GREAT
SCHOOLS
PARTNERSHIP

Planning for Engagement: Entry Points

District:

Author(s):

Date:

Engagement History	**What community engagement activities has your district worked on in the past?** What did the engagement activity look like (I.e., were you informing, seeking advice, sharing decision-making, etc.)? Why did you choose to engage? Who was involved in the planning? Who participated? Was it successful? If not, why did it fail? Was engagement sustained over time? If not, why?
Engagement Challenges	**What would you identify as your district's three primary challenges when it comes to school-community engagement?** Consider your capacity to engage, points of contention in your community, constituencies or stakeholders with whom your relationship could be strengthened, etc. 1. 2. 3.

Engagement Vision	**What impact do you want to achieve organizationally, culturally, instructionally, and otherwise?** What is your definition of engagement? Who stands to benefit from engagement and how? What will "engagement" will look like in practice? What positive outcomes would you like to see for students, families, teachers, and community members?
Entry Points	**What are three entry points for exploring, testing, and practicing stronger engagement?** What policies, programs, or practices could be improved with stronger engagement? What is your rationale for prioritizing the entry point? Entry Point 1: Description/Rationale: Entry Point 2: Description/Rationale: Entry Point 3: Description/Rationale:

Stakeholders	**Who needs to be involved?** For each strategy: Who will be affected by it? Whose voices should be included in the planning process? Who can help make the strategy happen? Entry Point 1: Entry Point 2: Entry Point 3:
Outreach	**How will you make involvement feasible for the groups or individuals identified above?** When will you hold meetings? Where will those meetings take place? Will you provide participants with stipends, food, childcare, or transportation? **How will you reach out to marginalized voices and make sure they are at the table?** Which groups in your community have not historically been involved? Do you have a weak or troubled relationship with any community groups? Are language and/or cultural barriers a challenge?

If so, who can help you reach them? Who can you ask to spread the word to various stakeholders? What student, parent, community, or cultural leaders can be enlisted to provide assistance?

Timeline	**Entry Point 1:** Planning (Month/Year): Implementation (Month/Year): Point Person(s): **Entry Point 2:** Planning (Month/Year): Implementation (Month/Year): Point Person(s): **Entry Point 3:** Planning (Month/Year): Implementation (Month/Year): Point Person(s):