

The title is centered and surrounded by six light purple circles. Two circles are positioned above the text, and four are positioned below it. The circles are arranged in a staggered pattern, with two in the top row and four in the bottom row. The text "Community Support Goal Team" is written in a bold, black, sans-serif font.

Community Support Goal Team

June 18, 2007

Community Support Goal Team

- Charge
- Members
- Vision
- Comparables Analysis
- Phone Survey
- Recommendations

Community Support Goal Team

- The Community Support Goal Team's charge is to recommend a strategic communications plan in order to enhance community support for the Wayland Public Schools system.

Community Support Goal Team

- Barb Fletcher – SC Rep
- Jean Tower – Admin Rep
- Jane Ezbicki – Admin Rep
- Peg Ingolia – Community Member
- Ellen Chasen – Community Member
- Alexia Obar – Community Member
- Rebecca Chasen – Community Member
- Allan Chasen – Community Member

Community Support Goal Team

- The vision for the Goal Team is to build bridges with the community, by reaching out to them with a personal touch.
- To determine how best to achieve its vision, the Team agreed to conduct:
 - Comparables analysis
 - Phone survey

Community Support Goal Team

- The Team contacted the following school districts:

Brookline	Lincoln
Carlisle	Needham
Concord	Sherborn
Dover	Sudbury
Lexington	Weston

- The peer communities' efforts included:

- Annual performance report from school administration
- Written pieces in newspapers
- School bulletins
- Website postings
- Neighborhood newsletter *
- Video *
- Community member teaching a class *
- Targeted communication, around specific issues or groups
 - community coffees at library
 - newspaper articles
 - SC sponsored meetings
 - guest speaker (e.g MA Budget and Policy Center) *

Community Support Goal Team

- The goal of the phone survey was to learn what is the best way for us to connect with the community and what is the best way for the community to connect with us.
- The Team developed a 10 question phone survey, asking questions about respondents how they currently receive information and participate in the schools and how they would like to in the future.
- Nine high school students from Jim Page's business class conducted the phone survey.
- 120 phone surveys were completed and analyzed.

Community Support Goal Team

- The demographic profile of the respondents are:
 - Evenly split between male and female respondents
 - 75% of respondents have children who attend or attended the Wayland public schools
 - 50% of respondents have school aged children
 - 35% of respondents have lived in Wayland between 5 and 15 years; 38% between 15 and 30 years

Community Support Goal Team

- When asked how they receive information about the schools,
 - 80% responded from a local newspaper
 - Of that group, 94% receive info from the Town Crier
 - 52% responded from electronic newsletters or listserves
 - 29% from Wayland eNews
 - 23% from School Listserves
 - 16% from Wayland Voters' Network
 - Less than 1% receive info from the SC listserve
 - 43% responded from school newsletters

A significantly higher percentage of respondents who have school aged children receive this information via electronic newsletters or listserves as compared to those respondents who do not have school aged children.

Community Support Goal Team

- When asked how informed they are in terms of school activities, curriculum or budget,
 - 53% feel they are well informed and 22% somewhat informed about school activities
 - 30% feel they are well informed and 21% somewhat informed about school curriculum
 - 46% feel they are well informed and 38% somewhat informed about school budget
 - Approx. 70% do not want to receive more information in any of these areas

37% of respondents who have children in public schools feel they are not too well informed about school curriculum. However, that percentage drops to 15% for respondents who have school aged children.

Community Support Goal Team

- When asked how involved or interested in participating in the schools,
 - 22% already volunteer and 59% are not interested
 - 38% already attend school activities and 33% are not interested
 - 2% already serve on a SC subcommittee and 78% are not interested
 - 5% of respondents who do not have school aged children volunteer in the schools and 13% attend school events

12% of respondents who do not have school aged children are interested or somewhat interested in volunteering in the schools and 27% in attending school events.

Community Support Goal Team

- When asked what is the best way to hear their opinions,
 - 38% responded via a community forum
 - 48% responded via letter
 - 62% responded via email

80% of respondents who have school aged children would like to express their opinions via email.

Community Support Goal Team

- The Goal Team recommends the school district follow a multi-faceted approach
 - Dedicated space in the Town Crier
 - E-newsletter
 - Direct mail postcard
- Every piece of communication should have a way for the community to act upon the message (e.g phone number to call)
- Supports the Team's vision to build bridges with the community, by reaching out to them with a personal touch

Community Support Goal Team

- Community Engagement: Why Communities Need It Now More Than Ever
 - Community engagement is probably easier to understand for what it isn't. It isn't public relations, it isn't political advocacy. Both of those areas are important and necessary. But their primary purposes are, respectively, to inform people about something or to enroll them in doing something.
 - "The primary purpose of engagement is for organizations, institutions, leaders and the community itself to listen and learn," declares David Moore, vice president of Collaborative Communications, in a new publication from the Foundation for Orange County (Fla.) Public Schools, a local education fund. "The act of coming together to express aspirations, concerns and opinions and to listen and learn about what others have to say generates trust, connections, clarity and over time direction for action. That is how I would start a definition of community engagement."
 - Most people agree that helping children succeed is everyone's responsibility. The problem is if they aren't a parent or a teacher, we don't really give them much to do to act on that responsibility other than pay taxes and vote.
 - **If we want people to be engaged, we have to create tangible opportunities and structures for them to do things.**
 - This means organizations and institutions have to work differently and it means we have to help citizens learn new skills to act on the responsibility. We have spent a long time telling people they didn't need to do anything else but vote and pay taxes. And now that we want them back involved, we have to work at it over time to make it work.
 - The good thing is that when we stop and listen and give people a chance to talk about their hopes and dreams for their community and the kids in the community, they get excited about the possibilities and want to act and they also want to see institutions act to make things better.