

SIA Community Engagement Spectrum

Adapted from [Facilitating Power](#)

STANCE TOWARDS COMMUNITY	0 IGNORE	1 INFORM	2 CONSULT	3 INVOLVE	4 COLLABORATE	5 DEFER
INTENTION & POTENTIAL IMPACT TO CONSIDER	Protecting School/District Interests <i>Marginalizing Communities</i>	Keeping Communities Updated <i>Placating & Underestimating Community Wisdom</i>	Receiving Community Input <i>Tokenizing & Gatekeeping Community Engagement</i>	Meaningfully Engaging Community Voice <i>Community Voice is Not Heard</i>	Collaborating and Sharing Power with Communities <i>Collaborative Process Derailed by Power Dynamics</i>	Communities Drive and Own the Work <i>Sovereignty and Core Agreements are Not Honored</i>
COMMUNITY ENGAGEMENT GOALS	Deny access to decision-making processes	Provide students, families & community with relevant information	Gather input from students, families & community	Ensure students, families & community needs and assets are integrated into process & inform 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
MESSAGE TO COMMUNITY	<i>"Your voice, needs & interests do not matter"</i>	<i>"We will keep you informed"</i>	<i>"We care what you think"</i>	<i>"You are making us think and act in ways that better serve students & families"</i>	<i>"Your leadership and expertise are critical to how we achieve equitable educational achievement and opportunity"</i>	<i>"It's time to unlock our collective community capacity in service of lasting educational equity & community health"</i>
EXAMPLE ENGAGEMENT METHODS	Closed door meeting Misinformation Systematic	Fact sheets Open houses Presentations Billboards or school electronic boards Videos Social media posts	Input sessions Focus groups Empathy interviews Surveys	Community organizing & advocacy House meetings Interactive workshops & forums with accessibility considerations Student & Parent/Family Advisory Committees	MOUs with Community-based organizations Leadership Development Community organizing Collaborative design and facilitation of community forums to ensure voice & accessibility	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 SIA strategies/activities for community-driven projects and use
HOW COMMUNITY ENGAGEMENT EXISTS IN SIA PLAN <i>ASSOCIATED CHALLENGE</i>	Focal student groups not acknowledged and/or subsumed in another category (e.g. students of color lumped into students experiencing poverty) <i>Students of color continue to be invisibilized by a system of White Supremacy</i>	Communities informed that SIA is occurring but not engaged for input <i>Communities are required statutorily to receive SIA funds but do not actually matter for real input</i>	Data (including disaggregated data) is used as primary resource to inform SIA strategies/activities <i>Communities are only engaged once in the process of SIA plan creation and follow-through is limited</i>	Tribal consultation and engagement is central to the development of SIA plans <i>Community (and Tribal) voice is taken but not actually incorporated</i>	Partnerships with community-based organizations, organizers, and other agencies <i>Partnerships are created but not honored through continual reciprocity and shared work</i>	Task forces and committees with decision-making power composed of community members, target focal groups, and staff <i>Decision-making is rhetorically granted but in practice not deferred and shared with community</i>

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Phase	Reflection Questions Questions meant to help move deeper along the spectrum and foster meaningful community engagement	Resources and Actions Towards Growth Resources and key actions that could deepen intentionality at each level or spark movement along the spectrum.	Key SIA Example Key example from SIA applications and consideration to push thinking further
0 IGNORE	<ul style="list-style-type: none"> How are you learning more about the systemic bias/oppression that exists in your district/school and belief systems/biases? How have/will you acknowledge, address and repair the harm caused by marginalization (historical and present)? 	<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 Essential Understandings of Native Americans in Oregon Tools to support disaggregating data and looking at key demographics? <p>Key Actions</p> <ul style="list-style-type: none"> Engage equity, anti-racist, and implicit bias trainings within the district and school 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>“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>
1 INFORM	<ul style="list-style-type: none"> 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? 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). 	<p>Key Resources</p> <ul style="list-style-type: none"> ODE Decision Tools Spectrum of Family & Community Engagement for Educational Equity Resource on Culturally Responsive Communication? <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 Consider which communication outlets (formal and informal) are most readily accessed by the community 	<p>Districts are 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, districts 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>
2 CONSULT	<ul style="list-style-type: none"> How are you seeking input from students, parents, families, and the community to 	<p>Key Resources</p> <ul style="list-style-type: none"> School Reform Initiative protocols 	<p>Districts created opportunities to seek input from the community to establish priorities for the SIA dollars.</p>

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	<p>inform solutions to address educational inequities? How clear and transparent is the information you are providing to inform their input?</p> <ul style="list-style-type: none"> • What conditions are you creating in your input/engagement sessions to ensure that community members feel safe, heard, and powerful? 	<ul style="list-style-type: none"> • 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, Tribes within district, and other county services • Consultancy protocol or another SRI protocol with community members, partners, and stakeholders 	<p>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 SIA plan creation/implementation anyway? Consider slowing down to re-assess how you have created conditions to bring everyone to the table.</i></p>
<p>3 INVOLVE <i>Voice & Power Shift</i></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)? 	<p>Key Resources</p> <ul style="list-style-type: none"> • Beyond the Bake Sale: The Essential Guide to Family-School Partnerships • A Match of Dry Grass: Community Organizing as a Catalyst for School Reform <p>Key Actions</p> <ul style="list-style-type: none"> • Partner with local CBOs 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>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 acknowledgement, accountability, and follow-through are needed.</i></p>
<p>4 COLLABORATE <i>Delegated Power</i></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>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 	<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 to analyze disaggregated data, elevate bright spots and areas of opportunity, plan and attend/support community engagement events, process community input after events, suggest and prioritize priorities for SIA funds and helped to plan, and in some cases, present recommendations and findings to the school board. The group met frequently in the evenings during the formation of the SIA plan.</p>

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		<p>Councils to create space for ongoing reflection, strategizing and goal-setting</p>	<p><i>Collaborative and two-way partnerships require clear agreements, shared understandings, and processes for learning, feedback, and accountability.</i></p>
<p>5 DEFER TO Community Ownership</p>	<ul style="list-style-type: none"> • How have you created a larger vision for what community ownership and honoring 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 to support deeper community ownership? 	<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) 	