

Steering Committee Insights on Engagement

From the whole and breakout conversations

6.17.20

Click on these links to jump to that point in the document:

[General Insights](#)

[Who to reach](#)

[Channels](#)

[Specific Types](#)

General Insights	Authentic Engagement • Design engagement for those most marginalized, you'll reach everyone else too • Engagement is what is felt, not necessarily what is done • Be prepared to answer how this is different and a good process • Get our boots on the ground - be present, not behind an email or survey • Amount of time with a person is critical • It must be with humility that we engage some of our communities. If it is through a district staff member, they must be trained well • Authentic engagement must be done through the home language • Don't filter BIPOC perspectives through a white, middle class construct - the message becomes skewed • Solutions must be realistic and mutually satisfactory - that takes time • Consider incentivizing their feedback • We must report back and show the results for the engagement - student placement would be a good example of change (policy) that happened as a result of engagement ○ Also prepare them well before feedback is asked of them ○ Be honest about the potential outcomes • When we think about engagement, it is less about showing up and asking people's opinions but it more about centering about their community and want to hear their needs and perspectives. When you already can show up and know where your community stands because of the relationship. • Stop and backtrack if we don't have who will give us the best picture Timeline • One month of engagement, must be highly focused • This is a good time to engage youth right now - we can activate and honor them Inclusion
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	• We can never look like we are aligning with one side of the city or group. This is one perspective/experience. Based on where geographically our Somali students come from, will differ on perspectives. Also relied heavily on parents, and who they respected and would allow their students to engage. (not sure what engagement is referred to here) • We need to lean into our community leaders, community elders, and groups who have the trust and can speak for the community as they are also work upon behalf of the community where our students and families may not feel they have access Amount of engagement • Survey limitation - same respondents and doesn't give the scope of perspectives needed. • Quality of information over quantity - focus in on the missing narratives • With the size of our district, we need a big number to mean something • Consider setting a goal for a number of people who have not engaged before, rather than a goal number of all engagements. Continue engaging until the minimum for each demographic is exceeded • This isn't about discreet engagements, it's about continuous relationships that are engaging and thought of as investments - it is a responsibility
Who to Reach	• Students - student to student preferred • Girls who are not of the dominant culture • Students who are not engaged • Student government (still doesn't represent broader population) • Those who are homeless or living in transition • Those who have chosen to NOT be part of our district - families at charter schools • Those in areas without Wi-fi access - use the technology Distance Learning Survey to determine neighborhoods
Channels	Internal or Directly Related to MPS • OBSA - Office of Black Student Achievement • School-based family liaisons • Food pick-up sites • Citywide student government - Janae • Youth evaluators • Teachers and staff who have relationships for engagement with students already/Case Managers • EDIA - Equity Diversity Impact Assessment Committee • WBWF - World's Best Workforce • PACs - Parent Advisory Councils • CDD (Comprehensive District Design) student group • Social Media - students tell us which ones are most effective

	● Maximize the reach out that Roosevelt student groups have already done to Kandace External Community Sources ● Organizations that work with families - ARC, PACER ● Community elders and leaders ● NAZ - Northside Achievement Zone ● OutFront Minnesota/GSA Network - Gay-Straight Alliance ● Navigate Minnesota (young people working on inclusive curriculum - Latinx youth working on social studies curriculum primarily) ● COPAL - Communities Organization Latinx Power and Action ● ISAIAH - parents group and barbershop network ● Festivals - in-person if possible, but also virtual. ● Somali Karmel Mall ● Mosques, Churches, Synagogues ● Ka Joog - Somali youth organization
Specific Types	● Student Focus Groups ● Student Survey - concise to be effective ● Family focus groups hosted by trusted connections external to MPS ● Flyers/Postcards at food pickup sites ● Summer school students

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