



# STRATEGIC INITIATIVE ACTION PLAN

<b>Focus Area</b>	Family and Community Engagement
<b>Initiative 8A</b>	Identify ways to engage the community in district decisions and initiatives
<b>Draft</b>	August 2019

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## I. Initiative Objective

Objective
Improve stakeholder engagement in district level decisions

## II. Initiative Description

Brief Description of Initiative
<p>Respectful engagement includes providing consistency, transparency and accountability to internal and external stakeholders about decision-making processes and creating authentic opportunities for input.</p> <p><b>We will:</b></p> <ul style="list-style-type: none"><li>• Develop and standardize districtwide engagement guidelines that define stakeholder roles</li><li>• Create a collection of staff resources on engagement strategies</li><li>• Provide training for staff and community members on engagement guidelines and strategies</li><li>• Identify and revise practices that hinder community engagement</li></ul> <p>As a district, we need clarity about what people can and can't impact as advocates. We seek to broaden the kinds of decisions people can affect, and bring transparency to issues and decisions that are not subject to advocacy. To operationalize these decisions, we need to (1) build a welcoming culture where community input is integral to the decision-making process, and (2) establish timelines to ensure opportunities for community input, guidance, and feedback.</p>

## III. Rationale

Desired State
<p>SPPS welcomes and encourages engagement by all members of the community, with a framework that guides the kinds of participation appropriate for the context of decisions.</p> <ul style="list-style-type: none"><li>• The framework describes the mission and values for stakeholder engagement and how and when the district uses community input in its decisions; it has been informed by the International Association for Public Participation <a href="#">Pillars of</a></li></ul>

[Participation](#) and input from the community

- Staff receive training in various ways to engage external and internal constituents, understanding that engagement looks different in different cultural communities and there is no one “right” way to involve community members
- There are a variety of strategies in practice for engagement
- The district is clear about when it informs constituents of decisions they cannot affect, and when it seeks input from constituents before making decisions they can affect
- Families understand district decisions because leaders take time to explain the process and reasoning behind those decisions
- The district builds in sufficient time to seek community input before making decisions
- SPPS has a process for two-way communication with the community, with a timeline for discussions, presentations, and feedback or follow up

### Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative

1. International Association for Public Participation (IAP2):  
<https://www.iap2.org/page/jpd>
2. Parent Academy evidence of success/effectiveness:  
<https://www.piqe.org/news-articles/>
3. “Intentional Social Interaction” (IZI)evidence of connections: IZIs at Murray, Ramsey, AIMS, HPHS, HPMS - parents indicated satisfaction with connection to other parents and school staff around issues raised. (IZIs 2017-2018 school year)[www.marnitastable.org](http://www.marnitastable.org)
4. IZIs - [References from organizations that have worked with Marnita’s Table](#) (MN Dept of Health, Ramsey Cty Attorney, MN DEED, Carver Cty HHS, Suburban Ramsey Family Collaborative, etc.)
5. National Coalition for **Parent Involvement** in education. 2006. Research Review and Resources. [Responsive Classroom](#)
6. *U of M: Public Engagement Action Plan*  
[https://engagement.umn.edu/sites/engagement.umn.edu/files/OPE%20Twin%20Cities%20Action%20WEB2\\_0.pdf](https://engagement.umn.edu/sites/engagement.umn.edu/files/OPE%20Twin%20Cities%20Action%20WEB2_0.pdf)
7. [Indigenous Family Engagement: Strong Families, Strong Nations](#)
8. Parent Advisory Councils:  
[https://www.lpfch.org/sites/default/files/field/publications/creating\\_and\\_sustaining\\_effective\\_hospital\\_family\\_advisory\\_councils.pdf](https://www.lpfch.org/sites/default/files/field/publications/creating_and_sustaining_effective_hospital_family_advisory_councils.pdf)
9. Cultural specialist (family/community liaison) as a catalyst for community-home-school engagement  
<https://drive.google.com/drive/u/2/folders/0ADLXXdMCTgakUk9PVA>

## IV. Initiative Scope

<b>In Scope</b>
<p>The initiative primarily focuses on improving district-level decision and this action team proposed that key staff members who work directly with families receive appropriate tools and trainings to effectively support and engage diverse families. In addition, to create a reciprocal decision making process at the district level.</p> <ul style="list-style-type: none"><li>● Office of Family Engagement (OFE)</li><li>● Communication Department</li><li>● Research and Evaluation</li><li>● Office of Equity</li><li>● Parents Advisory Councils (PACs) and Student Engagement and Advancement Board (SEAB)</li><li>● Board of Education</li><li>● School (i.e. principals) and district leaders</li><li>● Office of Multilingual Learning</li><li>● Educators (Teachers and counselors)</li><li>● IAP2, IZI, Community Circle</li><li>● Surveys</li><li>● Professional Development</li></ul>
<b>Out of Scope</b>
<p>We placed both community-based, faith-based organizations or others here because most of the action plan we proposed will direct at internal stakeholders (i.e. district staff, PACs, specialist, etc.); however, those who we considered as out of scope will be consulted as needed.</p> <ul style="list-style-type: none"><li>● Community-based organizations</li><li>● Faith based organization</li><li>● Intergovernmental agencies (city and counties)</li><li>● Local businesses</li><li>● Local non-profit organizations</li></ul>

## V. Initiative Work Plan

#	Milestone Deliverable or Activity	Responsible Person or Group	Start Date	Target End Date
<b>School Year 2018-2019</b>				
1.	Develop guidelines for public engagement in SPPS decisions and actions	Action Team, Director of OFECP	April 2019	August 2019
2.	Develop toolkit of public engagement strategies for use by SPPS programs and departments	Action Team, Director of OFECP	April 2019	August 2019
<b>School Year 2019-2020</b>				
3.	Provide training to district leadership, frontline staff on community engagement	Action Team & OFECP	October 2019	June 2020
4.	Publish public district engagement guidelines in 5 main languages	OFECP & Office of Communication	October 2019	December 2019
5.	Establish routine for identifying and publicizing District engagement opportunities for families.	Action Team & OFECP, Office of Communication	October 2019	December 2019
6.	Hire a full-time American Indian Cultural Specialist for OFECP	Director of OFECP & Human Resources	July 2019	September 2019
7.	Establish process to monitor implementation of community engagement guide.	Action Team & OFECP	October 2019	January 2020
<b>School Year 2020-2021</b>				
8.	SPPS and its stakeholders follow the community engagement guide in a continuous cycle of improvement to meet benchmarks of success and adopt changes as needed	Action Team & OFECP, REA, & Office of Communication	August 2020	July 2021
9.	Identify and address district policies/practices and programs that hinder community engagement and/or develop policies/practices and	Action Team & OFECP	August 2020	July 2021

	programs that promote community engagement			
10.	Identify innovative/expanded ways to seek engagement	Action Team & OFECP	August 2020	July 2021

## VI. Performance Indicators

Performance Indicator	Measurement Method	Targeted Achievement	Achievement Completion	
<b>School Year 2018-19</b>			Completed (y/n)	Level of Completion
Mission, value or belief about stakeholder engagement document is finalized		Published document with translations	Y	Audience adjusted to be internal, no translations needed
Stakeholder engagement framework is complete		Published document with translations	Y	Audience adjusted to be internal, no translations needed

Performance Indicator	Measurement Method	Targeted Achievement
<b>School Year 2019-20</b>		
District leadership, frontline staff on community engagement trained	Training plan	Internal training team established; engagement toolkit complete; district staff attendance based on engagement needs
Public district engagement guidelines published	Public engagement guidelines	One-pager available in 5 main languages
Routine for identifying and publicizing District engagement opportunities for families.	Content calendar	Evidence that communication went out in district channels
American Indian Cultural Specialist for OFECP hired		Position filled
<b>School Year 2020-21</b>		

Benchmarks and method for tracking implementation	Monitoring plan	Operationalized, aligned with Initiative 2A positive culture
Improvement of stakeholder engagement monitored	Cycle of improvement data collection, process improvement	Data being collected, analyzed, reported to inform improvement;
District policies/practices and programs review	Report and policy/procedure revisions	Policy/procedure updates complete
Innovative/expanded ways to seek engagement	Identified strategies	Updated toolkit and training