Engagement Characteristics	Beginning	Refining
Are school facilities and programs open and available to the community?	▪ Allow local groups and organizations to submit requests to use school facilities. ▪ Expand hours of after-school operation and invite select organizations and groups to use facilities. ▪ Establish a formal policy for the use of facilities by community organizations and groups, and post the policy online. ▪ Assign the coordination of facilities use to a specific school staff member.	▪ Develop and maintain a list of community organizations that have been vetted and approved to use school facilities. ▪ Create an online form that lets community members submit requests to use facilities, and an online calendar that shows space availability. ▪ Encourage and support the integration of school-based learning opportunities with co-curricular programs run by community organizations using school facilities. ▪ Offer adult-learning opportunities at the school in specific areas, such as technical training or college-extension courses that respond to specific community needs.
Has school leadership made community engagement a priority?	▪ Dedicate a percentage of administrative and staff time to developing, leading, and coordinating engagement activities. ▪ Integrate community-engagement strategies into the long-term strategic plan and school-improvement plans. ▪ Express the school's commitment to community engagement through the vision and mission statements. ▪ Allocate funding from the school budget to support dedicated staff time and community-engagement work.	▪ Dedicate a full-time position to developing, leading, and coordinating community-engagement plans and activities. ▪ Develop a community-engagement plan that is revised annually in collaboration with students, families, and other stakeholders. ▪ Develop formal school policies that formally embed community-engagement strategies into school programs and learning opportunities. ▪ Raise funding from external sources to augment budgetary expenditures on community engagement.

Engagement Characteristics	Beginning	Refining
Does the school have formal opportunities for community members to participate in school governance and decision-making? Do new or historically marginalized community members have opportunities to authentically participate and be heard?	- Proactively solicit input and feedback from community members when major school decisions and proposals are being considered. - Create ad-hoc focus groups and committees of students, parents, and community members to advise school leaders on specific proposals, policies, and projects. - Administer annual or bi-annual surveys of students, parents, and families to solicit perspectives and inform school-governance decisions. - Develop orientation programs and learning opportunities for marginalized voices or new American students, parents, and families. - Invest in educators' cultural responsiveness through professional development.	- Empower community members to participate authentically in school governance and decision-making alongside school leaders. - Develop shared-leadership teams comprising administrators, staff, students, parents, and community members that function as established school-governance and decision-making bodies. - Identify peer and adult liaisons and mentors who can help new American students, parents, and families navigate cultural divides and school opportunities. - Actively solicit and recruit diverse voices through person-to-person outreach, home visits, and other strategies that overcome cultural divides and barriers to participation.
Does the school offer learning opportunities, training, and professional development focused on community engagement?	- Integrate learning opportunities in civic participation, dialogue, and public policy into school courses to strengthen student understanding of community issues. - Promote and support student volunteerism and peer mentorship in the school and community through school- and student-designed pathways. - Provide training opportunities in facilitation, communications, community engagement, and related skills to faculty and staff.	- Use authentic community-based projects to engage students and empower them to make visible and meaningful contributions to shaping local issues. - Create dedicated programs that service-learning opportunities for students that integrate academic learning and community volunteerism. - Extend training opportunities in public facilitation and community leadership to students, parents, and other community members.