



# Community Consultant Compensation

This guide aims to serve as a walk through and resource for district teams looking to move their stakeholder engagement work into a place of sustainable best practices for stakeholder engagement. The goal of stakeholder engagement must not just focus on feedback but focus on larger and longer term goals. Stakeholder engagement's core purpose should be **to create and maintain inclusive pathways for communities and stakeholders to influence policies and practices**. One powerful method of building and maintain those pathways for authentic and inclusive engagement is to compensate our community consultants for the intellectual, social, cultural, and emotional wealth that they are sharing with the district.

This guide includes multiple ways and means of approaching unique compensation methods. Will help you imagine and outline a sustainable model for your community consultant systems, and get you started on how and what paperwork or legal knowledge you must have to appropriately compensation your consultants.

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# Valuing the Labor of Our Community

## COMPENSATION MODELS FOR SPS COMMUNITY CONSULTING

### STEP 1. FORMALIZED ROLE AND RESPONSIBILITIES

Centering the personal, political, and career success of our families is paramount to our success as partners for our families. We can honor their labor and contributions by providing proper titles, clear roles, expectations, and timelines for their work.

Ex. “**Operations Community Consultant** will serve for a total of 6 hours between may – June 2021. Their role will be serving as a consulting voice on a focus group centered on the language used in bathroom facility policies, and decisions on which gender-neutral signage to purchase for facilities aligned with the new policy language.” As we are in this example we should be clear, time bound, and assert the work at hand. This helps us understand our relationship to our consultants and helps guide our work with them. In your planning decide if they need prerequisite experiences, cultural proximity, or education to be a fitting consultant and ensure you state that clearly. Include stating the inverse as well “no prior experience, only interest in policy is needed.” You can state in recruitment “Personal experience with non-binary, trans, and gender diverse rights and accessibility issues are highly valued in this role.”

Finding ways to name the role and who would fit it in the most accessible and welcoming way possible will improve the diversity of community that would be interested in engaging.

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Titles for Participants Roles & Responsibilities rather than “parent, youth, teacher..”

- ❖ Examples: Family Connector, Mentor, Liaison, Advisor

Certificates for Trainings and Milestone Hours Completed

Internship Pathways and Clear Project Leadership Roles

Volunteer Paperwork System

- ❖ Records for Reporting to Future Job Inquiries
- ❖ Accountability to Retention & Recruitment Diversity
- ❖ Go towards longevity with SPS if formally hired

## STEP 1A. REFLECTIVE EXERCISE WORKSHEET

Target Audiences to recruit for role:

What work/volunteer experience do they need to be informed in their role:

What cultural experience do they need to be informed in their role:

What linguistic experiences do they need to be fluent in for their role:

What languages can you support in this project:

You know who and why you want to recruit your community consultant. Now how do you KNOW that their voices will be integrated and exercised in the process that you have invited them into?

Who are the stakeholders inside and outside the district that are apart of the decision makers beyond yourself and these community consultants? If these consultants are doing a focus group, where does the report for that go and what accountability is there ensure the decisions makers listen to the focus group?

## STEP 2. COMPENSATION PLANNING

### 2A. ACADEMIC COMPENSATION:

Local University & CCs for College Credit

- ❖ Family University is an Existing Model
- ❖ Seattle Promise & Running Start Partnerships
- ❖ Certificated Seattle Civic Engagement Program

SPS School Credit in Civics, Government, and Electives

Service Learning Hours For Graduation

- ❖ 60 Hours Per Scholar

High School 21 Partnerships

### 2B. FINANCIAL COMPENSATIONS

Gonna put some info here to hold space

### 2C. TRAINING & HONORS COMPENSATIONS

## STEP 4. VISIBLE COMMUNITY HONORING & SUPPORTING LEADERS

Now that you know who you want to recruit, what they are going to be doing, when they will do it and what authority they hold in their decision making -your next step is to figure out how you will be honoring their work and contributions. This is the next step of power sharing your “expertise” and shifting the power dynamic of us vs them to a collective “we designed/we decided/we challenged...” dynamic.

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Community Leaders Website to Highlight & Name  
Network Building Opportunities

Beginning of Year Onboarding & Introductions

End of Year Gathering & Celebrations

Honored Guest at Events

Cohort Design for Shared Leadership & Sense of Belonging (possible natural mentoring)

## JUSTICE CENTERED ENGAGEMENT

Community Service Hours  
Partnership with Deferral Programs  
Youth Reentry Job Seeker Partnerships  
Interagency Connections  
Reintegrating GED and SPS Pushed Out Scholars

## AFTER LONG TERM COMMITMENT EXIT INTERVIEW, COLLEGE & CAREER SUPPORT:

Resume and Career Coaching Session / Mentorship from Point Person  
Letters of Recommendation Commitment after Successful Completion  
Certificates for Trainings and Projects Completed  
Scholarship & Americorps Pathway Partnerships  
Exit Packets and Upcoming Opportunities/Pathways for Further engagement

## LONG TERM LEADERSHIP & RELATIONSHIP DEVELOPMENT

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Create Community position in internal hiring committees  
Intern/certificate/connectors hiring scoring process  
Create Community Positions on all Committees and taskforces  
Explicit Naming of Co-Researchers in Policy & Procedure Design

## MONETARY EXPENSES

### SAMPLE CALCULATING MONETARY COST AT \$15 HOURLY SEMESTER LONG

Timeline for Commitments via SPS Semesters

- Semester 1 September 4 - January 27
- Semester 2 January 29 - June 18

Hours per week: 5 x 20 weeks of Work per semester + 10 training Hours

Total hours per Person: 110 hours per semester

\$15/Hour = **\$1650 Per Person Per Semester**

## CALCULATING MONETARY COST AT 20 HOUR STIPEND

20 Hour Commitment for Panels, Meetings, and Co-Researching

20 hours x \$15/hour = **\$300 Per Project Stipend**

Roughly one project at 5 hours per week for four weeks= 20 hours

## CALCULATING GIFT CARDS

Gift Cards should be Equivalent to a \$15/hour wage and be selected by the recipient based on needs, access, and interests. People of Color and Women Owned Organizations and Businesses will be given Preference when purchasing gift cards, services, and goods.

## REFLECTION QUESTIONS:

Compensation limitations due to conflicting economic barriers:

- ❖ Can stipends go towards that rather than hourly?
- ❖ Can immigration justice nonprofit partnership help fund/support if there's barriers?
- ❖ Compensation for folks with income limitations
  - ❖ Welfare, Disability caps, etc.

Are there Limitations on Justice Impacted Recruitment?

Where could funding be streamlined from or given a multiyear commitment from?

How do we give bi/multicultural expertise, multilingualism, and intersectional diversity as the focus of these initiatives?

Who gets invited to be paid, why and when, where is the threshold?

How do we ensure we centering equity in compensation and not falling into conflict of interest clashes?

Should we use an income sliding scale model we should use to center economic equity?

Where does coordination and centralizing the work somewhere like stakeholder engagement to make this systemized sustainably?

How do we name the problem and how does this solve this?

- ❖ Emotional labor
- ❖ Economic equity & justice
- ❖ Diversification of our workforce
- ❖ Racial Justice

For internal workgroups/staff should this also apply to equity work above and beyond in regard to nonmonetized compensation? Ex. Naming the extra racial equity work leaders outside of scope to advance the careers/build retention still focusing on those furthest from economic and racial justice?

#### **EXPLORING FUNDING PATHWAYS:**

Central Fund would be ideal so that it can be equitable, transparent, and systematized sustainably.

- ❖ Accepting CBO partnerships
- ❖ Accept Gift Cards Collect for Focus Groups and Emergency Aid
- ❖ Accountability & Responsibility Centralization
- ❖ Scholarships Partnership –
  - Can we get a school to partner for a scholarship endowment?
  - What would be the threshold of involvement to apply to scholarship?
- ❖

The Culture doesn't believe we compensate, the Practice doesn't compensate, the policy doesn't (compensate for specific way of being involved) but the legal limitations of the money aren't there. There will need to be work to tie these together.

Funding Type	Paid	Family Member	Youth	Certificated Staff	Uncertificated staff	Organizational Partner
Grant Funds						
Hiring Process:						

Compensation type

	Paid	Family Member	Youth	Certificated Staff	Uncertificated staff	Organizational Partner
Gift Cards						

The money shuffle, personal services contract for a organization (like parks and rec) and then they paid the students.

**Systemic Recruitment**

How do we integrate youth leadership promotion that might not be easily reached?