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## What is a meaningful artifact of community engagement?

*An additional resource to support Integrated Guidance applications*

ODE has received a number of inquiries about what would constitute a meaningful artifact of community engagement and how ODE will review what applicants submit.

Appendix A, the [community engagement toolkit](#), provides a deeply scaffolded framework for thinking about different ways to engage communities across a spectrum of engagement. The online version has links and examples that are helpful to review.

In the spirit of removing any guesswork and trying to be as explicit as possible, this resource has been developed for any applicant who is unsure about what would meet requirements upon submission. This is provided with caution - as the last thing we intend or want is to reduce or flatten the kind of ongoing engagement called for in statute. The artifacts are submitted as a way for ODE reviewers to try to get some sense that a good faith effort has been made to follow what the law calls for in meeting these aims.

This is not an exhaustive list but can help guide any unsure applicants in their selection and submission of artifacts along with their integrated applications.

### **Meets Requirements:**

- Grantee acknowledges and identifies engagement with student focal groups as shown in their data visualizations.
- Grantee provides artifacts that show that communities, focal groups, and families were engaged to inform on the integrated plan.
- Artifacts show that the grantee used at least two strategies to engage community and focal groups.

### **Does Not Meet Requirements:**

- Grantee does not provide any artifacts.
- Grantee does not show evidence of consulting their community and focal students and/or families in their community engagement artifacts.
- Grantee does not acknowledge or identify student focal groups as shown in their data visualizations.

- Grantee only submits artifacts demonstrating one strategy that was used to engage community and focal groups.

**Tips and Suggestions from “What is Evidence of Good Community Engagement” from [Section 2, Effective Planning](#) (Page 40):**

- Artifacts that indicate the content of the engagement effort. For example, a sign-up sheet only indicates who attended an event, while meeting minutes indicates what was shared and discussed during that event.
- Artifacts that were created by partners beyond the applicant team, including being created by students, families, and communities themselves. For example, if the engagement event is a gallery walk, artifacts from this could be the posters the community creates for each other to examine key issues.
- Artifacts that provide a realistic sense of the level of community engagement that actually exists - artifacts that are truthful in where your community engagement efforts exist along the community engagement spectrum and do not suggest a higher level than what is actually happening.
- Artifacts that create clear connections between your engagement efforts and the ways they informed your integrated guidance plan.
- Artifacts that provide evidence of strengths-based, trauma-informed, equity centered practices. For example, making certain that engagement spaces and processes are safe, inclusive, provide adequate nutrition, child care, translation/ASL services, and that meetings are held when a majority of students and families are able to attend.