<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>5 minutes</td>
<td>Introduction</td>
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<tr>
<td>10 minutes</td>
<td>Building the Foundation</td>
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<tr>
<td>15 minutes</td>
<td>360 Communication</td>
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<tr>
<td>25 minutes</td>
<td>Guided Activity</td>
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<td>5 minutes</td>
<td>Closing &amp; Next Steps</td>
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Let's start our day by grounding our decision making and conversations in a set of principles that puts student learning at the forefront.

- Authentically engage students, caregivers, and the community
- Student belonging is the social and emotional priority
- Grade-level content is the academic priority for ALL students
- Address inequities in your system head-on

What are your reactions to these principles?
We’re encouraging – and want to support – systems to develop a long-term learning acceleration strategy by moving through four phases.

Phase 1: Define your vision and goals.

Phase 2: Diagnose your current state.

Phase 3: Create your strategy.

Phase 4: Implement and continuously improve your strategy.

Throughout every phase, authentically engage and partner with students, caregivers, and the community.
BUILDING THE FOUNDATION
Almost a year later, the COVID-19 pandemic has changed nearly everything about how we work, play, and connect, with education being no exception.

COVID-19 has meant districts are making more decisions than ever about students and families. How often are they at the table?
The fundamentals of strong community engagement remain the same – and have never been more important.

Authentic community engagement:
Building ongoing, trusting relationships with community members and families to bridge the gap between classroom and community, be responsive, and help all students succeed.

It takes careful planning and purposeful action to build partnerships that involve school, family, and community.

- Dr. Joyce Epstein, Director of the Center on School, Family, and Community Partnership at Johns Hopkins University
At TNTP, our vision for authentic engagement rests on four pillars.

**SHARED VISION**
Work with stakeholders to develop a common vision for student success

**AUTHENTIC COLLABORATION**
Share resources and data to help families and community organizations support student learning

**INTENTIONAL CULTURE & DIVERSITY**
Build trust by addressing bias and understanding the unique community context

**360-DEGREE COMMUNICATION**
Prioritize ongoing communication and transparency and develop a healthy feedback loop

When teachers, school leaders, and district leaders engage students, families, and communities as true partners, everyone will reap the benefits.
Too often, traditional engagement efforts are limited to information sharing or inviting feedback—rather than shared decision-making.

Impact on Decision-Making

**INFORMING**
Providing balanced, objective information about new programs, and updates during implementation.

**CONSULTING**
Inviting feedback on alternatives, analyses, and decisions related to new programs or services. Sharing how feedback has influenced decisions.

**INVOLVING**
Working with the community to ensure aspirations and concerns are considered at every stage. Sharing how their involvement has shaped decisions.

**COLLABORATING**
Enabling community members to participate in all aspects of planning and decision-making for new programs.

**INCREASING AGENCY**
Giving community decision-making authority over new programs, and allowing professionals to serve only in consultative / supporting roles.

Traditional Engagement  Community Engagement

Adapted from the IAP2 Public Participation Spectrum, developed by the International Association for Public Participation. Note: Engagement activities can include community surveys, neighborhood outreach projects, partnerships with grassroots organizations, public meetings, and efforts to select community representatives.
It’s still critical to make sure to devote time and resources to the engagement strategies that have a direct impact on student success – and some are even more accessible now.

This slide is adapted from a resource from STAND, based on research from the Flamboyan Foundation.
This moment of crisis has given districts and communities the permission/the opportunity to reimagine what’s possible.

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<th>THEN</th>
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<tr>
<td>Students had inequitable and inconsistent access to Wi-Fi and laptops</td>
<td>Districts and companies/local governments have partnered to distribute laptops, portable wifi options, etc. to increase access</td>
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<td>Events for parents and families were limited to who could attend in-person</td>
<td>Parents and families can attend school events virtually / watch recordings</td>
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<td>Checking in on missing students limited to a few phone calls</td>
<td>Attendance teams taking “all hands on deck” approach to track down students and address barriers</td>
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<td>A high school junior struggles to keep up with lectures in class</td>
<td>Can now view the lesson on his own time, pausing the content when his mind wanders or re-watching certain segments</td>
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What is your community capable of accomplishing for students?
Community engagement is a journey with no “end” – leaders must start with a reflective mindset around how they can better and more equitably inform, collaborate with, and increase agency of families.

### Community Engagement Self-Assessment and Reflection Tool

<table>
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<tr>
<th>BEHAVIOR</th>
<th>LOOK-FORS</th>
<th>RED FLAGS</th>
<th>KEY STRATEGIC QUESTIONS</th>
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<tbody>
<tr>
<td><strong>BELIEFS &amp; MINDSETS</strong></td>
<td>Honoring the role families, students, and community members play in change efforts</td>
<td>• District and school staff have positive things to say about students and families*  • District and school staff are aware of the potential for racial/class bias in engagement efforts and take action accordingly*  • District and school staff know the history of the community, as well as the community’s demographics, assets and challenges*  • More than 80% of families and students agree that district and school staff see them as critical partners*  • Families and community organizations have the resources and data they need to support student learning outside of the classroom*</td>
<td>• Evidence of racial/class bias  • Derogatory comments about students and families, deficit-based thinking, and/or a patronizing approach to engagement  • District/school leaders pay attention to the voices of some stakeholders (i.e., wealthier families, small group of go-to parents), but ignore others  • Engagement efforts are under-resourced; engagement is seen as the job of a single department or one staff person  • Ignoring or glossing over historical dynamics affecting relationships between the community and the school system  • Reluctance to share data with families or data trends with community organizations</td>
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<td><strong>INFORMING</strong></td>
<td>Communicating important information in a transparent manner</td>
<td>• Information is shared multiple times through multiple communications channels (i.e., emails, robo-calls, texts, flyers in parent folders)*  • Information is shared in a timely manner*  • Translation provided as needed for written communications and in-person meetings*  • Opportunities exist for students, family members, and community members to engage in dialogue with district/school staff*</td>
<td>• Lack of regular, direct communications channels to stakeholders  • Stakeholders often hear important information indirectly (through word-of-mouth or media coverage)  • Stakeholders fail to receive a response to questions within 48 hours  • Trusted messengers (i.e., principals, teachers, community leaders) are not well-prepared to field questions</td>
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Inclusive community engagement is not just about the “what” – but also the “how.”
Guided activity

5 Min: Self-Assessment

1) Open the file attached to the invite for the Authentically Engaging Caregiver Participant Workbook

2) Independently review the Community Engagement Self-Assessment

What surfaced for you?
Key takeaways

Community engagement is journey, not a destination.

It’s important to recognize different perspectives based on roles and positionality. Take this self-assessment preview as a team – compare responses, note trends/differences and what that means for district priorities.

We’ve learned that for community engagement efforts to be successful, teams must start with the reflective/growth/asset-oriented mindset and senior leadership team must see it as a priority and key part of decision-making.
360 Communication
Today we’re focusing on 360-degree communication. Each type has a different purpose, and while informing is essential, it’s not sufficient.

**ONE-WAY COMMUNICATION**

The district or school shares information with families with the main goal of providing information.

**TWO-WAY COMMUNICATION**

The district or school shares information and the family responds either to indicate receipt or as feedback.

**360° COMMUNICATION**

The organization creates a space for family discussions, and the org listens to the family, seeking to understand their perspective and engage them in building solutions. Next, they implement strategies based on learnings and conduct future progress checks.
In 360-degree communication, we collaborate with families, students and community partners to establish an equal voice in decisions about the student experience.

### 360-DEGREE COMMUNICATION DO’S

Create or utilize practices that promote **strong relationships**.

**Seek feedback** and ensure families know how to and have opportunities to provide input and make decisions.

**Listen and learn** from families. They are the experts on their children.

**Take action** and incorporate feedback into your structures and practices.

**Share back** and help families understand how their feedback is being used.
There are a variety of 360-degree communication channels that teachers and districts can use to keep parents and families informed and provide opportunities for input.

Staff from Hartford Public Schools, speak to a middle school student and family out on the balcony of their home in Hartford on June 5. The superintendent told the family to keep the computer they have through the summer for other programs. (Jessica Hill/AP)
Beyond collecting survey feedback, our districts took the crucial next steps to share results back out with their communities – and how it influenced decisions.
GUIDED ACTIVITY
What are the current ways you are doing 360 communications? How could you improve one or two-way channels to become 360 communications?

HEALTHY FEEDBACK LOOP

- **Share Back**
  - Help stakeholders understand how their feedback was used

- **Cultivate Strong Relationships**
  - Build trust with stakeholders

- **Seek Feedback**
  - Seek feedback from a diverse array of stakeholders

- **Take Action**
  - Incorporate feedback into decision-making

- **Listen and Learn**
  - Analyze feedback trends and share out
Guided activity

10 Min: Communications Audit

1) Open the file attached to the invite for the Communication Audit activity

2) Independently Complete the Communications Audit activity.

Have questions? Post them in the chat.
### Brainstorm: What are the biggest decisions facing our district right now?

<table>
<thead>
<tr>
<th>Key Decisions</th>
<th>How do stakeholders feel about this decision?</th>
<th>What role do stakeholders have in making this decision?</th>
<th>What data are we using to drive our thought process?</th>
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What would it look like to increase stakeholder collaboration and agency in making these decisions?
Key takeaways

Especially when making important decisions that will impact students and families, it’s critical to build a plan to proactively communicate with stakeholders across several channels, including a 360-degree channel to seek feedback from and share back out with those most affected.

Apply a lens of intentional diversity and culture to examine if you are hearing from all groups proportionally. Are there certain schools, neighborhoods, or populations who are not represented in feedback? How can you intentionally seek those voices out?
Thank you for participating!

Have more questions about TNTP’s approach to community engagement?

Reach out to Cristina Marks at Cristina.marks@TNTP.org

Access more family and community engagement resources in our COVID-19 School Response Toolkit on TNTP.org