

# Assessment of Community Engagement in Design Advisory Processes at Faubion K-8, Franklin and Roosevelt High Schools

Presented by  
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# Purpose and Scope of Assessment

## Purpose

- Independent assessment to evaluate quality and breadth of stakeholder engagement.

## Scope

- Individual interviews
- Group interviews at schools with upcoming master planning,
- Focus group
- E-survey
- Publications assessment
- Review of processes at comparable districts

# Individual Interviews: Total Respondents

## Input included:

- 51 individual interviews
- 3-5 community members from each of four upcoming master planning processes
- 102 e-survey responses
- five focus group participants

■ Faubion K-8

■ Frankin HS

■ Roosevelt HS

■ PPS Staff

7 Interviews

13 Interviews

22 Interviews

VALUE] Interview





Faubion K-8

# Faubion Interviews

- Reached seven out of 22 contacts.
- It was difficult to get a representative group to participate.
- Participants felt generally positive.



Franklin High School

# Franklin Interviews

- The experience was generally positive.
- Student input was substantial and valued by members.
- The value engineering process was unclear and frustrating.





**Maria Carlsen** Franklin Class of 2015, Design Advisory Group member



**Sierra Hosea** Franklin Class of 2015, Superintendent's Student Advisory Council (Super-SAC)

# Roosevelt High School



# Roosevelt High School

# Roosevelt Interviews

- Roosevelt participants had widely diverse but strongly held beliefs.
- The group became a combined member/non-member group of active participants.

# Roosevelt HS group seeks more STEM space

High school undergoing a \$91 million remodel

Amy Frazier and KOIN 6 News Staff  
Published: July 27, 2015, 6:13 pm | Updated: July 27, 2015, 6:19 pm



## Related Coverage

PORTLAND, Ore. (KOIN) — A \$91 million remodel underway at Roosevelt High School in North Portland has

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## Concerns:

- Lack of diversity
- No district instructional expertise at meetings
- Inconsistency in messages
- Exclusion of individuals
- Inequitable treatment compared to Franklin
- Lack of expertise among design staff
- Lack of authority or power in decision making
- Concerns about the final design

# Participant Comments

- *“I believe everybody was heard. I support the final product. In my opinion, I believe that a lot of people that don’t like it have agendas not based on what’s best for kids at Roosevelt. The building will be great. The process was great.”*
- *“Overall, it was deeply flawed from start to finish. The process to recruit was lame. Roosevelt community has long-held grievances... The problems were recruitment, input, final design.”*



# Grant Public Design Workshop 1

*Over 80 Grant parents, students, future students and community members attended the first of 4 Public design workshops for the upcoming modernization of Grant High School. People were able to share their ideas about the design of a new Grant High School*

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By: Portland Public Schools

## Lessons for upcoming design processes

# Benson, Grant, Lincoln, Madison

- Community and parent leaders from each of these schools provided feedback to prepare for master planning.




# OBSERVATIONS

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# District Strengths

- PPS has greater community involvement than any of the comparable districts, including Seattle.

 **Facilities**

- SCHOOL BOND INFORMATION
- BOUNDARY INFORMATION
- BOND ACCOUNTABILITY COMMITTEE
- ENERGY & RESOURCE CONSERVATION ▶
- FACILITY DEVELOPMENT
- FACILITY IMPROVEMENT PROJECT REQUEST
- FACILITY USE
- LONG RANGE PLANNING AND DEVELOPMENT
- MAINTENANCE SERVICES
- SPRINGVILLE K-8 - STOLLER OVERCROWDING SOLUTIONS
- SUSTAINABILITY

**New Middle School Design Review Information**

District project managers held a neighborhood meeting on December 1, 2014 and an open house on January 13, 2015. The neighborhood meeting in December was required by the City of Beaverton as part of the District's design review and land use application. The Community Open House presented updated site plans (below). The new middle school will be located on 16.3 acres in the Timberland development, and will house 1,100 students in grades 6-8.

Mahlum Architects developed several options for the school that were presented at the open house on January 13, 2015. View the updated PowerPoint presentation.

The selection committee for the construction contractor to build the new middle school selected Skanska. Skanska is a very large, highly qualified contractor that has performed well for the BSD on prior projects including the following in the 2006 Bond: Bonny Slope Elementary School, Beaver Acres Elementary School addition, and the Transportation Support Center (TSC) construction project.

The following are the design boards that were displayed at the January Open House. Click on the image for a larger pdf view:



Site Investigation



Proposed Site Plan



Proposed Middle School



Site Program Testing



Educational Specification



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PUBLIC  

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SCHOOLS

# District Strengths

- Adjustments during the process based on community feedback
- Extensive community outreach systems in place
- Generally positive perceptions from the community in general

# FINDINGS & RECOMMENDATIONS

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1. The expectation of the design process differed among participants.



- Open each meeting with a reminder of the charter.
- Be clear about the goals for the DAG.
- Define and enforce rules for non-DAG participation.
- Include a discussion of the district's stakeholder engagement framework.
- Designate a community member as DAG chair.
- Set the meeting schedule and agendas at the beginning.
- Close the loop to end the process.

2. There is a lack of trust of the district by some participants.

- Build in time for relationship building.
- Plan for impact of other processes (Ed Specs, value engineering)
- Post meeting documents in a timely manner.
- Ensure consistency among process.
- Designate an official meeting recorder who is outside of the design process.
- Consider a broader look at trust issues in general

3. Participants want more communication and greater community engagement.

- Include principals in communication plan and as essential sources of information about the process.
- Include school neighbors and feeder schools.
- Schedule regular districtwide meetings.
- Ask DAG members to help with community engagement.
- If possible, add resources to increase community outreach.
- Consider developing a community involvement tracking sheet to record engagement efforts.

4. Participants want access to district instructional staff at DAG meetings.

- Have regular participation from curriculum experts. Be sure DAG members are aware of their presence.
- Increase participation from and communication to business representatives.
- Inform DAG and community participants where they can provide input about curriculum decisions.