

BUILDING HOPE

# IMPACT

SUMMIT & AWARDS

## COMMUNITY ENGAGEMENT CRITERIA

Excellent Community Engagement looks like a charter school that is an integral part of the community. It is one who has partnerships with businesses, municipalities, and other outside local agencies to not only benefit their students but also their neighborhood.

This school also excels in serving their internal community of parents, teachers, staff and students around the mission of the school and a spirit of community responsiveness.

The IMPACT Community Engagement makes is seen in the opportunities that arise for students, beyond academics. Are there internships with local businesses? Does the community rec center provide a chance to swim? Do mentors come into the school to aid students in their development? Are there events open to the community, and does the school participate in local events? Do the students organize initiatives to serve their internal or external community?

Is the internal community one committed to working together to solve real and pressing issues for students, their families, and in the world? Have the volunteers, staff, and faculty banded together to serve the students and families? Is there a healthy relationship between families and staff? Does the school reach out and solicit input from families, and do they reciprocate?

The ideal Community Engagement school demonstrates both internal and external and instills a cooperative community spirit in its students and supports it with their curriculum.

### **IMPACT**

Outside school activities and opportunities have been created to foster student success and happiness. The school participates in community events and invites community members to the school to work and/or play together. Families, students and faculty have a voice and participate in creating and maintaining a vibrant community that serves the needs of a diverse student base. True diversity honors and serves a student as an individual person to create equity.

Community Engagement grant applicants will provide documented support that their efforts in outreach, partnership, and collaboration with their community stakeholders has created a better educational experience for their students and support for their families. Outside voices from the community about the impact the school has had are required, as well as evidence that the internal community is robust from multiple perspectives, include families and students.

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## **PROGRAM**

The school's curriculum is seamlessly interwoven with Community Engagement ideals. There are specific, identifiable, outreach activities in place with the distinct aim of enhancing community engagement both inside the school community and outside in the local community.

The efforts at community engagement target multiple stakeholders: parents, students, community leaders, neighbors, teachers, administrative staff, volunteers, and/or local businesses. Intentional support of the value of diverse individual contributions in a community is woven into the fabric of the program.

Support for how diverse individual students have benefitted directly from a robust community, along with a plan on how to increase the impact constitute the highest level of success for the IMPACT criteria in Community Engagement.

## **LEADERSHIP**

The leader proactively pursues positive community engagement inside and outside the school campus. They incorporate diverse voices from their parent, student, and faculty stakeholders in co-creating a supportive culture. They communicate the goals, vision, and purpose of community engagement effectively.

Commitment to the goal of community engagement should be multi-faceted. Both internal and external efforts, as well as effort to personally engage each segment of the school community. A commitment to seeing the effort through, despite any obstacles, needs to be demonstrated.

“Walking the walk” is a critical piece of being a leader with integrity. Putting the student needs first, operating one's school with impeccable financial responsibility, and always striving for improvement are qualities of a leader with integrity. Modeling the behavior a leader most wants to see in the students and pushing forward on one's goals with the golden rule at heart are qualities of a leader with integrity.

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## **GROWTH**

A clear plan for how a school plans to increase their community reach in depth and breadth should be either in place or about to launch. A critical look at efforts that were not as effective and a statement of what was learned and how a program was refined demonstrates growth.

How future initiatives will be funded, staffed, and executed needs to be clearly delineated and supported by research, data, and/or other outside support to ensure best practices and the highest potential for success.

The future plans should not only be practical, but also inspirational. Long-term visioning provides a guiding star for a school to look to when making decisions about the future. The ideal should be a known quantity, and a path to get there needs to be developed, with the understanding that testing-and-adjusting is an integral part of true growth.

## **SUPPORT**

For Community Engagement, direct support from the outside community (Mayors, business partners, community organization leaders, neighbors) and internal community stakeholders (parents, children, staff, teachers) is critical. Testimonials and verifiable quotes from diverse sources are important to prove the community engagement is currently effective.

Academic research, comparative studies, photos, videos and anecdotal evidence all serve to support the validity of the school's community engagement program and are welcome to demonstrate the program is, and will continue to be, effective.