faith-based organizations, tribal nations, culturally specific organizations, community leaders, and business leaders in your community. Deepening your knowledge of the community will support you as you develop a more robust plan for community engagement.

As you continue to engage with your community and develop future plans, you can also begin to use this inventory to substantiate your community engagement practices. Are you going beyond the minimum requirements to engage with the organizations and leaders identified in your inventory? Are you doing what you said you would do in terms of engaging and incorporating inputs from the organizations and leaders in your community?

The Importance of Intersectionality

While many students may belong to more than one target focal group (e.g. both a student navigating poverty *and* a student of color), applying an intersectional lens to community engagement means *not* focusing on one issue that a student group is experiencing. Disaggregating data and developing a nuanced understanding of the school community is vital to ensure that some issues (e.g. race) are not ignored simply because those students also belong to another group (e.g. students with special needs/disabilities or students navigating poverty). Looking at one's community *intersectionality* allows one to understand how belonging to multiple focal groups can actually *compound* and exacerbate issues and challenges faced in any one focal group. It is important to distinguish and differentiate these groups (even if there is also overlap) so that each student can be met with the unique care that is needed for their particular challenges and needs.



3.2 Building Relationships Rooted in Care and Reciprocity

Robust community engagement rests on a foundation of relationships from which deeper transformational work is made possible. Relationship-building in ways that attend to deep care, equity and reciprocity is critical to deepening meaningful and authentic community engagement. Families and communities should be treated as equal and powerful partners with deep educational wisdom. Conditions should be created and attended to so that families feel supported and able to comfortably express their perspectives and participate in design processes. Below are some key considerations as applicants seek to build relationships rooted in care and reciprocity.

Deep Hospitality

Deep hospitality is a rich cross-cultural and equity centered practice that creates foundational conditions for trust and relationship-building. To extend deep hospitality means to host well and to have guests feel like trusted community members and partners. Applicants are encouraged to think about how families and communities wish to be treated and what would allow them to feel their most comfortable to participate. The physical (or virtual) space should reflect values of care and intention, including culturally responsive and specific considerations such as: What forms of organizing, communicating, and participating are unique to a cultural community and how are we allowing for those to occur in the space? Some other considerations include:

- **Access:** How have you incorporated differently abled bodied access and needs? Are the physical or virtual spaces you use comfortable for community members?
- **Basic Needs:** Have all basic needs been accounted for through engagement (bio-breaks, food, etc)?
- **Cultural space:** There are many different ways that communities are accustomed to gathering. Have you considered how one formation (e.g. a circle or smaller groups) might be more culturally responsive than others (e.g. desks in rows)? To create the conditions for meaningful two-way dialogue, you may consider less formal or small group structures.
- **Location:** Consider where you are holding your gatherings, given different ways people have previously experienced school. Are you only hosting meetings at the school buildings? Are there spaces in the community where you consider holding gatherings?
- **Intentionality:** Community members are often juggling multiple responsibilities, which does not mean that they do not wish to provide input. Consider how you have incorporated their life and work rhythms into your planning. What time of the day/week is best to engage them? How long is necessary?
- **Promptness:** Honoring community members time is vital, so ensure that you are beginning and ending on time so they can attend to other needs. However, notice when there is energy and momentum, which could mean you make additional time to engage or stay for longer than you initially anticipated.
- **Flexibility:** Many community members are busy and taking precious time that they hope will affect school change. Consider how different modes of engagement can be flexible with time, including if community members have to show up late or leave early and how to create ample opportunity to provide input.
- **Inclusion:** Throughout any engagement method, from an informal Zoom call to structured focus groups, consider how you will create space for community voice to be welcomed, invited, and included. Whose voice is taking the most time/space during these engagements? What structure/facilitation method are you using to create proportionate representation from the community and target focal groups?

Communication and Language

Creating conditions for clear and equitable communication requires intentional planning and process. Language accessibility is critical, ensuring that proper staff and measures are incorporated so that the languages that communities are most comfortable speaking are adequately met. Additionally, while emphasis is often placed on meeting the needs of various spoken languages, communities and families from different cultures often express themselves through nonverbal, emotional, energetic, and other forms of communication. It is important for applicants to pay close attention to the subtler patterns in a room, particularly if those come from identities that are not their own. Lastly, consider and embrace the value of tension and disagreement in holding space with families and communities. When [inconvenient voice](#) arises, that is, perspectives and comments that may at first glance seem to derail, muddy, or confuse the conversation, we suggest digging into it further to learn more about where it is coming from and the value that its ‘inconvenience’ may offer for unlocking key barriers to deeper understanding and work.

Applicant Follow-Through

For families and communities to feel valued, applicants should continually follow-up and follow-through on the input that community members have generously offered. As a starting point, you might think about gifts or other tokens of appreciation you can offer that indicate to community members that you appreciate them. In some districts, we have learned that raffles, giveaways, and offering transportation, childcare and/or communal meals have been supportive in honoring the time and input community members are sharing. In virtual engagements, you could consider online gift certificates or other remote gift ideas. Acknowledging and validating community perspectives is another key practice to ensuring they know that you have listened to their stories and needs. Consider how you consistently express gratitude and appreciation for the input you are receiving. Finally, a significant part of the trust- and relationship-building process is following through on key promises and commitments including: information you said you would share following an engagement event; plans you stated would reflect community input; actions that are being taken as a result of community input; ongoing engagement opportunities you were committed

to doing to keep the conversation going; etc. These forms of follow-through and accountability help create longer-term trust for deeper community partnerships.

Create an accountability mechanism – the kind of regional equity accountability that generates trust.

This can start from answering an essential question: Who does the community go to when they don't feel they've been authentically engaged in the plan development work?

There isn't a single right answer. But it builds trust to have a real and meaningful one. Would they go to a known staff member, an administrative leader, a liaison to a board or advisory group? Creating a clear channel to hear the most vital feedback is pivotal to creating real, ongoing, authentic community engagement.

3.3 Equity, Anti-racist, and Culturally Sustaining and Responsive Training

Engaging in equity, anti-racist, and/or culturally sustaining and responsive training is a powerful way applicants can learn about and address unconscious biases, unexamined assumptions, and internalized and externalized patterns of racism and oppression. ODE will be offering support – including webinars, professional learning, trainings, and toolkits (such as the [ODE Decision Tools](#)) -- that are rooted in and build on the Community Engagement Toolkit and the framework



of robust community engagement. In addition to these supports, consider how to balance the development of in-district/school/regional equity capacity and bringing in external supports. Developing internal capacities (for example, staff who are skilled at holding [courageous conversations about race](#) or interrupting patterns of [white fragility](#)) allows for long-term change and baseline culture-building. Contracting with external services (for example, equity consultants that can hold retreats and trainings) allows for all community partners to participate together. These settings with an outside facilitator can allow for participants to feel safer to take risks and engage vulnerability. Care should be taken to consider who should be present: for example, is the space designed for White staff to learn more about White fragility (in which case staff of color could have their own separate space)?

Powerful case studies and recent research suggest that investing in the capacity of the whole system, including families and communities, is needed to support robust family–school partnerships. [The Dual Capacity-Building Framework for Family School Partnerships](#) is one framework and tool that leverages applicants to create conditions for both staff and families to deepen their systemic and organizational capabilities (skills + knowledge), connections (networks), cognition (shifts in beliefs and values), and confidence (self efficacy). The main takeaway from this framework: don't just invest in school, educator and staff capacity; also see the families and communities you serve as powerful collaborators that can be supported. Consider:

- Deepening partnerships with local community based organizations to leverage the powerful and unique organizing, leadership, and educational strategies from grassroots communities and families.
- Creating regular ways of gathering (e.g., restorative circles) with families and community members to reflect on core and differentiated values (using a tool like [The Cultural Iceberg](#)) and share key insights, concerns, and perspectives about educational change.

3.4 Community-Driven Planning

Community-driven planning can take many forms. In a consortium of small districts this might be a small group of volunteers working across many miles. In a larger school district this could be powered by groups that were previously advisory.

A key initial task is to get very clear on what is being invited by whom and how decisions are made and recommendations or plans treated.

Here's a few potential questions and resources that can support creating the conditions for community-driven planning:

- Work with groups like [Oregon Solutions](#) and community-based organizations to facilitate and reach a declaration of cooperation - a foundational agreement on the scope and decision-making of a group of powerful partners. You may have STEM hubs or EL-hubs who have skill and experience at this kind of process.
- Always design and ask about the “after-action” of any meeting. Ensure that a key person or group is responsible for follow-through with keeping the core promises you’ve made as a partner with the community. That doesn’t mean you make all the decisions – it means you accept a stewardship responsibility to keep the work moving while creating the conditions for the community to lead.
- Participate in regional CTE advisory groups that include secondary and postsecondary educators, employers and other workforce and community agency members that have been meeting over time and/or convene local [CTE Advisories](#) and have invaluable information about student next steps after high school.
- Create a student advisory group to bring the voice of young people and recent graduates to keep staff informed of their evolving needs.
- Integrate ongoing community engagement into budget planning and staffing cycles. Aim for the goal where the community is so well-informed and co-planning that they are anticipating and driving key directions that anticipate applicant planning needs.
- Determine what must or could yield to community planning. Name what’s clear in the scope of the group or body.



- Facilitate conditions where different voices, even representing demographically similar communities, can hold and support tension and disagreement with each other.
- Determine a clear resourcing plan that supports the sustainable participation of key community leaders in a way that builds relationships and strengthens effectiveness. This could range from child care to small leadership stipends that honor the level of time, service, and value the community members offer.

ODE is happy to support or consult with applicants looking to advance strategies that reach this level of community partnership.

During the first SIA application cycle, some applicants contracted with community-based organizations to run their community engagement efforts. While this can be one avenue for receiving inputs to support integrated plan development, especially in communities where trust has been previously broken, there is also a tension if this is the only mechanism for seeking input. While a community-based organization may represent a subset of students and families from a particular focal group, it may not represent all of the students and families from that focal group, which may lead to an unanticipated exclusion of some students and families. Applicants considering contracting with community-based organizations to support engagement should be aware of this tension and consider ways to ensure they are not inadvertently excluding voices from their communities.

3.5 Navigating Virtual Community Engagement

We recognize that for many applicants across the state, community engagement will continue to look different now - and in many cases this will include navigating the virtual space. As you consider the Community Engagement Spectrum and strategies offered in Section 3 for more robustly engaging with your community, you'll also need to think about adjustments or pivots you may need to make to accommodate for the virtual setting. We offer the following examples as ways you may consider engaging in a virtual setting, with the recognition this is not an exhaustive list:

- Set up a regular time to offer informal virtual community hours for families and community members to connect with district or school staff. Ensure that the offered hours are responsive to various work schedules. Select a few questions you plan to ask anyone who comes to the community hours.
- Develop a plan for hosting virtual family-teacher conferences or IEP meetings. Use a portion of the time to ask parents and families a few specific questions about their students' needs and how the district or school should use or prioritize the funds.
- Host a virtual focus group meeting with students and family members from the named focal groups to learn about their experience, the needs they identify, and how they would recommend using

the funds. Consider using a platform that allows for small breakout rooms to allow for smaller group conversations and an ability for all attendees to share their experience and ideas. Select a few open-ended questions you'd like to ask attendees, which may include:

- What is working well in our district for your student(s) and/or family?
 - What is not working in our district for your student(s) and/or family?
 - What changes and/or investments should we make to better support your student(s) and/or family?
 - What does student success look like after graduation? How well is the school supporting student transition to opportunities after earning a diploma?
- Facilitate a [world cafe](#) virtual workshop, where participants rotate through small group discussions in breakout rooms. Ask for the community's input for topic areas in advance of the workshop.
 - Establish a standing advisory group representative of your community that will regularly meet virtually over the course of the school year to provide input, make recommendations, and share decision-making responsibility.



3.6 Community Engagement Beyond 25-27

Robust engagement with your community requires a deep focus and commitment to applying an equity lens or tool to inform planning engagement and developing the integrated plan and budget. Applicants may find through their community engagement that students and families from different focal groups and/or community based organizations may raise different, and potentially even competing, priorities for spending funds. Further, there is a possibility given the allocation amount, applicants will not be able to implement all of the activities offered by the community.

As applicants move through the various integrated processes and application cycles, there are several times prescribed in statute when they are required to post items to the website, present them at an open meeting with the opportunity for public comment, and have them approved by the governing board. In a robust engagement process, these shouldn't be the only times when you connect with your students, families, staff, and community.

To support a robust engagement process and good stewardship of the funding in the process of updating plans over the bienniums, applicants should ensure they are sharing the following with their communities:

- An update on what has happened since the last time they connected (i.e. implementation progress, unanticipated adjustments such as funding changes).
- An update on new learnings and priorities raised from community engagement.
- Any complexities in adjusting and developing new plans (i.e. tensions in priorities, reduction in funding streams).
- Next steps or processes to continue to receive funding.



APPENDIX A: SUPPORT & ADDITIONAL RESOURCES



Here to Support

Your questions are welcome and ODE staff will be as responsive as possible to further support integrated planning and implementation. If you have a question, email ODE.EI@ode.oregon.gov. Please make use of the resources provided here, your ESD SSA liaisons, your CTE Regional Coordinator, peer districts, and the culturally specific and/or school supporting organizations based in your community along with your own judgment and skill-building.

Additional Resources

ODE offers additional community engagement resources and references for consideration:

- [Community Engagement Through Oregon's Student Investment Account \(FBO Research Brief\)](#).
- [Spectrum of Community-Led Approaches \(Tamarack Institute\)](#) - Chart on page 4-5 could be useful to consider the roles the community is invited/allowed to play in a district process and factors that can be brought into play when that is clear.
- [Index of Community Engagement Techniques \(Tamarack Institute\)](#) - Categorizes different engagement strategies within the spectrum they use and reference (inform, consult, involve, collaborate, empower).
- [Engagement Triangle \(Capire\)](#) - Framework for getting to shared understanding about the purpose and meaning of engagement and the appropriate ways/settings for shared meaning making once defined.
- [Tips for Accessibility and Equity in Online Engagement during COVID-19 \(SFU Centre for Dialogue\)](#) - Highlights key barriers to online engagement and potential strategies to address them.
- [Data Equity Walk \(Education Trust\)](#) - Useful methods for districts and communities to engage with and make sense of data together from an equity perspective.
- [Participatory Budgeting Explained \(Participatory Budgeting in Oregon\)](#) - Explains participatory budgeting and suggestions a process on how to engage in it.
- [Rehumanizing Schools](#) - A series of resources for understanding how White Supremacy exists in public education and how to transform it.
- [Engaging families and communities](#) to support special and underserved populations in CTE.
- [Dos and don'ts of engaging learners and families around CTE](#)
- [A Toolkit for Elevating Learner Voice in CTE \(Advance CTE\)](#)