Agenda

» Section 1: Module Overview

» Section II: Start the Conversation

» Section III: Make it Clear

» Section IV: Engaging in a Meaningful Way

» Section V: Data Equity Walks

» Section VI: Survey

» Section VII: Questions & Answer
Section I: Module Overview
I. Housekeeping

» Recorded webinar and presentation slides posted on CCEE website at www.ccee-ca.org

» CCEE Make It Meaningful Tool Kit contains:
  
  • Downloadable and editable PowerPoint presentation also available

  • Multimedia resources featured in presentation

» All participants may submit questions via the chat feature
I. Presenters

» Daniel Thigpen, Communication & Community Engagement Director, Folsom Cordova Unified School District

» Ian Hanigan, Chief Communications Officer, Orange County Department of Education

» Fermin Leal, Communications Specialist, Orange County Department of Education

» Najla Gomez Rodriguez, Capacity Building Manager, Californians For Justice

» Anthony P. Chavez, External Relations Manager, Ed Trust-West

» Ana Tintocalis, Sr. Outreach/Communications Manager, CCEE
I. Purpose

» Understand what is “authentic engagement”

» Provide "how-to" communication strategies that enhance in-person engagement at LCAP stakeholder meetings
I. Objectives

The objectives of this training are to:

» Understand the importance of defining what “authentic” means before in-person engagement takes place

» Learn how to communicate to engage vs. communicate to inform

» Explore practices and strategies that can lead to more meaningful in-person engagement
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<th><strong>Today is...</strong></th>
<th><strong>Today is not...</strong></th>
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<tbody>
<tr>
<td>An opportunity to get &quot;how-to&quot; communication strategies that enhance in-person engagement at LCAP stakeholder meeting and build greater awareness about CA School Dashboard results</td>
<td>An overview of accountability requirements for the Dashboard and the LCAP Template</td>
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<td>A chance for attendees to review resources that may be helpful in trainings and stakeholder meetings</td>
<td>A deep dive into the nuances of LCAP approval</td>
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<tr>
<td>A time for attendees to consider how to engage in an improvement cycle, taking into account local circumstances</td>
<td>A review of a uniform, prescribed process for all LEAs to use throughout the school year</td>
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I. Webinar Considerations

» Considerations focus on communication strategies that enhance engagement on the LCAP and build greater awareness about CA School Dashboard

» Considerations are not requirements

» Attendees may use, modify, or disregard considerations

» The CCEE is not endorsing or promoting any particular product, organization, or service, but we are including recommendations in this module and the CCEE Toolkit that could support efforts
Section II
Start the Conversation
II. Assess the Culture

Your system culture will influence:

1. How you select strategies for success

2. Your ambitions: Start small, or go big?
II. Assess the Culture

CONSIDER THIS:

• What are your Superintendent and Board attitudes on transparency?

• Is your Cabinet comfortable in healthy tension during decision-making?

• Is measuring trust and awareness among stakeholders an organizational habit?
II. What Experts Say

Our success is dependent on stakeholder trust and support:

• Partnership and student academic achievement are closely linked

• Families and community can help schools overcome the challenges they face

People support what they help create.

Karen Mapp, Ed.D. - Beyond the Bake Sale
II. What Experts Say

Systems that build community believe:

- Bringing people together to discover and stretch their thinking drives robust decisions.

- Debate creates transparency, trust, and drives clear direction the team can effectively execute.

*Liz Wiseman - The Multiplier Effect*
II. Critical Cabinet Questions

CONSIDER THIS:

• Do we believe the LCAP is a statement of our priorities for closing the achievement gap?

• Have we sought solutions from stakeholders or presented solutions to stakeholders?

• Do we know deeply our unique, local needs? How do we know it?
THE LCAP AS A TWO-WAY COMMUNICATION TOOL

1. Provides districts with opportunity to explain to students, parents, teachers, and community stakeholders how and why programs and services were selected.

2. Provides students, parents, teachers, and the community with a voice in district planning to ensure that programs and services meet the unique needs of the community.
II. Creating a Common Language

CONSIDER THIS:

• What does engagement look like?

• Who participates? What voices are needed and why?

• How do we know we’ve created a safe space for honest questions and criticism?
II. Finding Your “Why” & Creating a Plan

CONSIDER THIS:

• How do we clearly define and engage ALL stakeholders?

• How do we ensure all stakeholders understand their purpose and role?

• How do we differentiate our tools to capture stakeholder input and feedback?
II. Finding Your “Why” & Creating a Plan

- How do we measure and evaluate impact of stakeholder engagement?

- How will stakeholders know the system acted on their input?
Section III
Make it Clear
III. What Is the LCAP?
III. What We’re Up Against

The average attention of a goldfish = 9 seconds

Average attention of content consumers = 8 seconds*

* Study from Microsoft Corp.
Think like a parent or busy community member.

• What would you want to see?

• Why does this matter?

• Why should I care?
III. Communicating to Engage

CONSIDER THIS:

• Does all of this make sense to parents and community members who don’t closely follow the district?

• Are there terms that are difficult to understand?
III. Words to Avoid

Local Control Funding Formula
LEA
Local Control and Accountability Plan
Curriculum
MTSS
Scaffolding
Equity
Revenue Limit
General fund balance
Instruction
Positive certification
Per-pupil spending
First interim
Learning management system
Differentiated instruction
Whole child
PBIS
Standards-based assessment
Key performance indicators
III. Keep it simple

“We are asking for your input to help determine how our district invests its limited dollars and prioritizes its goals, actions and services.

“For example, you can help decide whether our district directs more resources toward after-school programs, mental health services or technology.”
III. Consider your audience

“Why even call it an LCAP?”
III. Survey Strategies

Irvine Unified issues a “school funding survey” to draw stakeholder interest.

Irvine also created long and short surveys, recognizing that most parents don’t want to spend 25 minutes taking a survey — but some do.
III. Survey Strategies

Brea Olinda Unified School District

Brea Olinda Unified utilizes the survey tool Thoughtexchange, which allow for more interaction and open-ended dialogue.
Monterey Peninsula Unified invites the public to come to community engagement meetings or participate in surveys with messages such as "Your input matters" or "Join the conversation."
III. Town Hall Meetings

Other districts have held town hall meetings and set up booths for each priority area. This allows the public to ask questions and explore areas of interest.

Opportunities include:

• Open Houses
• Back-to-school nights
• School fairs and events
III. Be Clear About Intentions

• If there’s an area your district intends to pursue regardless of survey results, be open about it. Consider targeted questions to drive input.

• Let the community know they’re helping determine district priorities.
Infographics can be effective. But some are overwhelming or overcomplicated, forcing readers to work even harder. Keep it simple and give stakeholders an option to dive deeper.
III. Sharing Your Results

For Executive Summaries, put yourself in the shoes of someone who is absorbing this information for the first time.

- Use bullets to make important points stand out
- Use subheadings to break out key sections
- Focus on one idea per paragraph
- Keep it simple
III. What Would Apple Do?

iPad

Like a computer. Unlike any computer.

If the computer were invented today, what would it look like? It would be powerful enough for any task. So mobile you could take it everywhere. And so intuitive you could use it any way you wanted — with touch, a keyboard, or even a pencil. In other words, it wouldn’t really be a “computer.” It would be iPad.

Starting at $329
Section IV
Engaging In A Meaningful Way
IV. Grassroots Engagement

Who is Californians for Justice?

At Californians for Justice, we believe that young people are the leaders we need to create the healthy, just and thriving schools all of our communities need. We ensure that students have the opportunity to grow as leaders to improve their education.
IV. Systems for Genuine & Robust Community Engagement

DECISION-MAKING BODIES:
School District + Stakeholder Committees (LSAC, DAC/DELAC, etc.)

- Site Engagement / School Site Councils
- LCAP Survey
- LCAP Community Forums / Town Halls / Workshops
IV. Best Practices for Engagement

**Student LCAP Advisory Committee**
- Student LCAP Advisory Committee meets 4 times a year (4 hours each) with an ultimate goal of creating LCAP action item recommendations focused on improving school climate. *3 students from each site representative of LCAP Target Groups (LI, FY, ELL)*

**LCAP Site Engagement**
- Site Engagements happen at every high school. This upcoming year they will focus on an area identified by the school site that aligns with LCAP Goals.
  - *2017-18: Over 780 attendees, average 60 per site.*

**East Side Union High School District**
IV. Best Practices for Engagement

SPOTLIGHT: East Side Union High School District

Success story: LCAP Survey went from 800 responses in 2017 to close to 6,500 (82% student responses) in 2018.

Key Takeaways:
• Clarity in purpose: how will the data be used?
• Student and family ownership: Student Advisory Committee played a key role
• Set and share standards of engagement across schools
IV. Best Practices for Engagement

Expanding Capacity: Collaboration with Community-based Organizations

- OUSD partners with a coalition of community based organizations - HOW?

- Partner organizations include: Bay Area PLAN, Black Organizing Project, Californians for Justice, Oakland Community Organizations, Public Advocates, and Youth Together
IV. Best Practices for Engagement

SPOTLIGHT: Oakland Unified School District

Expanding Capacity: Collaboration with Community-based Organizations

As a result:

- Improved LCAP stakeholder engagement meetings
- Meaningful feedback to inform LCAP revisions
- Additional capacity (Ex: Dashboard training for PSAC)
- State level advocacy
IV. What next?

Invite Californians for Justice to facilitate workshops and support you in the following areas:

• Student Voice and Shared Decision Making
• Facilitation and Process Leadership
• Equity and Relationship Centered Schools
Section V
Data Equity Walks
V. Data for the People

Who is the Education Trust-West?

The Education Trust–West is a nonprofit educational equity organization focused on closing opportunity and achievement gaps through research, data, policy analysis, and advocacy.
V. Data for the People

Data Equity Walks are a 45-90 minute activity for any audience that help participants:

• Engage with education data to discuss equity issues
• Develop focus and urgency for educational equity through a shared understanding of the data
• Discuss inequities in data with no prior experience with education data required
• Connect the lived experience of education to the data by bringing data directly to those most impacted
V. Data Equity Walks in Action

- Build capacity of community with clear data displays
V. Planning & Preparation

CONSIDER THIS:

• Who’s my targeted audience? Do I need to translate materials?
• What’s my audience’s familiarity with education data?
• How much time and space do I have?
• Stay inclusive and solution oriented
• The fine art of facilitation
V. Final Thoughts

CONSIDER THIS:

• Be open to crucial and courageous conversations

• Honest dialogue builds the trust needed for success

• Include narratives or bright spots to prevent “gap gazing”

• Be mindful of everyone’s perspective and focus on shared goals

• Data for the People!
Section VI
Question & Answer
**CCEE’s Make It Meaningful Toolkit**

» Orange County Department of Education  
  Video: What is an LCAP?

» Californians for Justice  
  Handouts:  
  - LCAP Community Engagement Framework  
  - LCAP Student Survey Collection: Best Practices

» Education Trust-West  
  Data Equity Walk Tool Kit

» CA Collaborative for Educational Excellence  
  Podcast Interviews:  
  - Folsom Cordova Unified’s Story  
  - OCDE’s Approach to ‘Make it Clear’
Acknowledgements

» CA State Board of Education
   Janet Weeks, Communications Director

» CDE Foundation
   Neetu Balram, Communications Director

» CA Department of Education
   Bill Ainsworth, Communications Director

» Tulare County Office of Education
   Charlene Stringham, Asst. Superintendent of Instructional Services
   Martin Frolli, Leadership Support Services Administrator II
## Contact Us

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