Stakeholder Engagement

Resources curated in collaboration with the System of Support

Solicit Stakeholder Feedback

Describe efforts to solicit feedback from students, families, educators, and other stakeholders.

- Guiding Question: How are we connecting and getting feedback from students, families, educators and other community stakeholders?

Strategies to consider when engaging stakeholders:

- Identify stakeholder feedback already gathered as part of planning for reopening since the response to COVID-19
- Identify diverse stakeholders and the most appropriate form of outreach to solicit feedback (including students, family, staff, community members,local health officials and more)
- Differentiate outreach strategies as needed to ensure contact with stakeholders, increase validity of responses and represent diversity of perspectives
- Summarize stakeholder feedback using visual displays (charts/graphs)
- Make meaning of feedback by identifying trends and patterns to inform plan development
- Track targeted areas into which feedback was incorporated in the final Learning Continuity Plan

Considerations for engaging all stakeholders:

- Educators are culturally responsive and reach out to families to build partnerships
- All families feel welcome and respected at their child's school
- Educators and family leaders jointly plan and lead family engagement activities
- Family engagement activities are aligned with district goals for student outcomes, focused to ensure continuity of learning, and address the impact of COVID-19 on pupils, staff, and the community
- Families and educators engage in two-way communication about what effective instructional models and social emotional supports for students, families, educators
- Family engagement activities help families to provide support for learning in multiple environments (virtual, hybrid, and in person)

Tools and Resources (may need to be adapted for a virtual environment):

- The Family Engagement Toolkit: Continuous Improvement through an Equity Lens developed by the CDE is organized into several sections that include key questions for a district family engagement team consider, along with equity questions to help the team apply an equity lens, to dig deeper and strengthen the engagement of all of the diverse groups of families in the district.

- [Reframing Family, School, and Community Engagement: A Communications Toolkit](#) from Frameworks designed to collectively build the understanding and support we need to change the narrative around family, school, and community engagement.
- To assist LEA and school leaders as they engage stakeholders to effectively implement, [Meaningful Local Engagement Under ESSA](#) includes a set of engagement resources tailored to meet the needs of specific constituent groups starting on page 15.
- [Tulare County Office of Education Learning Continuity and Attendance Plan Timeline](#) developed to ensure that LEAs meet all the necessary guidelines to engage with stakeholders, incorporate feedback, and submit the final plan on time.
- [Tulare County Office of Education Stakeholder Engagement Process Guide](#) was developed to help LEAs plan for stakeholder engagement within the compressed timeline of the Learning Continuity Plan and Attendance Plan. It is offered to support LEAs in the development of their own customized stakeholder engagement process recognizing that all communities have different needs.
- Sample [Student/Family Engagement Tracker](#) to help school leaders and teams track frequency and modes of engagement with students, families, and other stakeholders.
- [Virtual Service Delivery Webinar Series](#) are free webinars and an online learning community that will explore how to manage the challenges posed by virtual service delivery and share strategies providers have found for building and sustaining strong relationships with families virtually.
- Sample tools for online engagement might include:
  - [Survey Monkey](#)
  - [All Our Ideas](#)
  - [CrowdGauge](#)
  - Google [Forms](#), [Hangout](#)or [Jamboard](#)
  - [Zoom](#)
  - [Mentimeter](#)
  - [ThoughtExchange](#)
  - Polling feature in social media platforms like Facebook, Twitter, and Instagram

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Efforts to solicit feedback from students, families, educators, and other stakeholders who do not have internet.

- Guiding Question: How are we connecting and getting feedback from families without internet access considering that students are not in school?

Strategies to consider when engaging stakeholders who do not have access to the internet include:

- Utilize the US Mail to send out information and postage paid response cards
- Deploy phone banks and text chains supported by other parents, staff, and

community members
- Distribute flyers with meal disbursement
- Support outreach by ELAC/DELAC members, daycare providers, libraries, expanded learning providers, and religious and other community groups
- Partner with other county agencies such as County Public Health
- Conduct home visits with social workers and resource officers using approved guidelines provided by CDC and County Health Officer
- Utilize essential businesses such as supermarkets, gas stations, and others to post announcements and information and request feedback

Efforts to solicit feedback from students, families, educators, and other stakeholders who speak languages other than English.
- Guiding Question: How are you connecting and getting feedback from families who speak languages other than English?

Strategies to consider when engaging stakeholders who speak languages other than English include:

- Accessing staff that matches the linguistic needs of your population
- Developing an ongoing relationship with community organizations
- Scheduling home-school communication including e-mails or phone calls in primary language of families
- Using social media, parent phone trees, and text chains
- Find out what translation and interpreting resources are available in your district
- Ask parents how they prefer to receive communication (phone, e-mail, text message, etc.)
- Ask parents which language they prefer - it may be English
- Be aware that translation websites might be imprecise or inaccurate

Tools and Resources:
- [Communicating with English Learners and their Families](#) provides suggestions for initiating and maintaining contact with families who speak languages other than English (Colorin Colorado).

Options for Remote Participation in Public Hearings

Provide and describe options for remote participation in public hearings.
- Guiding Question: What remote participation did we provide to participate in public hearings?

Strategies to consider when providing remote options to participate in public hearings:
- Before the meeting:
  - Post all document on the district website, post on social media, and send email communications
  - Enable various ways to provide input and comment on agenda items, including email, voicemail, online forms and surveys, and US Mail
  - Provide clear and specific directions for the stakeholders to easily access documents and provide comments in advance or live
  - Schedule time to test the software and processes before going live
  - Best practices call for documents to be translated for target languages, and that interpreters will be available to assist stakeholders in their preferred language
- During the meeting:
  - Provide various ways to access the public meeting including, but not limited to, teleconference, telephonically, or other electronically
  - Follow the agenda and monitor time to ensure the process moves forward in timely manner
  - Create a checklist for all staff participating in the public hearing
- After the meeting:
  - Schedule a debrief meeting immediately following the public hearing to capture all learning in a timely manner
  - Begin to analyze and synthesize all data collected quickly in order to better incorporate and respond to feedback collected

Tools and Resources:
- [Executive Order N-29-20 (3)](#) provides guidance on holding public meetings via teleconference or electronically to all members of the public.
- [How to Run Remote Public Meetings](#) from the Granicus Blog provides steps before, during and after remote public meetings.
- Determine the interaction with staff and between stakeholders when collecting data using the [Engagement HQ Tools Spectrum](#) from Bang the Table Engagement

Provide a Summary of the Feedback by Specific Stakeholder Groups

Provide a summary of the feedback provided by specific stakeholder groups. ● Guiding Question: What was the feedback of different stakeholder groups?
Strategies to consider summarizing the feedback by specific stakeholder groups: ● Summarize and synthesize data most relevant to continuity of learning and addressing the impact of COVID-19 on pupils, staff, and the community. ● Categorize data by different stakeholder groups

Aspects of the Learning Continuity and Attendance Plan Influenced by Stakeholders

Describe the aspects of the Learning Continuity and Attendance Plan that were influenced by stakeholder input. ● Guiding Question: In the plan, where did we include ideas and thinking promoted by stakeholder input?
Strategies to consider when incorporating stakeholder input into the final plan: ● Prioritize data most relevant to continuity of learning and addressing the impact of COVID-19 on pupils, staff, and the community. ● Honor diverse perspectives and needs when writing the final plan
Tools and Resources: ● CSBA recommends that "all stakeholders need to be able to trust in the stakeholder engagement process if they are to actively participate and continue to provide their feedback and support. This trust is increased when a board shares how stakeholder input was considered and incorporated in the decision-making process" in their May 2019 Governance Brief on page 4.