

Appendix A: Community Engagement Framework

Community engagement can take many different forms and can evolve over time. This framework identifies four types of engagement: Outreach; Consult; Collaborate; Shared Leadership. Use the Community Engagement Assessment Worksheet to identify goals; primary audience; potential barriers, and strategies to inform and involve your intended audience before beginning your engagement process, then choose the appropriate level of engagement for your partnership.

There is no one right level of engagement, but considering the range of engagement and its implications on your work, is a key step in promoting community participation and building community trust. Regardless of the level of engagement, the role of both the community college and community partners as part of the engagement process should always be clearly defined.

Levels of Engagement			
Outreach (College Informs) The college initiates an effort, coordinates with departments and uses a variety of channels to inform community to take action. Uni-directional communication flowing from the college to the community.	Consult (College Consults) The college gathers information from the community to inform college-led interventions. Communications flows to the community and then back to the college. The college presents information, then asks questions and seeks input.	Collaborate (College & Community work together) The college develops relationships through improved communication and community involvement. Engage from two perspectives: as “the driver” and “the passenger.” Bi-directional communication that flows from both parties.	Shared Leadership (Share decision making authority) Stakeholders represented equally in partnership. College shares control with communities. Bi-directional communications with system that promotes transparency, and consistent, rigorous and open dialogue.
Characteristics of Engagement			
<ul style="list-style-type: none"> Primarily one-way channel of communication One interaction Term-limited to event Addresses immediate need of community 	<ul style="list-style-type: none"> Primarily one-way channel of communication One or more interactions Short- to medium-term Shapes and informs college programs 	<ul style="list-style-type: none"> Two-way communication Multiple interactions Medium to long-term Advancement of solutions to complex problems 	<ul style="list-style-type: none"> Two-way communication Multiple interactions Medium- to long-term Advancement of solutions to complex problems
Strategies			
Media releases, brochures, pamphlets, outreach to vulnerable populations, ethnic media contacts, translated information, staff outreach to residents, new and social media	Focus groups, interviews, community surveys	Forums, advisory boards, stakeholder involvement, coalitions, policy development and advocacy, including legislative briefings and testimony, workshops, community-wide events	Co-led community meetings, advisory boards, coalitions, and partnerships, policy development and advocacy, including legislative briefings and testimony

Engagement Level Examples

Outreach — College Informs

- A. **Find Your Future Fair:** The college signs up to participate in Find Your Future Fair at a local high school. Outreach staff provides information to attendees, answers questions, and provides follow-up to those who are interested. This is primarily one-way communication initiated by the college.
- B. **Register for a full course load campaign:** The college develops a campaign to encourage new students who have recently graduated from high school to register for a full-course load. Materials are created and distributed by the college to high school prospects, and new students.

Consult — College Consults

- A. **Website Improvement Focus Group:** As part of the college's plan to improve its website, staff reaches out to area high school counselors to recruit students to participate in the focus group. Focus groups are held at the high school as it is difficult for high school students to leave their campus for an event at the college. College staff engage in a dialogue with student to gain insight into how they perceive the website and the college.
- B. **Community Meeting:** The college holds a community meeting to collect feedback on a proposal to conduct a pilot project that offers college tuition to seniors at a specific college. If successful, the program could be expanded to other communities. The college considers students who would be most likely to benefit from this program and holds meetings that encourages those who are most likely to be affected to attend.

Collaborate — College & Community Work Together

- A. **Increase relationships and enrollment among Spanish speaking population:** The college works with local organization that serves Spanish speakers in the community to conduct outreach to inform this community of opportunities at the college such as English for Speakers of Other Languages, and IBEST. The parties agree to assign a community liaison who speaks Spanish to conduct the outreach on behalf of the college. In turn, the college identifies or hires Spanish-speaking staff to respond directly to inquiries.

Shared Leadership — Shared Decision Making Authority

The college works with local Collective Impact non-profit to establish a College Bound program, where community members working for the non-profit lead the efforts with guidance and buy-in from the college.

Framework Diagram

