BOARD OF EDUCATION
Portland Public Schools
Study Session
October 10, 2011

Windows Cafeteria
Blanchard Education Service Center
501 North Dixon Street
Portland, Oregon 97227

Note: *Those wishing to speak before the School Board should sign the citizen comment sheet prior to the start of the regular meeting. No additional speakers will be accepted after the sign-in sheet is removed, but citizens are welcome to sign up for the next meeting. While the School Board wants to hear from the public, comments must be limited to three minutes. All citizens must abide by the Board's Rules of Conduct for Board meetings.*

Citizen comment related to an action item on the agenda will be heard immediately following staff presentation on that issue. Citizen comment on all other matters will be heard during the "Remaining Citizen Comment" time.

This meeting may be taped and televised by the media.

STUDY SESSION AGENDA

1.	**CITIZEN COMMENT**	5:00 pm
2.	**SUPERINTENDENT OVERVIEW**	5:20 pm
3.	**OVERVIEW OF FAMILY AND COMMUNITY ENGAGEMENT**	5:25 pm
4.	**DINNER BREAK**	6:10 pm
5.	**PROPOSED FAMILY AND COMMUNITY ENGAGEMENT PROCESS**	6:30 pm
6.	**CHIEF EQUITY OFFICER REPORT AND BOARD DISCUSSION: IMPLEMENTATION PLAN EQUITY POLICY**	7:15 pm
7.	**BUSINESS AGENDA**	8:00 pm
8.	**UPCOMING AGENDA REVIEW**	8:05 pm
9.	**ADJOURN**	8:20 pm

The next Study Session of the Board will be held on **October 17, 2011,** at **5:30 pm** in the Windows Cafeteria Room at the Blanchard Education Service Center.

NOTE: The Board's agendas are focused on the five strategic operatives of the District as found in the 2005-2010 Strategic Plan: Excellence in Teaching and Learning; Excellence in Operations and Services; Strong Partnerships with Families and Community; Leadership for Results; and Continuous Learning Ethic.

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Board of Education Policy 1.80.020-P

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Memorandum

October 4, 2011

To: Board of Education

CC: Carole Smith, Superintendent

From: Robb Cowie, Executive Director, Community Involvement and Public Affairs
Reiko Williams, Family Engagement Program Director

RE: Family engagement update

Introduction

This memo provides an update on school district efforts to provide more effective and culturally competent family engagement support to our families and schools. Last spring, we made changes to our family engagement structure, through a collaborative, multi-departmental planning process that involved CIPA, ESL, Title I and the Office of Equity and Partnership. These changes were informed by a gap analysis study performed by Education Northwest (see attached report). This memo describes:

- PPS family engagement program priorities
- Family engagement program structure
- How we are resourcing our family engagement efforts, including a breakdown of funding for staff and community partners.

Program structure and priorities

This year, PPS is delivering family engagement support to schools and families through a new structure, which is based on the following principles (these principles were described in a memo distributed to the Board on May 24, 20011):

- Family engagement is an instructional strategy. Family engagement efforts at the district- and school-level should support improved student achievement.
- Family engagement is a district-wide responsibility and should be organized and resourced in a way that reflects that responsibility. As a school district, we should employ consistent, research-based models of family engagement and measure our effectiveness using common metrics.
- We should strengthen family engagement support we provide to schools.
- Family engagement must be culturally and linguistically competent.

Under this approach, family engagement support to families and schools is organized and delivered through a balance of district programs and community partnerships, in three primary departments:

PPS Family Engagement	Department	Staffing	Partnerships
	Community Involvement and Public Affairs	1 Program Director 1 Title I family engagement manager 5 Family engagement coordinators	
	Office of Equity and Partnership		Contracts with culturally competent community organizations focused on: 1) supporting student learning at home 2) promoting better school-home communication SUN programs
	Chief Academic Officer/PK-12 Operations	1 Ombudsperson	

Family engagement activities under this structure

As described in the May 24, 2011 memo, this structure creates a Program Director position to develop a district-wide family engagement strategy and guide all district-wide family engagement efforts. Four equity coordinators from ESL have been reclassified as Family Engagement Coordinators and have moved to CIPA to provide family engagement support to schools. In addition, a family engagement coordinator position in CIPA has been shifted from a grant-defined role (to promote school choice) into the new role of coordinating school-based family engagement support under this model. The Title I family engagement manager has also moved into CIPA to align family engagement efforts in Title I schools with district-wide strategies.

This year, CIPA staff are focusing family engagement efforts on two major priorities:

1. **Expand capacity of parents to support student success:**
    a. Promote welcoming school environments at 6 pilot schools (Benson, Chief Joseph, George, Kelly, Markham, Scott):
        i. work with staff and parents to conduct baseline surveys of school climate;
        ii. form parent-staff action teams to encourage family involvement in culturally specific ways;
        iii. evaluate efforts at the end of the year.
    b. Train more parents through the Parent Academy and parent leadership programs.
    c. Coordinate with culturally specific community organizations to expand parent capacity to support learning at home, and home-to-school and school-to-home communication (see below).

d. Inform and involve parents (in culturally and linguistically specific ways) about major PPS initiatives (using the new stakeholder participation process tool), and school district progress in meeting Milestones educational goals.

2. **Enhance staff skills to support increased parental participation**:
    a. Provide school staff with regular and consistent professional development to promote collaboration with families. Training support will focus on:
        i. professional development at 6 pilot schools;
        ii. quarterly training available to clusters and district-level staff, SUN staff and other partners;
        iii. district-wide training from national best-practices experts.
    b. Support 6 pilot schools in developing and implementing Family Engagement Action plans and incorporating these plans into their school improvement plan goals.

In addition to CIPA-based efforts, the Office of Equity and Partnerships is leading a procurement process to contract with culturally-specific community-based organizations to strengthen the relationship between underserved families and schools at Academic Priority Zone Tier I and Tier II schools. The contracts focus on supporting African-American, Hispanic, Native American and non-Hispanic ELL populations.

The goals of these contracts are to support family engagement in two areas:

1. Communication between home and school: providing families with a variety of ways of interacting with schools to ensure that parents have greater information and capacity to support their students.
2. Support learning at home: foster greater capacity among families to support student learning outside of school, through skill development, making decisions about course of study, etc.

The focus of these contracts is consistent with the recommendations in Education Northwest's gap analysis, a qualitative study that reviewed PPS' family engagement efforts based on interviews with parents, community partners, teachers, principals and school district officials. While that study recognized the school district's improved outreach through an expansion of its communications channels, it also identified the need for more opportunities for personal interactions between school staff and parents. In addition, Education Northwest recommended that PPS' staff support for family engagement be augmented by support from community organizations.

Along with these contracts, the Office of Equity and Partnership will continue to serve as the district's primary liaison with the SUN service system.

In addition to these efforts, the Chief Academic Officer has established an Ombudsperson position under PK-12 Operations to finalize and implement the school district's revised and streamlined family complaint process.

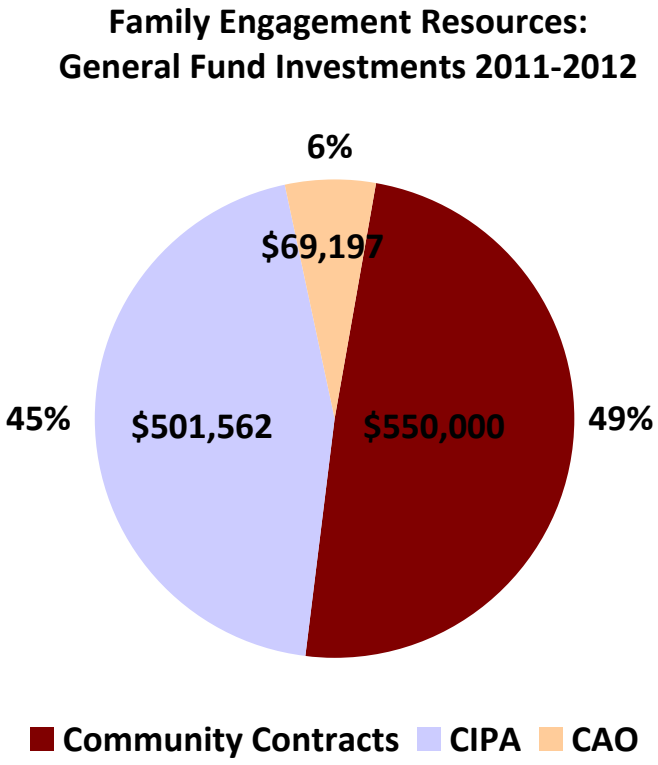
Resource allocation

Effective family engagement requires support from within the school district and schools, as well as strong partnerships from the community – particularly from community-based organizations who have the ability to deliver culturally-specific services.

Given the important link between family involvement and student achievement, PPS is making a significant investment of general fund support for family engagement under this model, at a substantially higher level than in recent years. (These resources are not the only resources that support family engagement in PPS. In addition

to these resources, federal funding supports family engagement through Title I, school improvement grants and other sources; PPS also receives family engagement support through SUN and other partnerships.)

The general fund allocation of resources to support our family engagement strategy through this alignment process is intended to reflect the need for a complementary approach between both staff support and community partnerships.



PORTLAND PUBLIC SCHOOLS
FAMILY AND COMMUNITY ENGAGEMENT

Gap Analysis Report

August 2011

education northwest

CREATING STRONG SCHOOLS & COMMUNITIES

PORTLAND PUBLIC SCHOOLS
FAMILY AND COMMUNITY ENGAGEMENT
Gap Analysis Report

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August 2011

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EXECUTIVE SUMMARY

Portland Public Schools (PPS) contracted with Education Northwest to conduct an analysis of family and community engagement in the district from four different perspectives: family and community members, central office administrators, school-based administrators, and teachers. Education Northwest staff members conducted 15 focus groups with a total of 121 PPS stakeholders. Participants were asked to identify PPS initiatives designed to encourage family and community involvement in schools, and how this effort could be improved in the future.

Participants identified eight PPS activities, programs, or policies which encouraged parent involvement. These were:

- Providing translation services
- Partnering with community-based and non-profit organizations
- Supporting advisory councils
- Partnering with Schools Uniting Communities (SUN)
- Providing parent leadership training
- Diversifying communication media
- Creating a family engagement plan
- Making family and community involvement a district priority

Participants also said that individual PPS schools were encouraging involvement by hiring a family liaison, providing family activities, making personal contact with parents, providing a parent room, and ensuring accessible principals and teachers.

These data from the focus groups were further analyzed and collapsed, and four themes emerged pertaining to future improvement—vision, equity, accountability, and leadership. Analysis of these themes provided recommendations for increasing parent involvement and family and community engagement.

Vision: *Communicate a strategic plan for community involvement*. Focus group participants voiced concern that PPS did not communicate a consistent vision or definition of family and community involvement. Addressing issues of equity, accountability, and leadership is difficult without a clear vision and understanding of expectations. Participants suggested that PPS learn more about what community members need and want, define family and community engagement, and align all efforts under a central strategic plan.

Equity: *Promote an equitable distribution of knowledge and access*. Participants acknowledged PPS' past efforts towards the equitable distribution of information about, and access to, schools and staff members among Portland's diverse population, but noted that more needed to be done. They recommended that PPS promote equitable communication by providing universal access to high-quality translation, and by broadening and improving communication, increasing personal contact, and employing a family liaison at every school. Participants also wanted parents to feel welcomed in schools, and suggested that this could be furthered by providing a parent room, reviewing and clarifying security or background checks for volunteers, ensuring that secretaries and security personnel treat parents with respect, providing family activities, and recruiting staff members to reflect the diversity of the student body.

Accountability: *Hold all PPS staff members accountable to family and community outreach expectations*. Many focus group participants said that PPS needs to clarify staff member expectations, review its

administrative system, hold principals accountable, and provide support and professional development to administrators and staff members who do not successfully implement PPS' family and community engagement policy.

Leadership: *Build local leadership among administrators, teachers, parents, and community.* Participants thought that PPS could take a strong leadership role in supporting family and community engagement by communicating its vision and creating and enforcing structures for equity and accountability. Focus group participants recommended that PPS could provide leadership training to parents and community members. They also recommended encouraging the work of advisory councils, and partnering with community-based and non-profit organizations to support district and school efforts. Some participants cautioned that the work of these councils and organizations should support, not supplant, PPS and school outreach efforts.

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INTRODUCTION

In June 2010, Portland Public Schools (PPS) contracted with the Education Northwest to conduct an analysis of family and community engagement in the district. The purpose of the analysis was to identify PPS initiatives that encourage family and community involvement in schools, and to understand how this effort could be improved, from the vantage point of four different perspectives—family and community members, central office administrators, school-based administrators, and teachers.

Education Northwest staff members conducted 15 focus groups with 121 PPS stakeholders. During focus groups, participants responded to questions posed by a facilitator, and other participants' questions, comments, and experiences. Questions concentrated on two main topics:

1. What has PPS done to encourage parent involvement, and what can PPS do in the future?
2. What have schools done to encourage parent involvement, what can they do in the future, and what resources or support do they need?

Transcripts of the focus groups were analyzed using content analysis, examining them for common threads and themes, listening for dissenting voices, and differences between groups.

Limitations

The selection of focus group participants was based on several criteria, and occurred outside of the control of Education Northwest. Some participants were selected by PPS or other organizations because they were invested in family and community engagement, while others were selected because of their availability. Since Education Northwest did not set the selection criteria, or choose the participants, we cannot be sure that there was no selection bias skewing the data reported in this study.

Confidentiality

Participants were informed that their responses would be recorded by a digital audio recorder and handwritten notes. In this report all identifying information, including the names of schools, neighborhoods, groups, organizations, and committees, has been omitted to maintain confidentiality.

Disclaimer

Statements in this report represent the knowledge and opinions of participants, not Education Northwest or PPS, and statements about district policies were not checked for accuracy.

Report Organization

This report is broken into five sections and three appendices. The first section looks at what focus group participants said PPS is currently doing to encourage and support family and community engagement. The following four sections, organized around the central themes of vision, equity, accountability, and leadership, examine what participants said that PPS can do in the future to encourage effective family and community engagement in schools. Appendix A details the method of this study and Appendix B provides additional findings.

CURRENT SUCESSES

Focus group participants were asked to identify and discuss what PPS and schools were doing to encourage parent involvement and support family and community engagement. Table 1 provides a list of PPS activities, programs, or policies designed to encourage family and community engagement, which were identified during focus groups. Two groups, school administrators and teachers, shown in gray, were not asked these questions directly; however, in their discussion of other questions, they provided answers to these questions. Since these questions were not asked directly, the responses should not be taken as necessarily representative.

Table 1
What is PPS Doing to Encourage Family and Community Engagement?

	Family and Community	Central Administrators	School Administrators*	Teachers*
Providing translation	✓	✓	✓	✓
Partnering with community-based and non-profit organizations	✓	✓	✓	
Supporting advisory councils	✓	✓	✓	
Partnering with Schools Uniting Neighborhoods (SUN)	✓	✓	✓	
Providing parent leadership training	✓	✓	✓	
Diversifying communication media	✓		✓	
Creating a family engagement plan		✓	✓	
Making it a district priority	✓	✓	✓	

*These groups were not asked about PPS' actions and programs

Participants were also asked to identify and discuss what their schools are doing to encourage parent involvement and support family and community engagement. Table 2 provides a list of those activities, programs, or policies identified during focus groups. Central administrators, as shown in gray, were not asked these questions directly; however, they provided answers in their discussion of other questions.

Table 2
What are Schools Doing to Encourage Family and Community Engagement?

	Family and Community	Central Administrators*	School Administrators	Teachers
Hiring a family liaison	✓	✓	✓	✓
Providing translation	✓	✓	✓	✓
Having family activities	✓		✓	✓
Making personal contact	✓	✓	✓	✓
Providing a parent room	✓		✓	
Ensuring accessible principals and teachers	✓		✓	✓

*This group was not specifically asked about school's actions and programs

These data from the focus groups were further analyzed and collapsed, and four themes emerged pertaining to future improvement—vision, equity, accountability, and leadership. Analysis of these themes provided recommendations for increasing parent involvement and family and community engagement.

1. VISION

Recommendation 1: Communicate a strategic plan for community involvement

PPS has made family and community engagement one of its eight priorities, and has required all schools to create a family engagement plan. However, focus group participants, particularly family and community members, were concerned that PPS did not have a consistent vision or definition of community engagement and that this has affected all aspects of community involvement, since there can be no equity, accountability, or leadership without a clear understanding of expectations. Focus group participants made three broad recommendations to clarify PPS' vision of family and community engagement.

Recommendation 1.1: Learn more about what PPS community members need and want

Family and community focus group participants felt that PPS had not spent enough time exploring community needs. A few were very grateful for the chance to participate in the focus groups, but noted that community needs differed by school.

> *PPS needs to find our needs; every school is different in what they can offer, but you know if there are any specific needs, if for some reason you have a high pregnancy rate for a school or just finding the needs and offering classes or support groups or something like that for the families, not just for the students or just for the parents, but families. (Family and Community Member)*

Education Northwest suggests that administering a comprehensive needs assessment of PPS' family and community engagement program and collecting participation data across the district will provide such information.

Recommendation 1.2: Define family and community engagement

Family and community members were concerned that parent involvement had not been defined by PPS, and that there were "different types of parent involvement." Some parents volunteer in the school, others attend meetings or conferences, and still others come to annual festivals.

> *What exactly does parent involvement mean? A lot of teachers or principals can't tell you what they want parents to do. If you don't have a clear definition of what parent involvement is and what that means, then you just have parents standing around or finding their own way. (Family and Community Member)*

There was no common understanding among focus group participants of what the term meant, so many family and community members felt that PPS should develop and publish a concise definition of "family and community engagement." In addition, since family engagement is tied to principal evaluation, a definition is necessary to hold principals accountable to PPS' standards.

Recommendation 1.3: Align all PPS efforts under a central strategic plan

Central administrators agreed that the most important strategy that PPS could implement to promote family and community involvement would be to align its efforts under a central strategic plan for family

and community engagement. One participant said that PPS family and community engagement staff members operate alone, as if they were in "silos."To escape these "silos," PPS needs a strategic plan to coordinate engagement activities.

> *We need a plan, a strategic plan that can actually help define the relationship between departments on how best to collaborate and coordinate activities. Everyone needs to get together so we're all in agreement on the overall district plan… and how all of those pieces fit together to fulfill the components of the strategic plan for engagement. (Central Administrator)*

A few participants noted that this could be done under the umbrella of the Family Engagement Coordinating Council (FECC); however, they also stated that the FECC must be structured to work as a unit rather than disparate groups.

2. EQUITY

Recommendation 2: Promote an equitable distribution of knowledge and access

Much of the discussion among focus group participants about district and school policy and activities concentrated on ensuring the equitable distribution of information about schools and students among Portland's diverse population, and promoting equal access to schools and staff members.

Thus, translating documents or signs, providing a knowledgeable translator for meetings and conferences, and ensuring that all schools have prompt access to translation are essential for an equitable distribution of knowledge among non-English speaking parents. Other outreach tools—such as diversifying communication media, providing a parent room, ensuring accessible principals and teachers, promoting personal contact, or employing a family liaison—promote equal access to knowledge and staff members, so that all families are informed and active in their schools.

Focus group participants had three recommendations to promote equity among all family and community members.

Recommendation 2.1: Provide access to high-quality translation of all of PPS' major languages

Participants in all focus groups reported that translation was essential to family engagement and that PPS' provision of interpreters, translators, and translated documents had uniformly helped to encourage involvement among the parents of English language learner (ELL) students.

> *There has been an attempt [on the part of PPS] to really meet the needs of families whose home language is not English, and trying to reach everybody. I can't say it works flawlessly, but the interpretation works pretty well, and I think it's a step in the right direction. (Family and Community Member)*

However, most participants felt the effort could be improved. Specifically, school administrators praised the translation service, but some voiced reservations, noting that not all languages were represented and in-person translation was often difficult to arrange. School staff members and administrators also said that it is important that PPS provide them with the resources necessary to quickly locate and contact knowledgeable translators and interpreters for all of PPS' major languages.

Focus group participants also recommended providing training for all PPS translators, since familiarity with the educational system is critical to accurate interpretation.

Recommendation 2.2: Broaden and improve communication with parents

Focus group participants felt that PPS had improved its communication over the years; however, they noted that it still had a long way to go to ensure that all parents and community members were informed about their schools. Participants suggested three ways in which PPS and schools could develop communication.

Diversify communication media: Participants in all focus groups reported that PPS' use of different communication media has increased outreach to families. Those media mentioned include; e-mail eBlasts,

auto-dialer telephone messages, text messaging, printed and electronic newsletters, and district and school websites. Family and community members appreciated the use of auto-dialer and text messaging.

> *I have a lot of mail and I will not always read everything, so the fact that PPS uses different media to try to get the information out is a good thing. The auto-dialer works because you're almost forced to listen to it. If nothing else, they have a recorded message and say if you'd like additional information, please call such-and-such. (Family and Community Member)*

Use personal contact: Participants in most focus groups said that mass communication, no matter how broad, could and should never replace personal communication between principals, teachers, and families, which was the best way of "building a relationship."Participants from all groups said that direct contact with parents dramatically increased family participation, especially when the caller was recognized.

> *When we have an event, our family liaisons pick up the phone, and the parents say, "I know you; you're the person who always calls me, or that I always see at school," and I think that's made a huge difference. (Building Administrator)*

Administrators acknowledged that calling and visiting parents required a great deal of staff time.

Employ a family liaison: Nearly all focus group participants, regardless of role, reported that family liaisons or parent coordinators were invaluable—simplifying communication by acting as a recognized contact person and coordinating communication efforts. Family liaisons fulfilled many roles, encouraging family engagement. They often acted as translators, made personal contact with parents, planned family events, and enabled parent-to-parent communication and asset mapping.

Central and school administrators noted that while family liaisons were extremely helpful, it was difficult to find funds to pay for them. Some administrators said that they used Title I or ELL funds to pay for their liaison. Teachers were also appreciative of their work, but some expressed concern that some of the liaisons knew very little about the schools and might need training.

Accessible principal and teachers: Participants said that having easily accessible principals and teachers encouraged participation and engagement among families.

> *When my daughter first started school, the principal was outside in the morning, out at the school, waving to the parents dropping their kids off. That was a really valuable connection to the school. You saw the principal just about every day, outside making connections with families and the kids. (Family and Community Member)*

Some participants said that their school had weekly or monthly open meetings with the principal. Finally, family and community focus group participants noted that teachers also needed to be accessible, reaching out to parents individually to share their experiences, not just to relay "bad news."

Recommendation 2.3: Help all parents feel welcomed in PPS schools

During focus groups, some family and community members said they felt unwelcomed, uncomfortable, and sometimes unwanted in their children's schools. Other participants acknowledged that this was a

significant problem that needed to be resolved. Focus groups had five suggestions to help parents feel more welcomed in schools:

Provide a parent room: Most family and community members, as well as some building administrators and teachers, thought that schools should have a designated parent room or community space where parents could feel comfortable and meet with other parents, teachers, or the principal.

> *I can tell you from personal experience that the family room just brings people in. I have people there at 7:00 ready for coffee. We have lots of people with toddlers, so we have a play area with age-appropriate toys and books and things there. Sometimes we have meetings and the kids are totally comfortable; they're used to being there and we are starting building comfort level at the school. (Building Administrator)*

Others noted that schools opened the parent room up to other activities, and provided internet-connected computers for parents to check on their student's grades, email a teacher, or "take care of their personal business."

Review and clarify background checks for volunteers: While family and community members acknowledged the necessity of the security or background checks on volunteers, they said implementation of the policy was inconsistent, and that it excluded parents, who had committed misdemeanors in the past, from participating. They suggest reviewing the policy, taking into consideration the type of offense, when it was committed, and the volunteer role.

> *The form doesn't even list what crimes are OK, or how long it's been, or any of that stuff. So I'm not going to fill out the form if I have a criminal background to go on a field trip with my child or volunteer in her class, so I'm probably just not going to be engaged. (Family and Community Member)*

One parent worried that "a lot of Latino parents want to volunteer, but they don't have ID, so they can't even fill out the application."

Ensure that secretaries and security personnel treat parents and community members with respect: Family and community members voiced concern that front-desk secretaries and security guards were often rude to, or suspicious of, parents, especially non-English speakers; "If the secretary at the school is mean and callous, that's not a welcoming environment for parents." Participants suggested that front-desk secretaries and security guards receive professional development on cultural awareness and community engagement, and be held accountable to the same standards of community outreach as all other staff members.

Provide family activities: Participants spoke about how family activities at schools increase participation and engagement. Family activities mentioned during focus groups included seasonal events, such as festivals, culture nights, and school picnics, as well as sporting events and performances, and adult classes. Focus group participants noted that attendance dramatically increases when food is provided free or at minimal cost. They also said child care and, if possible, transportation should be provided at meetings where parents are encouraged to attend.

Recruit staff members to reflect the diversity of the student body: Parents indicated that a racially and linguistically diverse school staff was more welcoming to minority parent groups than a school dominated by staff members from one racial or ethnic group.

3. ACCOUNTABILITY

Recommendation 3: Clarify and hold all PPS staff members accountable to family and community outreach expectations

Nearly all focus group participants, regardless of role, said that PPS needs to ensure that all staff members are held accountable to PPS' vision of family and community engagement and to ensure the equitable distribution of information about and access to schools and staff members.

> *I think one of the key things that we haven't looked at is how the district can enforce what they believe is correct and what they believe is right to do. If we cannot hold principals accountable, who are we going to hold accountable? (Central Administrator)*

Family and community members also said that there was often a lack of transparency in PPS and school-level decisions, and some family and community participants felt that their feedback had no impact.

> *We just got a brand new principal, and PPS said they wanted community input, but there wasn't any; it was a closed-door, behind-the-scenes process. It feels like lip service and sometimes lip service can be worse than not even asking in the first place. (Family and Community Member)*

Focus group participants had four recommendations for holding all staff members accountable to PPS' expectations for family and community outreach and engagement.

Recommendation 3.1: Clarify staff member expectations

Once PPS has developed a strategic plan and defined family engagement, it should publish clear statements so that principals and teachers understand what is expected of them with respect to engaging parents. Focus group participants said that defining parent and community involvement would allow the district to establish expectations for teachers and administrators.

> *I would like to see a district-wide mandate on, at the teacher level, what the minimum expectation for parental contact is. I have never gotten a letter home from the teacher, I never know what the assignments are, the entire school year went by and I was never asked to look at my child's work, I never had to sign off on it. (Family and Community Member)*

However, a significant barrier to making family engagement expectations concrete and accountable is the teacher contract, which does not currently provide much on-contract time for teachers to communicate with parents.

> *The school can't do it without the district's support. If the teacher doesn't have the time in contract to call parents it won't happen. If the district is going to expect teachers to make parent calls at least twice a year, or whatever, that has to be paid for and in the contract somewhere. (Family and Community Member)*

Thus, building and central administrators said that it may be necessary to work with the teachers' union to modify their contracts to incorporate these new expectations. It may also be necessary to provide professional development to PPS staff and community members to broadcast and explain this plan.

Recommendation 3.2: Review the PPS' administrative system to ensure that principals can be held accountable to expectations.

Central administrators said that layers of bureaucracy prevent principals from being held accountable to PPS family and community engagement policies. They said that principals report to regional assistant superintendents. This arrangement makes it difficult to enforce the implementation of district policy consistently at the school level. Since family engagement is a district priority, central administrators thought that it is important for the superintendent to personally hold principals accountable. Central administrators recommended reviewing the current administrative structure and changing it if necessary to ensure that all principals are held accountable to the same expectations by the superintendent.

Recommendation 3.3: Hold principals accountable for their schools' successful implementation of PPS' family and community engagement policy

Although the district has made family and community engagement a part of the principal evaluation by requiring principals to develop family engagement plans, discussions among all focus groups suggested broad disparities among schools and insufficient monitoring to ensure successful implementation of family engagement. The said that family engagement appears to be discretionary and there are no discernible consequences for principals who do not meet expectations. The district should monitor and evaluate principals to determine and celebrate those who are successful, and help those who are not.

Recommendation 3.4: Provide support to building administrators and staff members who do not successfully implement PPS' engagement policy

PPS requires that all principals develop, and are evaluated on, a school family and community engagement plan; however school administrators said that they received very little feedback on their plan, and little staff-member training to support implementation of the plan.

> *There used to be a feedback loop for our school improvement plan. That's disappeared. Now I turn it in and nothing comes back to me on the family involvement piece or the other pieces really. I have no idea right now if my family involvement plan matches what the district expects. (School Administrator)*

Additionally, many participants from each group felt that school administrators and teachers needed professional development in how to design and implement a family engagement plan. They felt that many staff members "actually don't know how to engage parents."

> *I think that one of the things that schools need to support family involvement is training, training in how to do it and what are the effective strategies. Not just the principal but all levels of the school and have there be some way to evaluate whether or not it's actually occurring and meaningfully tied to what goes on at the school. (Family and Community Member)*

Education Northwest recommends that PPS assess the types of support provided to principals and staff members to help them meet their family and community engagement goals to ensure that it the support is aligned with staff needs and help them take an active role in family engagement in their school.

4. LEADERSHIP

Recommendation 4: Build local leadership among administrators, teachers, parents, and community

PPS can take a strong leadership role in supporting family and community engagement by communicating its vision and creating and enforcing structures for equity and accountability. Many focus group participants also recommended that PPS work with building administrators, teachers, parents, and community members to build shared leadership capacity and structures. Participants had three suggestions.

Recommendation 4.1: Build parent leadership through training

Family and community members, as well as central and building administrators, acknowledged PPS' provision of leadership training to English-as-a-Second-Language (ESL) parents and community members. They also noted that PPS' ESL Department has funded parent liaisons positions to facilitate communication between families and staff members. This model—of PPS creating leaders from the community—was very well regarded by focus group participants.

> *There is nothing that can replace authentic conversation in your own language. So this model of parent leadership needs to be encouraged and sustained. If we want this to be a culturally, linguistically competent organization, we have to do away with the translation model [and move towards authentic communication]. (Central Administrator)*

Many participants recommended extending this model by providing leadership training to an increased number of parents.

Recommendation 4.2: Encourage participation in advisory councils to build parent leadership

Many family and community members felt that the work of advisory councils, such as the District Parent Advisory Council, Family Engagement Coordinating Council, Local School Advisory Committees, and the High School Parent Advisory Group had helped to build parent leadership and promote family engagement.

> *I think the [advisory council] has really helped build family leadership, event attendance, and community trust. The consistency of its leadership is important, as is the feeling is that it's not going to be something that's just going to change with the seasons. (Family and Community Member)*

Recommendation 4.3: Utilize community-based and non-profit organizations to augment, not replace, school staff members in engaging families

Many family and community members said that PPS' contracting and partnering with non-profit or community-based organizations has supported family and community involvement.

> *As a parent, I see the district trying to find different ways to engage the community more. I know they have made partnerships with various minority groups [and community based organizations]. So PPS*

knows that there's a piece that they're not meeting and that they're consciously trying to get families to participate in the schools. (Family and Community Member)

However, some central administrators expressed apprehension that PPS was "contracting out" its relationships.

You can't contract out the relationships that a teacher needs to build with parents to authentically engage them in their children's education. You just can't do it. (Central Administrator)

These participants were also concerned that some principals were not taking an active role promoting family and community engagement. Rather, they relied on the work and leadership of these community-based and non-profit organizations.

APPENDIX A: METHOD

Education Northwest staff members conducted 15 focus groups with 121 PPS stakeholders. During focus groups, participants responded to questions posed by the facilitator, and other participants' questions, comments, and experiences. Education Northwest developed four sets of questions, one for each of the four groups, and facilitated focus groups. Data were analyzed using content analysis.

Participants

Participants were selected to represent four major groups of stakeholders—family and community members, central office administrators, school-based administrators, and teachers. To aid in the selection of participants, PPS identified community groups and district staff members associated with family and community engagement activities. Thus, the sample of participants was purposeful, and most participants who were invited to join were members of organizations, committees, or other groups which were invested in family and community engagement.

Family and Community Members: PPS provided a list of community-based or non-profit organizations invested in family and community engagement to Education Northwest. Participants were selected by coordinators at these organizations based upon availability. These groups remain anonymous to protect the identity of participants.

Central Office Administrators: This group was selected by PPS, who provided a list of three committees that were involved in family and community engagement. The members of these committees were asked to participate in the focus groups. These committees will remain anonymous to protect the identity of participants.

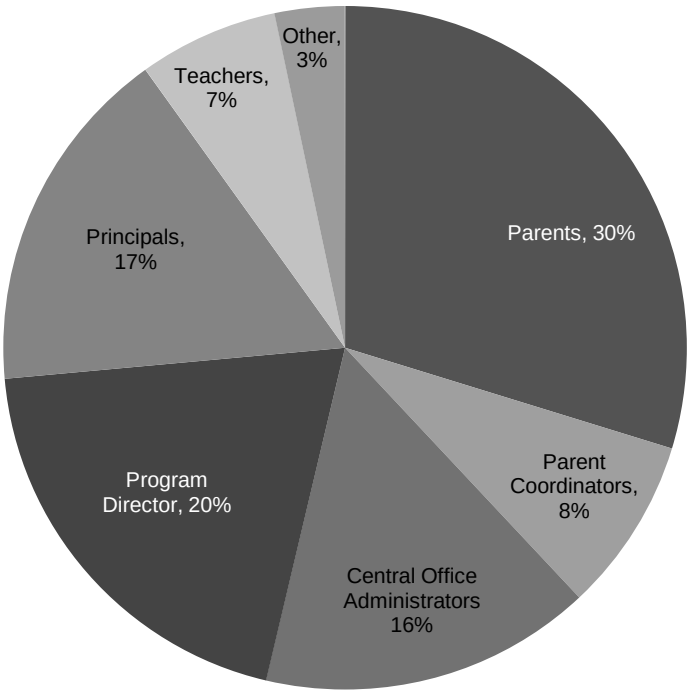
School-Based Staff and Administrators: Selected by PPS, this group consisted primarily of school principals who had shown investment in family and community engagement. A smaller number of program directors and staff members involved in family and community engagement also participated.

Teachers: A small number of teachers, eight in total, were identified by PPS, and participated in one focus group. None were currently classroom teachers, although may have been in the past. Other teachers were invited to take part in focus groups, but scheduling conflicts prevented their participation.

Demographics

Of the participants, nearly three-quarters (74%) were women and one quarter (26%) were men. Participants had multiple roles, as is illustrated in Figure 1. Nearly one third (30%) of focus group participants were parents, while a fifth (20%) were directors of non-profit or community-based organizations. Also represented were school principals (16%) and PPS central office administrators (16%). A smaller percentage of parent coordinators (8%) and teachers (7%) participated.

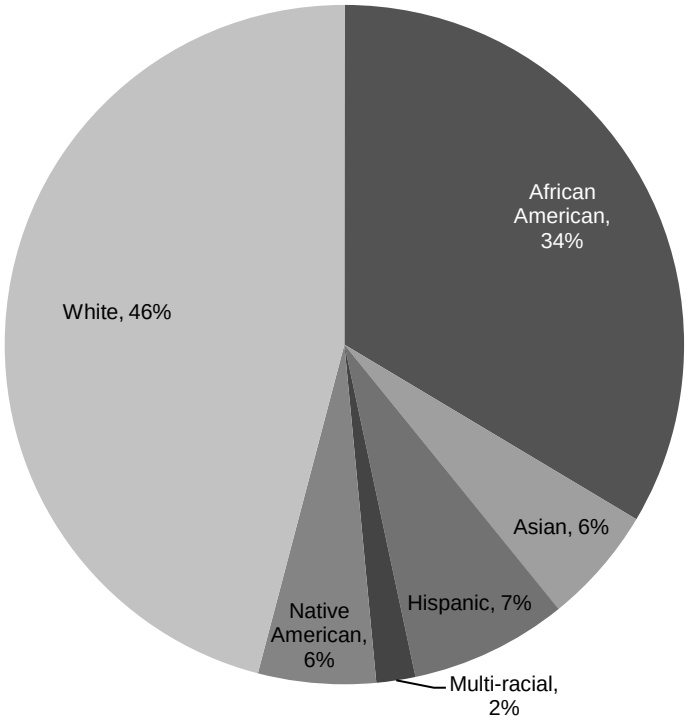
Figure 1



Focus Group Participant Roles

The racial and ethnic background focus group participants, shown in Figure 2, reveal a wide demographic, although not representative of PPS' student population.

Figure 2



Focus Group Participant Racial/Ethnic Groups

Focus Group Protocols

Questions for Family and Community Members:

1. What has the district done to encourage parent involvement?
2. What policies and strategies have worked for the district?
3. What could PPS do differently to improve parent school involvement?
4. What makes it easier or harder for parents to be engaged in their children's schools?
5. What can schools do to facilitate parent engagement?
6. What experiences have parents encountered at their children's schools that promote or discourage engagement?

Questions for Central Office Administrators:

1. What has the district done to support family and community engagement?
2. What policies have worked to increase family and community engagement?
3. What makes it easier or harder to support schools in their efforts to engage families and communities?
4. What strategies can be implemented to improve coordination and collaboration across departments? Are structural changes necessary?
5. What schools have been successful in engaging families and why?

Questions for School Administrators:

1. What has the school done to improve family and community engagement?
2. What has made it easier or harder to engage parents at their schools?
3. What resources or support do schools need to improve family involvement?
4. What strategies have been successful in strengthening family and community engagement?
5. What groups of parents tend to be more involved and why?
6. What are the number of family school involvement meetings and number of families involved?

Questions for Teachers:

1. What has the school done to improve family and community engagement?
2. What has made it easier or harder to engage parents at their schools?
3. What resources or support do schools need to improve family involvement?
4. What strategies have been successful in strengthening family and community engagement?
5. What groups of parents tend to be more involved and why?
6. What are the number of family school involvement meetings and number of families involved?
7. What specific challenges do teachers face in dealing with family engagement issues?

Analysis

Audio recordings from most focus groups were transcribed, and an Education Northwest evaluator performed a content analysis using a qualitative data analysis computer program. In this analysis, the focus group transcripts or notes were coded into thematic categories, comparing the frequency and variety of codes between groups. Transcriptions of 14 focus groups were analyzed and are included in this report. One group declined to be recorded, and facilitators' notes from the focus group were analyzed instead. Programs, ideas, and topics that were mentioned by participants fewer than three times are not discussed in this report, although they can be found in Appendix C, a stand-alone volume. This cut-off point was a natural break, corresponding to 2 percent of the participants.

APPENDIX B: ADDITIONAL FINDINGS

Three additional questions were asked of some participants during focus groups, and are detailed below.

Which parents tend to be involved in your school?

School administrators and teachers were asked to identify the groups of parents who tended to be involved in their schools. Most noted that parents who were on their PTA, committees, or volunteered the most frequently were those who had time and transportation. These tended to be white, middle-class women who had available childcare, flexible schedules, and understood the school system. School administrators and teachers noted that men were more likely to volunteer for sporting events. A number of school administrators and teachers pointed out that parents who received personal invitations attended functions more often than those who did not. Participants also said that parents who did not speak English tended not to participate. However, one participant noted that the parents who attended functions and meetings at her school were primarily Latino. This was, she reported, because most meetings were held in Spanish.

What is the number of family events at your school and number of families involved?

School administrators and teachers were asked to enumerate family involvement meetings they held annually, and the number of participants at those meetings. Participants were not able to provide actual numbers for meetings and participants. However, they provided an idea of the frequency of some of the activities that involved family engagement:

- A few schools have informal principal meetings with parents weekly or monthly.
- Most schools have an annual back-to-school night.
- Many schools have one or two annual festivals.
- In some schools, parents are invited to view student projects every term.
- Most, if not all, schools have biannual teacher conferences.
- Some schools have one or two annual potlucks or picnics.

What schools have been successful in engaging families and why?

Central office administrators were asked to identify schools which had been successful in engaging families based on their experience with a limited number of schools. The schools in the list below were selected based on the number of times they were cited as being successful in engaging families.

- Cesar Chavez
- Chief Joseph
- Lane
- Markham
- Lee
- Franklin
- Whitman
- Harrison Park
- Peninsula
- Humboldt
- Rosa Parks

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Memorandum

October 4, 2011

To: Board of Education

CC: Carole Smith, Superintendent

From: Robb Cowie, Executive Director, Community Involvement and Public Affairs

RE: Community engagement protocol

Introduction

This memo provides an overview of a draft community engagement protocol that is intended to establish a consistent, authentic and equitable framework to guide how PPS engages stakeholders. This draft protocol also responds to the superintendent's commitment to develop a standard community engagement process, as expressed in the staff memo accompanying Board resolution 4406 ("Temporary Relief Measure for Alameda Elementary," February, 2011).

This framework:

- Brings greater transparency to our decision-making by clarifying how stakeholders will be involved in an engagement process and our commitment to support that form of participation.
- Ensures that school communities and neighborhoods can rely on Portland Public Schools to inform them about major school district decisions in standard and specific ways.
- Establishes that PPS will ensure that underserved communities receive necessary and differentiated support to ensure their participation, including culturally responsive outreach, language support, and alternative mechanisms for providing input.

We will begin piloting this framework this school year, in anticipation of formally adopting it for the future.

How we intend to use the stakeholder participation process (SPP)

Like any large urban school district, Portland Public Schools frequently makes decisions that affect multiple stakeholder groups. In many cases, these decisions are complex and controversial. As a result, it is important for the school district to make the best possible decisions, informed by meaningful and constructive community input.

Therefore, we must ensure that we have the tools to deliver consistent, authentic and equitable stakeholder engagement across the different neighborhoods and constituencies that are contained within our school district. The attached Stakeholder Participation Process (SPP) is designed to provide that tool.

The SPP tool is based on national best practices, including the "spectrum of participation" developed by the International Association of Public Participation and the work of Anne Carroll, a national public participation consultant (also a St. Paul, MN school board member), who has trained CIPA staff on principles of equitable public engagement. This process was also reviewed by the Superintendent's Advisory Committee on Enrollment and Transfer (SACET) – the committee expressed a great degree of interest in seeing the SPP tool used in student assignment and boundary change processes.

We anticipate that this process would be a standard process that staff would follow in seeking stakeholder input on major PPS decisions, in particular:

- Student assignment changes
- School closure and grade reconfiguration
- Major changes in educational programs affecting schools district-wide.

Departments and schools would also be encouraged and supported to use this process. To test whether the SPP delivers on its intended outcomes, during the 2011-2012 school year we will apply it to:

- Enrollment balancing process
- MWESB policy
- Other engagement processes, as applicable.

Key elements of Stakeholder Participation Process

The SPP tool requires staff to develop a clear stakeholder engagement plan prior to launching a major initiative, to ensure that the process can proceed with transparency, with specifically defined steps to inform and include diverse stakeholders, and an assessment of the resources required to fulfill the plan. Some of the important steps in the plan include:

- **Define problems and identify decision-makers**: At the outset, it is important to understand and define the problem well, so we can seek the best input from the community. It is also important for stakeholders to understand the decision-making process and who makes the final decision, so that all participants have a clear understanding of their roles and how their participation will affect the process.

  The SPP tool also asks staff to recognize and anticipate that an engagement process may have multiple phases, and to plan accordingly. The objectives of the process and the role of decision-makers may be different at different stages of a well-designed and well-executed engagement process.

- **Clarify levels of participation for stakeholders and PPS' corresponding commitment:** There are different potential levels of stakeholder participation (see p.2 of attached Stakeholder Participation Process). This spectrum of participation ranges from "inform" (in which stakeholders participate by receiving information) to "empower" (in which stakeholders participate by making the actual decision).

  It is important to recognize that there is no hierarchy of value attached to any specific level of participation on the spectrum. There are times when 'inform' is the most appropriate and authentic form of participation: for example, in an emergency situation or in response to a decision that is limited by statutory or similar requirements. There are other times when a more participatory level of

involvement is needed. The SPP tool encourages staff to look for the earliest opportunity to engage stakeholder input and to use the spectrum to consider the most constructive way for stakeholders to be involved in the process.

Being clear and transparent about the level of stakeholder participation is essential in this framework, because each ***level of participation invokes an associated level of commitment from the school district to support that level of participation***.

For example, if PPS asks stakeholders to 'collaborate,' then we are committing to honoring that level of participation in a defined way: *We will seek stakeholder input into devising options and potential solutions, and incorporating their recommendations in a final decision to the maximum extent possible*. That commitment is different than the commitments we would make if stakeholders were participating by being 'involved' or 'empowered.'

Being clear about how different levels of participation are defined and – our commitment to meeting that defined level of participation – can help level-set expectations throughout each stakeholder process and help both stakeholders and PPS staff understand what is being asked of them, so they can work together in the most effective way.

Finally, the SPP tool recognizes that there may be multiple phases to a stakeholder engagement process, with different levels of participation and different commitments occurring as the engagement process develops.

For example, in Phase I, there may be upfront 'collaboration' with a representative group of parents or staff in developing potential solutions to an issue facing a school. Following that initial stage of engagement, school district staff may then take those options to the broader school community for 'consultation' in Phase II, before a final decision is reached by the superintendent or school board. After that decision is made, staff would then make a Phase III commitment to 'inform' the school community about the decision and how it will be effectively implemented (or, in turn, PPS staff could decide to 'involve' the school community in the implementation of the decision). Again, one level of participation is not inherently superior or inferior to another – what level of participation is appropriate and authentic depends on the particular circumstances involved in each situation.

- **Identify stakeholders and address barriers**: In planning each stakeholder engagement process, the SPP tool requires staff to identify the:

    - Range of stakeholders who may need to be engaged in each process.
    - Impact of the decisions on stakeholder groups.
    - Barriers to stakeholder participation.
    - Differential levels of influence that different stakeholder groups hold.

Plans to engage stakeholders should address the specific barriers that may impede the equitable participation of different communities. Outreach should be both culturally and linguistically competent – meaning that school district staff should ensure that interpretation and translation is appropriately provided, and that plans should consider alternative forms of outreach to support the full participation of diverse communities. (The SPP tool will integrate an equity lens, which is currently being developed, to help shape culturally appropriate outreach efforts.)

In addition, the SPP tool requires school district staff to take standard steps to notify key communities about proposed boundary changes, school closures and/or grade reconfiguration processes. Steps for different stakeholders could include:

  - School communities: staff will notify families and staff through established communication channels (letters, auto-dialers, etc.) and school leadership groups, such as site councils and PTAs.
  - Neighborhoods: staff will provide notification to neighborhood coalitions to provide community members an opportunity to participate.

- **Evaluation**: The SPP tool provides a mechanism for staff to provide formative and summative reflections on what worked and what did not in each engagement process, to foster continuous learning and improvement, so these lessons can be incorporated into future stakeholder engagement efforts.

Formalizing use of the SPP tool

This year, we are instituting a cross-departmental "user" group, to help apply the pilot SPP tool and evaluate its use.

If the SPP tool proves valuable, we will develop a formal administrative directive to define when and how it should be used to support better and more standardized community engagement. We will also develop on-line planning tools and offer training to ensure that it can be used easily and with fidelity by PPS staff.

Conclusion

Because education is so critically important to families and communities, Portland Public Schools' stakeholder engagement efforts will frequently attract a high degree of community interest and scrutiny. The standardized stakeholder engagement process that we will pilot this year will not ensure that there is consensus on every decision. However, by formally incorporating internationally-accepted best practices in a standardized way, we can bring greater planning, transparency and consistency to our outreach efforts. By doing so, we will be in a better position to demonstrate to the community that we have sought meaningful and authentic community input and made good faith efforts to encourage equitable participation in each process.

Stakeholder Participation Process

The **Stakeholder Participation Process** (SPP) was developed to improve stakeholder's response to various initiatives and district actions. The District wants to be intentional and conscientious about the role stakeholders play in important issues such as boundary changes, school closure, strategic planning processes, ESL redesign, etc.

Purpose of the Process:

- Be transparent about the goal of the process and how decisions are being made.
- Be clear with the stakeholders about the nature and scope of the participation task, i.e., "our commitment."
- Honor our commitment to the stakeholders.

Things to Remember:

- Identify barriers to stakeholder participation early on and have a plan to limit or eliminate the identified barriers. This may require a differentiated approach to engage various stakeholder groups during a particular phase.
- Provide adequate resources (e.g., information, time, materials) for stakeholders to engage in the process.
- Balance multiple ways of knowing (e.g., facts/data, community wisdom, stories, testimonials).
- Make sure the cost of each phase of the participation process is commensurate with the magnitude of the decision being made.

Categories of Potential Stakeholders

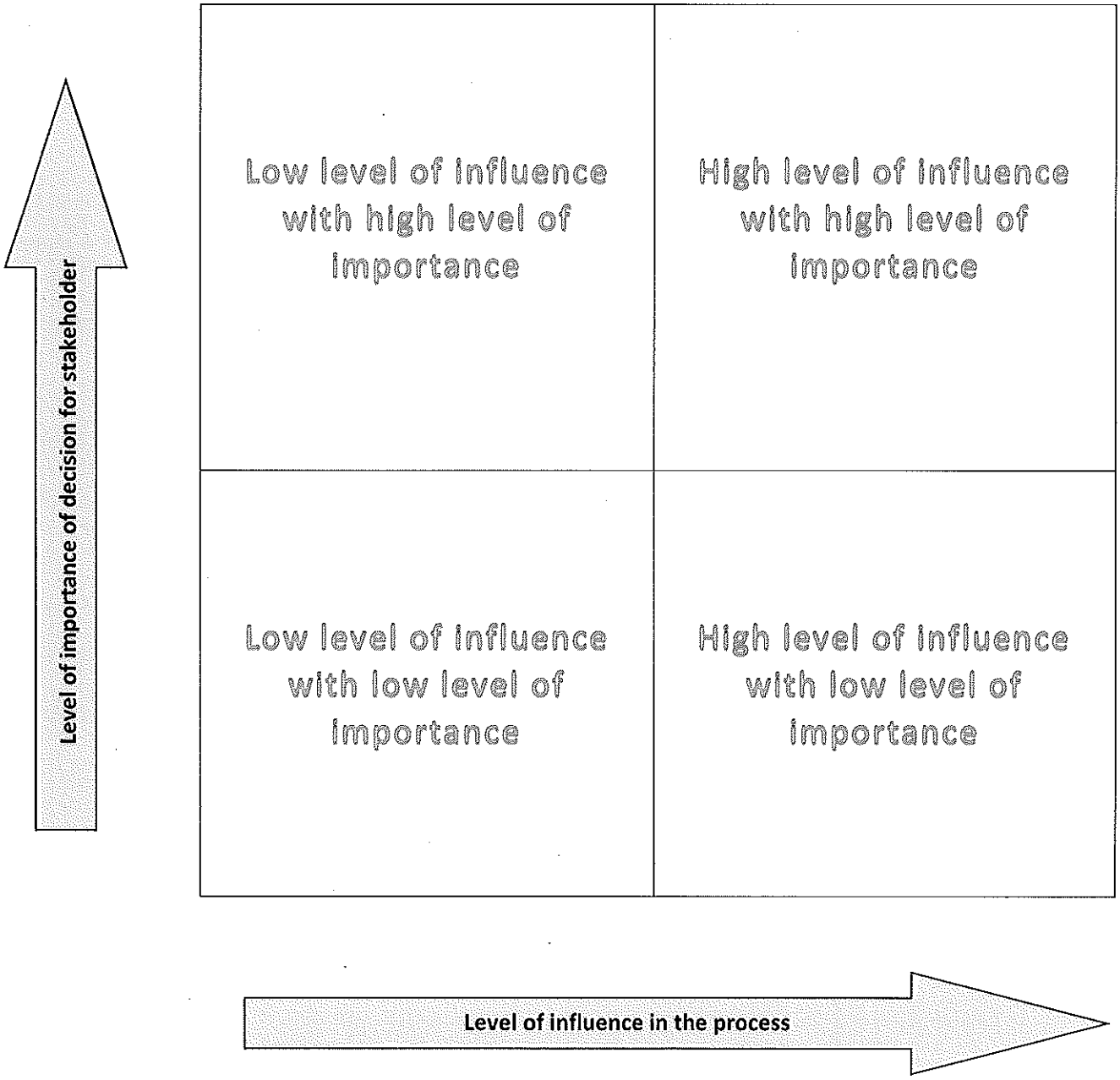
Parents/Family	**District PAC's**	**Frontline Staff**
Community Members	**District Leaders**	**Partners**
Students	**Employee Associations**	**Community Organizations**
	Education Partners	

Possible Level of Participation from Stakeholders*				
Inform	**Consult**	**Involve**	**Collaborate**	**Empower**
To provide the stakeholder with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain stakeholder feedback on analysis, alternatives and/or decisions	To work directly with the stakeholder throughout the process to ensure that stakeholder concerns and aspirations are consistently understood and considered.	To partner with the stakeholder in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the stakeholder.
Corresponding Commitment*				
Inform	**Consult**	**Involve**	**Collaborate**	**Empower**
We will keep you informed	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how stakeholder input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

***Taken and adapted from, 2010 Anne R. Carroll (carrfran@qwest.net)**

Stakeholder Identification and Analysis*

Power grid to help visually identify the stakeholder's power in the process



It is important to remember that those who are most impacted by substantial change are often those with the least power to exert over the process. Be sure to do more than "inform" those stakeholders. Please consider what the desired level of involvement would be for those high stakes/low power individuals or groups when you make your decision about their level of involvement.

It is also important to do more than "inform" regularly.

Overview	
Department:	Project Lead:
Phone:	Email:
Start of Project:	Proposed End:

Purpose of the Process	
	Are you initiating a process?
	Are you responding to an issue?

Decision Making Model - Who makes the final decision and how is it done (board resolution, superintendent decision, departmental decision, etc.)?

What is the purpose of this process? Define problem and objectives.

What are the major phases/stages in this process (different phases/stages for different levels of participation)? How do we know that we are done?

What is earliest you can involve the stakeholders? Can you test assumptions with stakeholders? Could you involve the stakeholders earlier?

Is this process creating the type of change that stakeholders will believe they are losing something? Does the way in which stakeholders are involved acknowledge this loss and the corresponding grief?

Phase

Purpose of the Phase/Stage

Decision Making Model *– Who decides when this phase/stage is complete and how?*

Desired Level of Participation from Stakeholders (Select only one)

Inform	Consult	Involve	Collaborate	Empower

Commitment to Stakeholders

Automatically self populate. Add additional information to address any potential barriers to participation for given stakeholders.

List Stakeholders	*Strategies for Engagement*	*Means of Communication*	*Barriers to Engagement*
School community (required): Parents Parent leadership (site council, PTA) Neighbors (required)	Direct communication to all families through multiple channels (print, electronic, phone, etc.). Distribute information through ONI and neighborhood coalition		

Evaluation (summative and/or evaluative)

Stakeholder Participation Process (Proposed)

Board work session
October 10, 2011

Presenters:
Robb Cowie, CIPA
Dunya Minoo, Equity and Partnerships

Staff questions for Board guidance

- Does the timeline for piloting the stakeholder participation process make sense?
- Does the spectrum of participation effectively describe different levels of participation/commitments?
- What is missing?

Why develop a standard stakeholder participation model?

- Greater transparency: commitment and participation
- Consistent process across communities
- Differentiated process across communities: application of equity lens
- Meaningful participation & good decisions
- Board resolution

Community engagement: what have we learned?

Strengths

- Addressing difficult challenges
- Described problems well
- Responded to input
- New avenues for input and information
- Adapted outreach to needs of different communities

Areas for improvement

- Need consistency
- Processes can go on too long/too short
- Not clear about community's role
- Not responsive to input/too responsive to input
- Lack of inclusivity

Spectrum of engagement: Participation and commitment

*Possible Level of Participation from Stakeholders**				
Inform	**Consult**	**Involve**	**Collaborate**	**Empower**
To provide the stakeholder with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.	To obtain stakeholder feedback on analysis, alternatives and/or decisions	To work directly with the stakeholder throughout the process to ensure that stakeholder concerns and aspirations are consistently understood and considered.	To partner with the stakeholder in each aspect of the decision including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the stakeholder.
Corresponding Commitment*				
Inform	**Consult**	**Involve**	**Collaborate**	**Empower**
We will keep you informed	We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how stakeholder input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the decision.	We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.

Planning stakeholder engagement

Define problem	Define "commitments"	I.D. stake-holders	Inform & engage	Evaluate
What is purpose of engagement? What are key questions/ potential solutions? When do stakeholders need to have input?	What phase are we in? What is the role of stakeholders? What are we committing to?	Who are key stakeholders? What are their barriers to engagement?	What is our plan to reach stakeholders? Universal outreach • Schools • Neighborhoods Differentiated outreach	What were the outcomes of engagement? What is next phase of process?

Planning stakeholder engagement

Draft engagement plan for enrollment balancing process

Judy Brennan, Director
Enrollment and Transfer Center

Applying the model

- Test model this year:
  - Enrollment balancing
  - MWESB policy
- User group: collaborate and evaluate
- Based on experience, consider:
  - Require SPP tool in: student assignment, closure/grade reconfiguration & major program changes
  - Recommend SPP tool in: department-initiated processes (e.g., transportation routes) and school-based decisions

Staff questions for Board guidance

- Does the timeline for piloting the stakeholder participation process make sense?
- Does the spectrum of participation effectively describe different levels of participation/commitments?
- What is missing?

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Lolenzo T. Poe, Jr.
Chief Equity Officer
Partnership Director

October 4, 2011

MEMORANDUM

To: PPS Board of Education

From: Lolenzo Poe

Subject: Racial Educational Equity Policy Action Plans

Context

On June 13, 2011, Portland Public Schools Racial Educational Equity Policy (2.10.010-P) was adopted by Resolution No. 4459. This Policy directs the Superintendent to develop action plans with clear accountability and metrics, including prioritizing staffing and budget allocations, which will result in measurable results on a yearly basis towards achieving the policy's stated goals. These action plans must identify specific staff leads on all key work, and include clear procedures for district schools and staff. The Superintendent was directed to present the Board with a plan to implement goals A through F within three months of adoption of this policy. Thereafter, the Superintendent is to report progress towards these goals at least twice a year, and will provide the Board with updated action plans each year.

While the Superintendent and her Executive Cabinet are responsible for execution of the Equity Plan, the Office of Equity was tasked with leading the development and implementation of the Racial Equity Policy and monitoring District progress towards equity outcomes.

The Office of Equity is a new department with the following responsibilities:

- Lead implementation of Racial Educational Equity Policy & monitor District progress towards equity outcomes
- Coordinate & align District equity efforts
- Provide internal expertise in equity & inclusion in order to support our organization's capacity to do this work
- Manage design & implementation of tools and processes to aide more equitable decision-making
- Manage participation in national, regional and local equity initiatives
- Facilitate internal affinity groups

Progress

The following is a ***proposed process*** for the design, implementation and delivery of the District's Equity Plan. While we recognize the urgency of moving to implementation, in order to allow for authentic critical partner engagement—both internal and external—we will only be presenting an outline of our plan.

The following two templates were created to capture the required information needed for the Equity Plan. The first (See **Appendix A**) is a summary document which lists three- to five-year strategies aligned to each of the six Equity Policy Goals (A-F). Listed along with each initiative is its corresponding intended outcome, executive sponsor and staff lead. The document is populated with a few examples of current work for purpose of illustration.

The second template (See **Appendix B**) is a planning worksheet which documents more detailed annual plans for each 3-5 year strategy and will be used for ongoing project management. This document includes periodic progress indicators and intended outcomes which support biannual progress reporting.

In terms of next steps, Executive Cabinet members will convene with critical partners—both internal and external—to build on current work, identify and prioritize key strategies, draft their equity plans, and determine how partners will be involved throughout the process.

Once the implementation strategies are finalized, the appropriate PPS staff will build detailed work plans to complete the work. The Office of Equity will provide technical assistance in the development of the plans. It will also facilitate internal progress monitoring meetings and prepare periodic progress reports upon request.

Appendix A: PPS Racial Equity Plan
Summary Document Template

Racial Equity Goal		Strategic Priority		Strategy	Intended Outcome	Executive Sponsor	Owner
A	Achieve equitable student access to high quality, culturally relevant instruction & resources	All	1	Design and implement district-wide use of a Racial Equity Lens to provide a common vocabulary and protocol for evaluating policies, programs, practices and decisions for racial equity.	Purposeful consideration of racial equity in policies, programs, practices and decisions which result in more equitable outcomes for students and families of color.	Lolenzo Poe	Lolenzo Poe & Jeanine Fukuda
		Effective educators	2	Develop the PPS Response to Intervention (RtI) model with a racial equity lens--with a primary focus on quality core instruction for every student.	Increased achievement in reading, writing and math for all students while narrowing the achievement gap.	Carla Randall	Melissa Goff & Ewan Brawley
		All	3	Establish a MWESB (Minorities, Women & Emerging Small Business) program.	MWESB program established with demonstrated annual growth in the number of contracts secured with minority-owned, women-owned and emerging small businesses.	Neil Sullivan	Dave Fajer
B	Create multiple pathways to success & expect high achievement for every student		1				
			2				
			3				
C	Develop a racially and linguistically diverse & culturally competent workforce	Effective educators	1	Facilitate development, adoption and implementation of an affirmative action policy.	Ability to implement the Oregon Minority Teachers Act so that our workforce will reflect the diversity of the students we serve.	Jollee Patterson & Lolenzo Poe	Jollee Patterson & Lolenzo Poe
		Effective educators	2	Redesign the recruitment & hiring processes to include cultural competence as a criteria for all staff positions.	Increased cultural competence of our organization and an increased ability to meet the needs of all students and families we serve.	HR Executive Director	Michelle Riddell & Bonnie Gray
			3				
D	Remedy practices that lead to disproportionality in discipline referrals and special programs	Individual student supports	1	Increase the capacity in school leaders and central support staff to implement culturally responsive positive behavior support systems in the Academic Priority Zone Schools.	Referral rates for exclusionary discipline and special programs will not be predictable by race in Academic Priority Schools.	Carla Randall	Melissa Goff, Tammy Jackson & Robert Ford
			2				
			3				

Racial Equity Goal		Strategic Priority		Strategy	Intended Outcome	Executive Sponsor	Owner
E	Cultivate staff & student understanding of their own racial identity	Effective educators	1	Each staff member engages in the Courageous Conversations work in a differentiated model.	Each staff member will increase their own understanding of their racial identity and seek ways to eliminate institutional racism when they observe it.	Carla Randall & Lolenzo Poe	Executive Cabinet
			2				
			3				
F	Welcome and empower students and families of color & engage partners with culturally-specific expertise	Collaboration with families & communities	1	Develop and implement a framework for equitable, transparent & consistent stakeholder engagement which clarifies roles & responsibilities and reduces barriers to participation for underserved communities.	Improved communication with common understanding of stakeholder roles & responsibilities. Increased participation of stakeholders from underserved communities, including language minority communities.	Zeke Smith	Robb Cowie
			2				
			3				

Appendix B: PPS Racial Equity Plan
Work Plan Worksheet

Racial Equity Goal	Strategy	Owner	Baseline Metric(s)	Jan 2012 Outcome	Jan 2012 Progress Indicator(s)	Jun 2012 Outcome	Jun 2012 Progress Indicator(s)	Sep 2012 Outcome	Sep 2012 Progress Indicator(s)
A	Strategy 1								
	Action 1								
	Action 2								
	Action 3								
	Action 4								
A	Strategy 2								
	Action 1								
	Action 2								
	Action 3								
	Action 4								
B	Strategy 1								
	Action 1								
	Action 2								
	Action 3								
	Action 4								
B	Strategy 2								
	Action 1								
	Action 2								
	Action 3								
	Action 4								

BOARD OF EDUCATION
SCHOOL DISTRICT NO. 1J, MULTNOMAH COUNTY, OREGON

INDEX TO THE AGENDA
REGULAR BUSINESS MEETING

October 10, 2011

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Purchases, Bids, Contracts

The Superintendent RECOMMENDS adoption of the following items:

Numbers 4496 and 4497

RESOLUTION No. 4496

Revenue Contracts that Exceed $25,000 Limit for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") to enter into and approve all contracts, except as otherwise expressly authorized. Contracts for $25,000 or more per contractor are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

No New Contracts

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

INTERGOVERNMENTAL AGREEMENTS / REVENUE ("IGA/Rs")

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
Parkrose School District	07/01/11 through 06/30/12	IGA 58611	Columbia Regional Program will provide deaf / hard of hearing classroom services for regionally eligible students residing in PSD.	$114,290	C. Weber Fund 299 Dept. 9999 Grant S0031

LIMITED SCOPE REAL PROPERTY AGREEMENTS

No Limited Scope Real Property Agreements

N. Sullivan

RESOLUTION No. 4497

Personal / Professional Services, Goods, and Services Expenditure Contracts
Exceeding $150,000 for Delegation of Authority

RECITAL

Portland Public Schools ("District") Public Contracting Rules PPS-45-0200 ("Authority to Approve District Contracts; Delegation of Authority to Superintendent") requires the Board of Education ("Board") enter into contracts and approve payment for products, materials, supplies, capital outlay, equipment, and services whenever the total amount reaches $150,000 or more per contract, excepting settlement or real property agreements. Contracts meeting this criterion are listed below.

RESOLUTION

The Superintendent recommends that the Board approve these contracts. The Board accepts this recommendation and by this resolution authorizes the Deputy Clerk to enter into agreements in a form approved by General Counsel for the District.

NEW CONTRACTS

Contractor	Contract Term	Contract Type	Description of Services	Contract Amount	Responsible Administrator, Funding Source
PBS Environmental Building Consultants dba PBS Engineering + Environmental	12/01/10 through 11/30/15	Cooperative Agreement COA 58234	District-wide: Environmental consulting services, as needed; District will be using an existing Multnomah County contract on a cooperative basis as allowed in that contract's terms.	Greater than $250,000	T. Magliano Fund 191 Dept. 5597
Fisher Science Education	07/01/08 through 06/30/13	Cooperative Agreement COA 58xxx	District-wide: Science and laboratory supplies and equipment, as needed; District will be using an existing Harford County, MD, contract on a cooperative basis as allowed in that contract's terms.	Greater than $250,000	D. Fajer Various funding sources

AMENDMENTS TO EXISTING CONTRACTS

No Amendments to Existing Contracts

INTERGOVERNMENTAL AGREEMENTS ("IGAs")

No IGAs

N. Sullivan