HECC Community Engagement Assessment Toolkit

Version 1.5 2023

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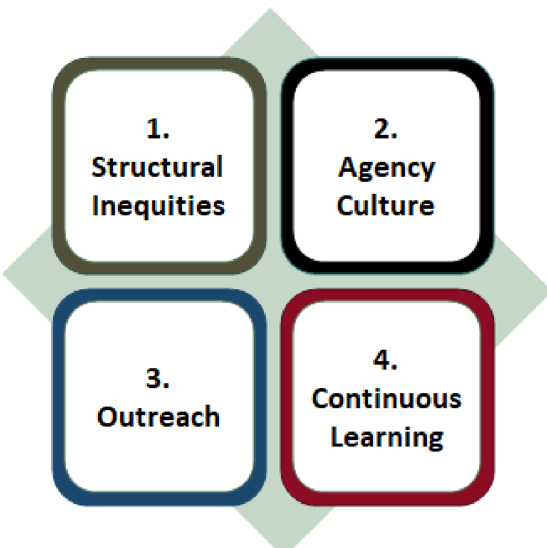
Purpose and Background

The HECC Diversity, Equity, and Inclusion (DEI) Team is committed to providing support, resources and tools for all agency offices and programs. The tools are designed to aid in using and expanding the HECC Equity Lens and meeting our agency equity goals. While each tool is connected to a specific outcome or action, they all align to our mission of "envisioning a future in which all Oregonians—and especially those whom our systems have underserved and marginalized—benefit from the transformational power of high-quality postsecondary education and training."

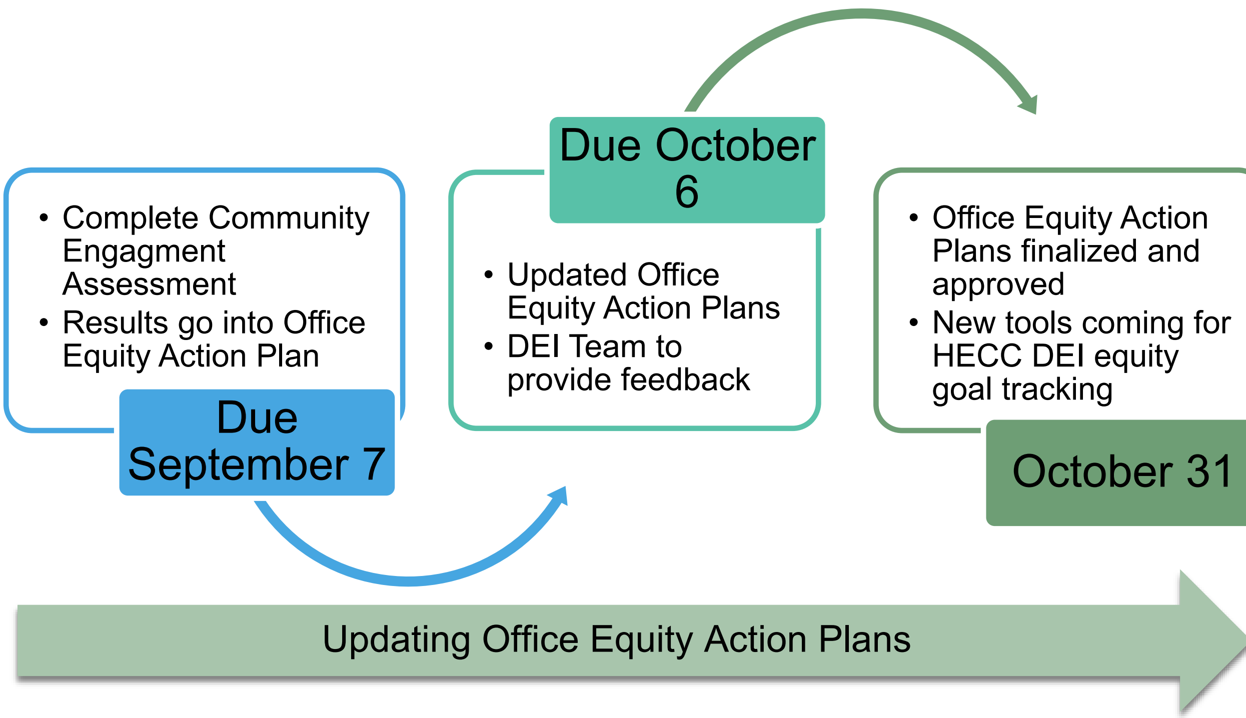
As we put action into our vision, we are guided by the HECC equity goals.



1. Lead in the elimination of structural inequities in postsecondary education and training by centering systemic equity into all decision making.
2. Make diversity, equity, and inclusion an integral component of the agency's identity and culture.
3. Create culturally responsive outreach and engagement in all the areas of the postsecondary education and training system.
4. Create a culture of continuous learning, collaboration, and improvement.

The HECC Community Engagement Assessment Toolkit focuses on HECC equity goals 3 and 4. The information and reflections in this assessment will be added to your updated Office Equity Action Plan. The Office Equity Action Plans move the entire agency closer to goal 1, eliminating structural inequities.

Diagram 1: HECC Community Engagement Assessment process flow and timeline



- The HECC Community Engagement Assessments will begin in June. They are due back to the HECC DEI Team by September 7, 2023.
- Feedback on the Community Engagement Assessments will be provided to all Offices/Teams by September 21, 2023.
- Office Equity Action Plan updates can be made as soon as you finish the HECC Community Engagement Assessment. The final push for completion will start on September 21, 2023.
- Updated Office Equity Action Plans are due to the HECC DEI Team on October 6, 2023.
- Feedback on the updated Office Equity Action Plans will be provided to all Offices/Teams by October 20, 2023.
- Office Equity Action Plans will be finalized on October 31, 2023.
- Implementation of the Office Equity Action Plans will occur through 2023.
- Quarterly Office Equity Action Plan monitoring will start in January 2024. Tools and communications will be provided later in 2023.

Theories, Frameworks and Research-based Practices

DEI is rooted in many academic theories and frameworks. From sociology and public policy to ethnic studies and law. There are real world research-based practices that continue to expand our understanding and inform academic theory. When presenting resources and tools for agency use, the DEI Team pulls from the vast knowledge and research-based practices currently in use across the country.

For the HECC Community Engagement Assessment Toolkit, the HECC DEI Team looked to both government practices and research-based practices.

- The definitions in this toolkit are sourced from both Oregon-based community engagement practitioners and the City of Seattle Racial and Social Justice Initiative, a nationally recognized leader in government based racial equity work.
- Activity 1: Network and Connection Mapping and Appendix B: Charter Sample are adapted from Project Management best practices approved by the Oregon Department of Administrative Services Project Management Office.
- Activity 2: Community Engagement or Outreach rubric is adapted from the research-based collaborative Building the Field of Community Engagement. The rubric comes from the 2014 "Distinguish Your Work: Outreach or Community" Assessment Tool.
- Lastly, the Benefits Matrix of the HECC Community Engagement Toolkit and the Planning Cycle in Part 3 are adapted from the Los Angeles County Department of Children and Family Services "Stakeholder Engagement: Tools for Action" (2013).

What is the HECC Community Engagement Toolkit?

The HECC Community Engagement Toolkit is a guided assessment to assist your office in moving away from transactional outreach with Oregon's communities into meaningful and collaborative partnerships. Use this toolkit to walkthrough the assessment of your current community partnerships. The results of this assessment will be added into the updated 2023-2024 Office Equity Action Plans.

Who should use this Toolkit

- Outreach Coordinators and Community Engagement Specialists.

- Offices and teams that have regular interaction with communities when developing requests for proposals (RFPs), requests for applications (RFAs) or other procurement and grant activities.
- Offices and teams that host public meetings, listening and feedback sessions, and that make decisions on agency policy and practice.
- Offices and teams that are starting to develop engagement practices.
- Offices that collect data from the people they serve.

How to use this Toolkit

There are three components to this toolkit:

1. Foundations – determine your current connections and know the difference between outreach and engagement with communities.
2. Skill Building and Repair Work – reflect on previous interactions and begin to understand what is needed to take your team's engagement to the next level.
3. Planning and More Tools – Planning for engagement at all levels with best practices and resources. While this section is not required, it is does provide best practices for you and your team to be proactive in continued engagement efforts.

Tip

Part 1 can be done in multiple sessions or in one long session. If you decide to break it into two sessions, **do not wait more than two weeks to reconvene**. These could be done at a team retreat or in your regularly scheduled meetings.

We recommend that Part 2 be a standalone session.

Why do I need to use this Toolkit

At the HECC, we engage in many efforts to streamline and coordinate postsecondary programming and funding to institutions of higher education, private career schools, and with community-based organizations. For example, HECC is mainly tasked with rulemaking authority and as a funding pass through agency. It is common to continually seek feedback and input from the communities served and our institutional partners. With short timelines, limited funding and resources, community engagement efforts can feel transactional. This perpetuates the perception that people and organizations we aim to partner with, only see HECC interacting when we are required to or need their time to provide feedback. When those limited interactions are compounded by systemic racism, oppression, and educational inequities, those efforts can prove harmful to the communities HECC meets with. Creating partnerships that are reciprocal, they honor and respect the time, knowledge, and experience of communities, will lead to deeper connections and better outcomes in decision-making and agency practice.

Some terms are described in the working definitions section to develop a common understanding of this work. Please note that the word stakeholder has been included to draw a contrast between collaborative decision-making and unilateral decision-making. It is important to be aware of the term stakeholder and the power dynamics that are created by these groups so that the HECC can move away from using the term and creating an imbalance of power in decision-making.

Working Definitions

Community – the people we serve and collect data from. They all have different experiences and solutions that meet their group needs. It is important to remember that each community is made up of different groups that may not all need or want the same solution.

Community based organizations and networks – organizations and non-profits that work collaboratively with the HECC and other state agencies. These organizations perform work on behalf of the agencies and receive funding to support communities that share a similar experience or have the same needs and solutions.

Engagement – when relationships are the foundation for the partnership. They are continually invested in and built upon resulting in reciprocal benefits, trust, and learning. They are a commitment to continually learning about the community.

Harm – in this context, harm is the result historical and current trauma of a community based on government action or inaction.

Intersectionality – being a member of different communities based on a person’s many identities. For example, an immigrant woman of color from India who also experiences an invisible disability. Her many identities will present different barriers to service access and inclusion.

Outreach – when there is not a relationship present. This is more of an information sharing dynamic that happens once a year or less.

Partners – Other state agencies, government entities, institutions, and boards and commissions that gather, make decisions on, and use the data from other communities. Partners collaborate and actively participate in the work.

Stakeholders - in the public sector are those that have an interest in the outcome, but do not actively collaborate or participate in the work toward the goal or outcome (USAID, 2023). These are usually politicians, bureaucrats and advocacy organizations that push for changes. They have unilateral decision-making power. The term stakeholder is rooted in colonialism and can cause great harm in relationship building efforts.

Systemic racism – racists beliefs and practices that are embedded into everyday life through government policies and social expectations. These policies and expectations have generational impacts that burden racial/ethnic groups and benefit dominant culture. For example, redlining which only allowed black and brown homeowners to buy houses in certain neighborhoods. It can also be the legacy of Oregon as a Black Exclusionary state.

Diagram 2: The 4 Levels of Racism

From the Seattle Racial and Social Justice Initiative. The diagram shows that the three levels of racism, internalized (unconscious bias and societal influences), interpersonal (individual conscious bias and discrimination), and institutional are all based on structural/systemic racism. (See link for more resources and definitions)

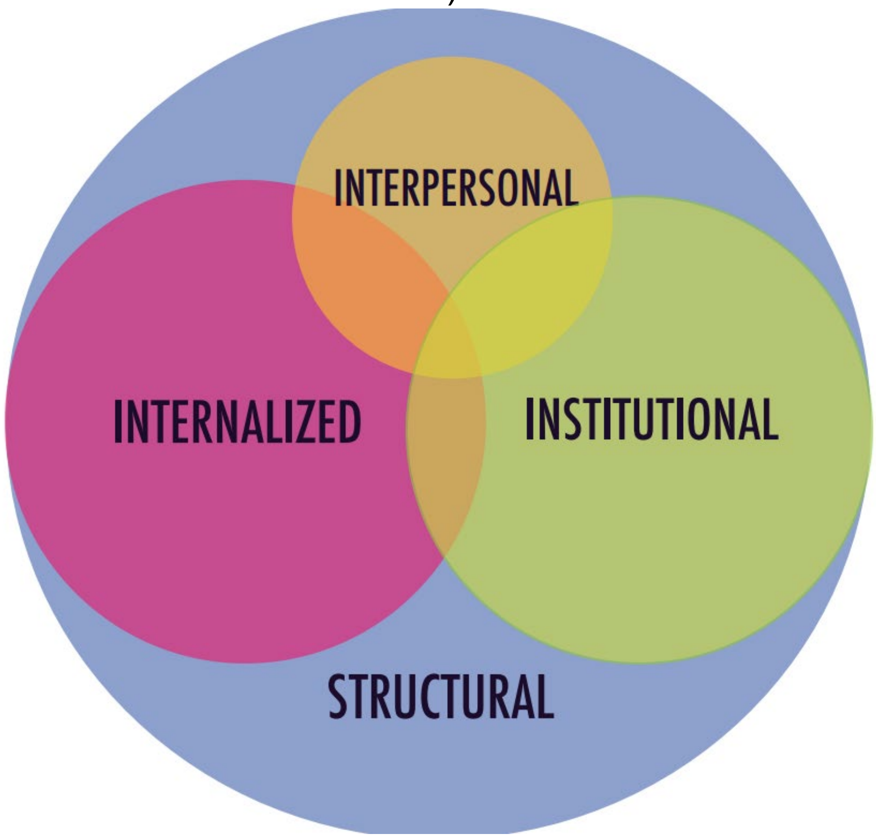


Table 1: Benefits Matrix of the HECC Community Engagement Assessment Toolkit

Agency/Office Benefits from using the Toolkit	Community Benefits when agencies use this Toolkit
Increased and continuous communication	Increased trust and access to information
Understanding of current and historic issues that create barriers to services and access	Increased access to services and improved modes of delivery that are culturally appropriate and community centered
Create policies and processes that are proactive and consider positive and negative impacts to the communities served	Share decision-making power and inform policies that impact their communities
Develop and sustain a network of trusted community partners that can quickly and effectively inform all Oregonians	Have a better understanding of services and who to contact
Gather and share data that is important to the communities and informative to the agency	Increased transparency of information gathered from community and how it is used
Improved strategic planning and outcomes for agency programs	Tangible positive outcomes for how services and programs are improved for all communities in Oregon
Increased partnerships and relationships with communities	Increased partnerships and relationships with state government

Assessment Part 1: Foundations

Part 1 of the assessment is all about establishing your baseline. Who you intend to connect with, why you need to connect with specific communities and understanding if you are doing outreach or engagement. There are two activities in Part 1.

Before you begin, ensure that your office or team has read and understood the introduction and purpose section of the toolkit. Collective understanding of the components in this assessment will help you build a shared purpose and consider how intersectionality impacts your team and the communities HECC serves. Think about who else shares your vision and purpose in this work. It is also recommended to identify specific goal(s) you are striving to achieve. Circle back to your Office Equity Action Plan goals. As a facilitator, use this as your grounding. When everyone is on the same page, begin the activity.

Tip

You may want to ask for assistance from colleagues outside your team to complete activity 1, the network mapping exercise. This activity can be done in a hybrid setting, using web-based tools and applications. Just be sure to add in an extra facilitator to monitor and assist with the virtual participants. For more tips on facilitating successful meetings in hybrid settings, see Appendix A.

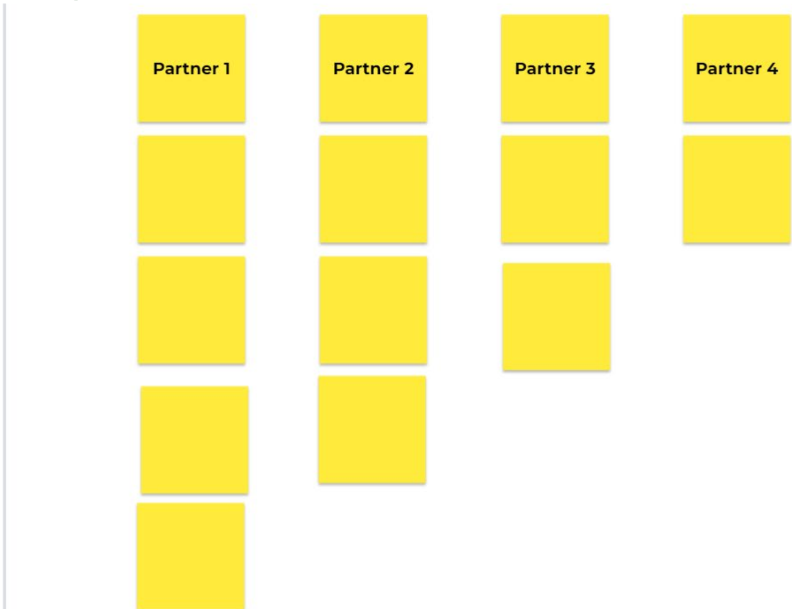
Activity 1 begins on the next page.

Activity 1: Network and Connection Mapping

Task: Begin your baseline assessment by mapping out your existing connections and relationships with communities. Your team can get a better understanding of your individual and collective connections.

Outcome: A visual representation of who is in your network. At the end of the exercise your board will look something like this.

Image 1: Partner network map



Supplies:

1. One Large roll of butcher paper or large sticky pads. Use these to create a space on the wall that allows you to place and move the 5x7 sticky pads around.
2. Ten to Fifteen, 5x7 sticky pads in a variety of colors.
3. Two dozen sharpies or markers.
4. Painter's tape, if you are using butcher paper.

Preparation:

1. Place the 5x7 sticky pads and markers on the tables within easy reach of attendees.
2. Hang the butcher paper or large sticky pads on the front wall, where everyone can see it. Try to create a paper board that 6ft long to give enough room to read all the sticky notes on the board.

Reminders to yourself and the group:

1. Write large enough with a dark marker so others can see what is written on the stickies.
2. Please use one sticky pad sheet (one page) per connection.
3. Read what is written on the board so everyone can follow along.

Facilitation Process

Step 1: Grounding the discussion with the purpose

- Prompt: We are going to look at our community partners and connections. This will help give us a visual representation of who is in our network and where we could create new connections.
- Please do not share what you are writing down. Everyone will be able to contribute and see the results as we move through the exercise. This will look messy for the first few rounds. To start, the sticky notes will be placed on the board randomly. We will get to categorizing in the later steps.

Step 2: Walk through process with participants

- Explain: Everyone, will grab a sticky pad and a dark marker from the stack at your table. Please write large enough for all in the room to see to the best of their ability.
- The first round is brainstorming. You may use one sheet. We will not share what we write down in this round. Think about the work and who you meet with.
- The second and consecutive rounds will be group brainstorming and mapping. We will begin to work down our list to highlight frequent and collaborative partners.
- This will be interactive with everyone moving around and viewing the board.
- At the end of this multi-step process, we will be able to use the board to move the sticky's around and see where our partner and community connections overlap and who is missing from our board.

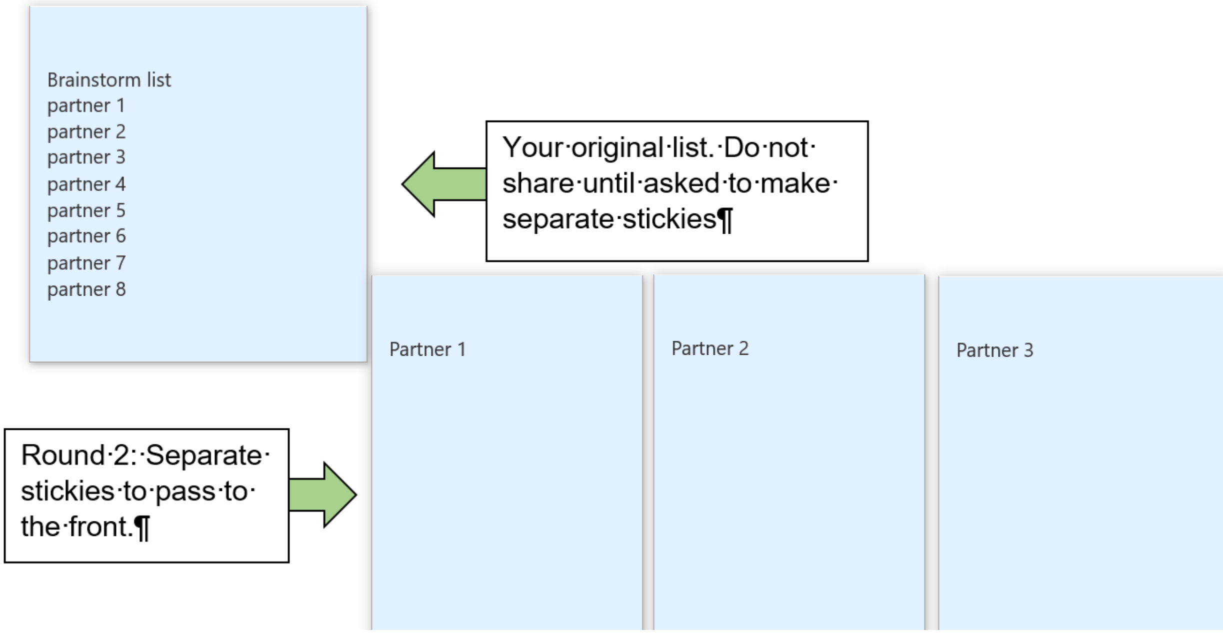
Step 3: Begin Brainstorming

- Prompt: Ready? Everyone, please take a sticky pad. Use a single sheet for this first brainstorming cycle. On this one sticky sheet write down all your partnerships and connections. Please don't share your list yet. Just a take a minute to write down as many partners as you can. We will sort through them in the next few cycles.
- **Note to facilitator**: Repeat the instructions and then start a timer for one minute.
- Prompt: How did that feel? Did we get a good list? Was everyone able to make a list?
- **Note to facilitator**: this is a check-in to make sure people understand so you can move on to the next part.

Step 4: Sharing Ideas

- Prompt: This is when you will start sharing. Now that you have made your list, take a few moments to reflect. Out of all the partners and connections you listed, which ones do you most frequently contact? Which partners and community connections do you think of first and approach first when collaboration is needed? Whose input and feedback do you weigh most heavily? Please do this silently. After reflecting, circle your top three partners and connections. To share your top three, take three separate sticky pad sheets and write each partner or connection name on the separate stickies. You should have three stickies, with one name each when you are done. Please write large and with a dark marker. Once you have your three stickies pass them to the front of your table.
    - Choose your top 3 connections.
    - Write each connection on a separate sticky note.
    - Pass your three stickies to the front of your table.

Image 2: Brainstorming Sticky and Separate Stickies to Share on Board



- **Note to facilitator**: Collect the sticky notes from each table and start placing them on the butcher paper/large sticky pads on the wall. They don't have to be sorted, just ensure that none are covered. They all need to be visible. Read them aloud as you place them on the board.

Step 5: Visual Mapping

- Prompt: Once the sticky notes are on the wall and visible, ask the participants to come and look at the results. Once they have had time to process ask them to start grouping the responses. They can be grouped by organization, community represented or agency. This is an organic process. Try not to start theming or analyzing before everyone has had a chance to move the board around.
  - Please come and look at the results.
  - Start grouping the responses into categories.
  - Ask them to name the groupings then place a sticky note with the group name above that category.
- **Note to facilitator:** If most responses are in 3 or 4 groups, repeat the exercise with the next two connections on their brainstorming list, resulting in the top 5 connections of each participate. You can do this cycle as many times as needed to get a robust list.

- Prompt: Are these the correct categories? Are there any changes that need to be made to our groupings? Encourage everyone to take photos of the board to help them reflect and make an archive of the mapping.

Step 6: Discussion

Help your Office/Team process the network map. This discussion will lead into Part 1 Activity 2 of the assessment. Take a photo of the network map if it cannot remain on the wall until your next session.

1. What do you notice about the board?
2. Are there groups with a lot of connections?
3. Are there groups we need to be making connections with that are missing?
4. Were there groups or partners that you expected to see that did not make the list of frequent partners and connections?
5. Why do you think those connections are missing?
6. Looking at your original brainstorm list, which partners and connections did not make it into the top 3 or 5? Why?
7. Where is there room for improvement in making more connections and partnerships?
8. How do we coordinate efforts with the existing connections?
    a. Do we, as an office or a team have a process for starting or continuing engagement efforts?
    b. Do we all have the same definition of engagement?
9. Why do you think we have overlapping connections?
10. How can we expand this list to different and diverse groups?
11. Are there any concerns or support needed to increase engagement with other groups?

End of Activity 1

Activity 2 starts on the next page.

Activity 2: Community Engagement or Outreach

Task: Using the list you developed from the network mapping activity, plot the connections on the spectrum below to determine if your interactions are outreach or engagement.

Goal: Determine if your connections are community outreach or engagement.

Tip

Refer to your individual brainstorming list and the final group results from your visual network map. From your own interactions with the listed partners and communities, plot where your current interaction is with the partner on the rubric. You should have a different outcome for each partner. For example, if you have a list 10 partners, you will have 10 separate plot points based on your unique relationship with that partner. Write in pencil or use little sticky notes to plot the partners.

Outcome: The Office/Team will have a starting place for next steps in their community engagement efforts using the both the rubrics and the discussion notes in this section.

Supplies:

1. Rubric print outs. One for each participant, plus a few extras.
2. Pencils or small sticky pads to plot on the rubric.

Reminders to yourself and the group:

1. Be honest and kind to yourself. This is meant to be a catalyst for action. As Maya Angelou reminds us “Do the best you can until you know better. Then when you know better, do better.”
2. As we are plotting on the rubric from our own experiences, each person will have a different response. This allows us to learn from one another and create cross-office collaboration.

Facilitation Process

Step 1: Recap the last session and share the results of the network map visually with a photo or with the wall you were able to leave up. Share the highlights and takeaways from the discussion. If there were questions that needed to be followed up on, share the information before starting the rubric activity. Remind everyone to be honest and kind.

Step 2: Begin plotting your partners on the rubric. Give everyone 10 minutes to reflect. Please do this individually.

Continue to the next page.

Table 2: Outreach or Engagement Rubric

What kind of relationship do you have with each of your connections?						
Outreach	Unsure which we are doing	Doing mostly outreach	Talking about doing engagement	Have a plan for engagement	Doing engagement	Engagement
Relationships are transactional. Single focus or project focused.						Relationships are the foundation for the partnership. They are continually invested in and built upon resulting in reciprocal benefits, trust, and learning.
Relationships are not inclusive of all community members.						Relationships with many diverse members of the community with different views and needs
Relationships are limited to community leaders.						Relationships are built with members that are interested in their community and want to create change.
Relationships are short term with inconsistent staff participation.						Relationships are long-term and continuously invested in. Community members are easily able to co-create projects and share decision-making.

Step 3: Discuss. This discussion will culminate in your Office/Team assessment score in Part 2. Ask someone to take notes.

1. Where were most partners plotted on your rubric? Were you leaning toward engagement or outreach?
2. Are there people on your team that have strong engagement relationships?
3. How can those existing engagement relationships be a model for other partners?
4. What was the most interesting thing you learned about from the rubric?
5. What next steps can you take as an Office/Team to move closer to engagement with your partners? This question will inform your Office Equity Action Plan.

End of Activity 2 and Part 1

Part 2 of the HECC Community Engagement Assessment Toolkit starts on the next page.

Part 2: Skill Building, Assessing, and Repairing

Now that you have a better understanding of your foundation, specifically the relationship dynamics and what types of interactions you have had previously with community, reflect with your Office/Team on those previous interactions.

Activity 1: Assessing your Office/Team Community Engagement Level

Goal: Assess your Office/Team's current community engagement level to create new ways of collaboration and begin to heal harm from systemic racism and oppression.

Tip

These conversations may be difficult but are necessary. As the facilitator you are encouraged to inspire honest and respectful internal (your own) and external (the group's) reflections that cultivate a culture of inclusion and understanding to meaningfully gain deeper understanding of the different communities we serve. Give your team ample time to process and discuss.

Outcome: Establish a baseline for community engagement that will be included in your Office Equity Plan.

Supplies:

1. Fidget items like coloring supplies or chenille sticks to help people process and stay in the moment.
2. Your team may benefit from having group agreements for this session. Visit the National Equity Project website for more information on developing group agreements.

Reminders to yourself and the group:

Be kind to yourself and others. It is ok to make mistakes. They help us learn and create opportunities for healing with our community partners and with ourselves. When we are talking about systemic racism and oppression, we are talking about the system that we work in, state government. We are not individually responsible for the system, only for the actions we take to center equity in our work.

Facilitation Process

Step 1: Grounding and recap. Highlight the themes and decisions that have occurred in the previous sections. Thank the participants for all their work and reflection to get to this point.

Step 2: Take some time to discuss the questions as an Office/Team, noting themes that arise throughout the conversation. The captured themes will assist you in assessing your community engagement level and will be added into your Office Equity Action Plan.

1. Which community partners and members are you interested in engaging with?
2. Why are you thinking of approaching this community?
3. Do you need something from them or asking them to be a collaborative partner? Will this be outreach or engagement?
4. In thinking of those community partners and members, when was the last time you interacted with them?
5. What was the follow up or outcome of your last interaction?
6. How did the community partners or members respond to the follow up or outcome(s)?
7. What was the change that occurred if any as a result of past engagement?
8. Have there been events or issues in the past that could have caused distrust or animosity? If the answer is yes, please proceed to following the sub questions;
    a. Why do you think there was distrust or animosity?
    b. Have you done any follow up or attempted to repair the relationship since the fall out?
    c. If there was an attempt to repair the relationship, what steps or actions did you take? How was it received?
    d. Do you have a trusted community member or contact to act as a liaison and help bridge the divide?

Step 3: Determine your Office/Team community engagement level based on the discussion. Some reflections for determining your level can be based on the following results.

- Having active and continuous engagement with partners who are impacted by the work of the HECC and who have a variety of experiences and perspectives identified in Part 1 Activity 1: Network and Connection Mapping.

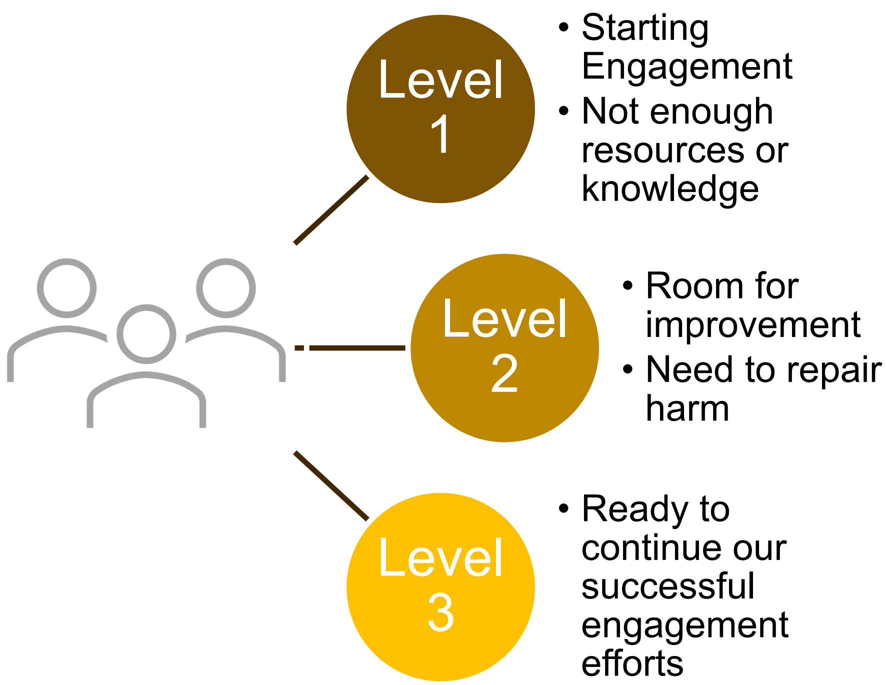
- Where your Office/Team is on the spectrum of Outreach or Engagement based on the rubric in Part1 Activity 2: Community Outreach or Engagement.
- If you discussed room for improvement or the need for repair work.
- If you identified action steps and goals for community engagement.

Level 1: This is new work and we do not have a team, resources, a process, or knowledge to invest in community engagement.

Level 2: We have done previous community outreach and engagement and we recognize that there is room for improvement and/or a need to repair harm before we proceed.

Level 3: We have a sturdy foundation and are ready to move on with work.

Diagram 3: Community Engagement Assessment Levels



Step 4: Thank the team for their participation and vulnerability. Schedule a time to update your Office Equity Action Plan and complete the section titled "Consultation and Engagement" using the results of this assessment.

End of the Community Engagement Assessment

The next section of this Toolkit is not required. If you are interested in building community engagement plans, in addition to your Office Equity Action Plan, please go to Part 3: Planning and Tools starting on the next page.

Part 3: Planning and Tools

Now that you have determined your Office/Team's networks and engagement level, you can create an engagement plan. Keep in mind that community engagement is a continuous process of learning and trust building. It is not a linear process, meaning that there are not static start and end points. We enter engagement efforts at different points in the relationship. Reflection and awareness of community dynamics and our own capacity will let us know where we need to start or pick up. In addition, new people will enter the community and HECC staff will change. Goals and directives will evolve as the relationship grows.

This section will give you an overview of the planning phases. Each phase of the process needs to be documented. Documenting the process serves many purposes, the three main reasons are:

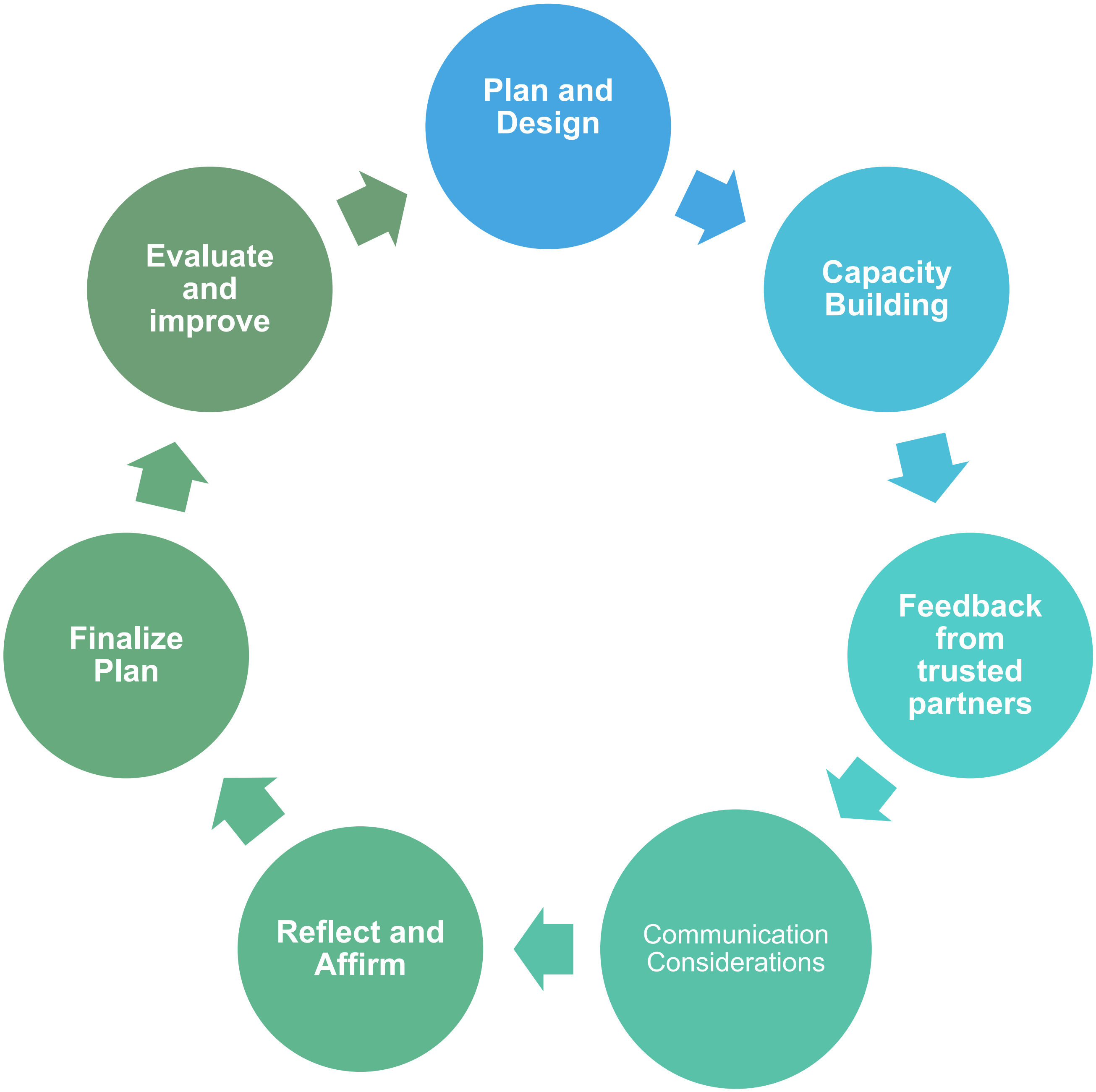
1. Having a shared understanding of your goal, purpose, and timeline.
2. Creating clear and consistent processes that can reduce harm and increase communication with communities.
3. Continuous evaluation of outcomes that will meet the shared goals of the communities served.

The Planning Cycle

The planning cycle is comprised of seven, non-linear stages. There will be various starting points for each team, depending on both their engagement level (one, two, or three) and their documentation process.

For example, if your team is at a one, you may start with plan and design. A level two team may have a written plan but has not received feedback from trusted partners. A level three team may have a solid relationship with a community, however, the team may have new staff or developed new goals. That team may benefit from assessing their capacity building and affirming the new goals are aligned with community goals and priorities.

Diagram 4: The Planning Cycle



Planning Cycle Phases

- Plan and Design:
  - Define your results
  - Create a workplan with measurable goals and milestones
  - Use the Equity Impact Tool as a guide
  - Determine which community partners might provide feedback and help you co-create
- Capacity Building
  - Use the network map to see which team members are trusted community partners
  - Assess the training and resource needs of the team (budget, language needs, culturally responsive communication style etc.)
  - Invite community members to co-create goals, charter, decision-making process, and group agreements
- Feedback from trusted partners
  - Bring the goals, charter, and group agreements to broader community members for feedback
  - Ask, if the goals align with their vision and needs
  - Ask, if there is anyone else who needs to give feedback
  - Take time to make changes to goals and charter based on feedback
- Communication considerations
  - Develop a communications plan using the RACI method. RACI is a project management tool that allows you to identify who is responsible, who is accountable, who needs to be consulted, and who needs to be informed
  - Consider plain language, method of communication, frequency of communication, and languages other than English used by the community, including sign language
  - Evaluate if web tools and virtual meeting platforms can meet communication needs
- Reflect and Affirm
  - Incorporate feedback and communication needs into plan and charter
  - Make necessary adjustments and loop back to Capacity Building phase

    - Affirm changes with community
- Finalize Plan
    - Communicate final plan and agreements
    - Move to implementation
    - Track measures, data, or milestones regularly and consistently
    - Create time quarterly to evaluate goals with community and make changes, as needed

Please see Appendix B for a sample charter.

More Tools

If you and your Office/Team would benefit from more resources and support for the creation of your community engagement plan, please visit the following links. You can also request support from our team at HECC_Equity@hecc.oregon.gov.

1. Equity Impact Tool
2. DEI Resources and Tools Catalog on the HECCNet page.
3. Stakeholder Tools for Engagement
4. Project Charter Complete Guide: Template and how to make it
5. HECC DEI Language and Terminology Guide

Acknowledgements

The HECC DEI Team would like to thank our state and national partners in providing resources and research-based practices.

A special thank you is extended to Frieda Bikele and Yetu Dumbia for brainstorming early versions of this toolkit. Their experience and love for Oregon's communities comes through in their vision.

HECC staff Bruce Johnson, Stephanie Solomon, and Erin Weeks-Earp from the DEI Council who provided honest and caring feedback. Their keen eyes and minds helped make this final assessment toolkit user-friendly and pulled in the overarching alignment.

We thank all the HECC DEI Council members who, over the years have been instrumental in pushing forward to create learning opportunities and championing DEI initiatives.

Appendix A

Quick Tips for Setting up a Successful Hybrid Meeting

Practice, practice, practice. Give you and your team time to play with the features of the meeting platform. For the Network and Connecting Mapping Activity, apps like Google Jamboard or Miro are recommended.
Assign a separate facilitator or moderator for the virtual attendees.
Remind participants to state their name before speaking. This helps in a large room when virtual participants cannot see who is speaking.
Make a back up plan for tech issues. Do not proceed with content if virtual attendees cannot participate.
Read what is on the board. Have the virtual facilitator take photos of the board to send to virtual attendees.
Slow down and check-in frequently with virtual attendees.
Be proactive and ask what all attendees need to participate successfully and meaningfully. (i.e., cameras off, captioning)
Give grace to everyone involved and plan extra time for all activities.
Before the meeting, give participants links to apps, instructions on how to use the features and encourage them to explore the platform before the meeting. You can even set up a 15-minute tech check before the meeting to answer questions and work out issues.

Appendix B
Charter Sample

Community Engagement Plan Name: (Example; Pacific Islander Community Engagement Plan)

Introduction and background

This is a place to talk about the ‘what and why’ of your community engagement plan. What is it and why is it needed?

Example: Based on data from the student population, the Pacific Islander community needs more support in degree completion. The Pacific Islander community encompasses people from Hawaii, who have US citizenship to other Island nations such as Micronesia, Palau, and the Marshall Islands who hold special status under the Compacts of Free Association (COFA). The Compacts allow COFA citizens to freely travel, live and work in the country without a visa and with no time restraints.

Goal and Scope

What are you trying to achieve and what do you need to achieve it?

Example: Through quarterly meetings with representatives of the Pacific Islander community, CCWD will have a better understanding of the barriers students of this community face in degree completion. The conversations and understanding will assist in the creation of guidance and information that can be shared with legislators and institution administration.

Out of Scope

To keep focus on your goal, define what you are not able to do in this plan. This keeps your communication and outcome clear and attainable.

Example: Engagement will only be about degree completion and the supports needed for degree completion at Oregon Community Colleges. HECC staff will not be able to resolve concerns around early learning or K-12 schools.

Success Criteria

You will know engagement efforts are successful when you see progress toward these defined measurable outcomes.

Example: More people are attending meetings and reaching out to HECC staff for guidance and support. Community Colleges are taking an interest in Pacific Islander student needs. Pacific Islander students are meeting their degree completion goals.

Major Milestones and Requirements

These are high level, measurable milestones that will keep you on track.

Example: charter completion, communication plan, community feedback gathered by this date, implementation goal is this date.

Team Roles

You may include community partners here, with their input.

Who is on this project? Are they responsible, accountable, to be consulted or informed? Do you have a plan or a project manager?

Decision-Making and Group Agreements

How will the project team make decisions? If you have an impasse, how will it be resolved? Do you need formal agreements, such as MOUs with your community members?

Budget

What is the allocated budget for this project and where are the committed funds coming from?

Assumptions

What do you think are the possible barriers? What do you know about the current state of the community? How are you mitigating possible barriers?

Example: Data shows that many community college students attend part time and have other obligations such as work and family. We will offer various meeting times in the evenings, weekends, and online and provide meals and childcare that will encourage and support students in attending.

Community Engagement Risks

What are the risks that could arise in this engagement effort? What are the risks of not engaging with this community? How do you plan to meet the risks when they arise?

Example: Staff may not have a deep understanding of all the communities who identity as Pacific Islander or the political status that some in the community hold. This may cause some tension when creating supports and messaging. We will continue to learn about these dynamics and check-in about our understanding and create a space where all are heard and supported. We will meet risks in the spirit of humility and seek continual improvement. While there is much to learn from and with the Pacific Islander community, if we do not take a proactive approach in engagement, no progress will be made on degree completion efforts.

Risks may also be that changes to immigration status may create confusion for residents with COFA status. To plan for this we will be following federal immigration rules and policies and develop a partnership with Oregon Department of Justice for guidance, if changes arise.

Plan Sponsor Approval

The plan sponsor signs here. The plan sponsor is a Director with budget authority.