

SBE Community Engagement Plan FY 2024

The State Board of Education (SBE) has committed to grounding our work in authentic community engagement. SBE hired a Student, Family, and Community Engagement Coordinator in 2022 and has dedicated funding to community engagement activities that bring in communities that have historically been kept out of the policy making process.

The Board finds that state education policy is far too often developed without enough input from the students, families, and communities the policy impacts. SBE's stakeholder engagement efforts tend to result in much higher participation of educators than of students and families, and a lack of representation of communities of color and other groups that are furthest from educational justice.

This plan is a commitment to center the voices of those often unheard, who may have faced barriers to participating in the state policy making process. By strengthening how we engage those we serve as our partners in designing policy, we will be more responsive to student and family needs, thereby closing opportunity gaps.

PEAR

SBE implemented a Pro-Equity, Anti Racism (PEAR) plan in accordance with the Governors' Executive Order in 2022. We established a PEAR team made up of staff, Board members, community, and organizations to discuss our current approaches to inclusion work and highlighted areas we can focus on to improve our equity, access, and inclusion as a board.

Through the Equity Impact Review, we identified three areas of focus; highlighting student and community voice, bridging gaps, and taking culturally appropriate actions as we do this work.

As we move forward with authentic engagement, our actions must be grounded in community need. Amplifying the voices of underserved communities will allow for strong policy centered on the experiences and needs of those furthest from educational justice.

Audiences

SBE regularly engages with over 30 education agencies and associations, various commissions and over 50 advocacy organizations through various communication strategies such as social media posts, newsletters and email messages, and attending meetings where appropriate. The SBE [communications plan](#) addresses the ways in which we get relevant information out to the public and our partners. The goals of our communication strategies are to

- Make information coming from the agency as accessible as possible.
- Create multiple ways for the public to engage with SBE.
- Bolster partnerships with other organizations.
- Find ways to feature stories we have not told that embody our strategic plan and mission, vision, and values in various mediums.

Broad to Narrow Strategies

Overall reach

Low Medium High

Website presence

Social media post

Mass email

Direct contact (e.g., email or meeting)

Audience engagement

Low

Low to Medium

Medium to High

High

We wish to maintain our relationships with these various agencies and organizations while building new ones. To ensure our full participation with these groups, Board and staff members will be assigned as primary liaisons to attend activities, meetings, and conferences throughout the year. SBE will maintain a shared calendar of activities with these partners.

Stakeholders	Primary liaisons
Educational Service Districts	Board Members/ Executive Director
Education Associations (e.g., WASA, WSSDA)	Board Members/ Executive Director
Education Agencies (e.g., OSPI, PESB)	Staff with role-alike counterparts
Commissions	Board Members/Executive Director
Advocacy organizations	Relevant staff
Student-led groups	Relevant staff
General public	Relevant staff
Business and industry partners	Board members/ Executive Director

Authentic Engagement Strategies

The Community Engagement Plan outlines activities for successful community engagement on projects and activities under the responsibility of the State Board of Education. This plan represents the Board's commitment to centering the needs and voices of those furthest from educational justice.

Each project breakdown will guide staff and Board members on authentic community engagement and will move the board from simply informing community about policies and practices to collaborating and empowering community.

Levels of community engagement:

Informing – Providing information about policies and practices

Consulting – inviting feedback on decisions made on policies and practices

Involving – Working to ensure that communities needs and concerns are considered during planning

Collaborating – Community participation at each level of planning and decision making. Seek innovation

Empowering – Giving community power in decision making. Agency acts as support

**adapted from International Association for Public Participation's Public Participation Spectrum*

Building mutual understanding

Policy that is responsive to community need is not possible without thorough engagement and thorough engagement is not possible without trust, mutual understanding, and connection. SBE will foster community connection through activities that place importance on relationship building and informing community.

Informing	Consulting	Involving	Collaborating	Empowering
<ul style="list-style-type: none">•Website•Fact sheets•Webinars•Social media posts•Videos	<ul style="list-style-type: none">•Webinars•Listening sessions•Surveys•Focus groups	<ul style="list-style-type: none">•Meetings•Listening sessions•Community cafes•Visioning sessions•Attending Board meetings	<ul style="list-style-type: none">•Show up for existing gatherings•Co-design activities•Find and highlight bright spots	<ul style="list-style-type: none">•Advisory committees•Participatory decision making•Providing planning support•Advocacy

These activities will allow community to raise topics of concern, gain an understanding of how our education system currently functions, and build relationships with state agents. We cannot make policies for groups that we do not know or understand, and we cannot assume we know what they need. We also must set expectations appropriately by being transparent and open so that we can bring these groups along with us.

Examples of engagement activities include:

- Listening sessions
- Community forums
- Attending existing events
- Contracting with organizations

Priority Projects

SBE will focus on four priority projects for fiscal year 2024. These projects include rulemaking for the performance-based pathway, High School and Beyond Plan recommendations, school climate work, and advocacy and strategic planning.

Project Planning

To ensure each project SBE works on has the appropriate engagement, we will answer a series of questions to determine the various engagement activities we must plan. Below are example questions we will ask ourselves.

<p>Purpose of Engagement:</p> <ul style="list-style-type: none"> -Why is engagement needed? -How will gathered information be used? -What are the goals of the engagements? -What level of engagement is necessary? 	<p>Stakeholders:</p> <ul style="list-style-type: none"> -Who will be impacted by the project? -Who may have special considerations? -Has anyone been left out? -Have you explored demographic data? 	<p>Resources:</p> <ul style="list-style-type: none"> -What is the budget for the project? -How will you incentivize participation? -Are the appropriate relationships established?
<p>Scope of project:</p> <ul style="list-style-type: none"> -What is the timeline for engagement activities? -Are engagements timed appropriately to inform decisions? -What questions do you need to answer? -Is this project for action or informing? 	<p>Engagement activities:</p> <ul style="list-style-type: none"> -Which engagement activities are appropriate? -Should you or another entity hold engagement activities? -How will you contact community? 	

Project Planning Template

To ensure SBE’s work is rooted in authentic engagement, we will plan projects out in advance, taking special care to ensure we have ample time, resources, and relationships to hear from and incorporate relevant stakeholder’s needs. Below is a template project leads will work through with the Student, Family, and Community Engagement Coordinator to make sure all our projects have the information they need to create policies and practices that reflect community need. Plans for specific projects can be found in the Engagement folder under [Project Plan Templates](#).

Project

Title/legislation

Goals of project: What are the goals of the project. Be specific about the product, report, recommendations, policies, etc. that are needed?

Project features: What aspects of the project are already determined? What are the constraints you must work within? Be transparent.

Timeline: What is the overall timeline to complete activities related to this project? What are the milestones and when are the decision points?

Stakeholder	Questions	Activities	Communications	Timeline	Budget	Lead
<i>Instructions</i>	<p><i>Build sets of questions unique to each stakeholder group. You can create more boxes to get more specific about particular populations within the stakeholder groups that you should be reaching.</i></p> <p><i>What is their stake? Why do (or should) they care?</i></p> <p><i>What do they need to know from us?</i></p> <p><i>What do we need to know from them?</i></p> <p><i>How will their input/feedback be used?</i></p>	<p><i>Based on the project goals determine the level of engagement you need for each group. Select activities that will be used to fulfill that level of engagement. Be mindful of the type of engagement any given community would feel most comfortable with.</i></p>	<p><i>What communications strategies will you utilize to ensure the right audiences are reached? How will you keep participants informed as decisions are made?</i></p>	<p><i>What is your timeline to complete the project? Add milestones for when certain activities need to be complete for consideration and before moving onto the next step. Engagements should be timely so they can inform the next step. When will you communicate back to stakeholders who engaged?</i></p>	<p><i>What is the budget for this project? Do any of the engagement groups need funds in order to fully and authentically engage?</i></p>	<p><i>Who is the main point of contact for this work?</i></p>
K-12 Student						
<i>Post- secondary Student</i>						
<i>Parent/caregiver</i>						
<i>School personnel</i>						
<i>District personnel</i>						
<i>State agency/education association</i>						
<i>CBO or Advocacy organization</i>						
<i>Business/industry/labor partner</i>						