

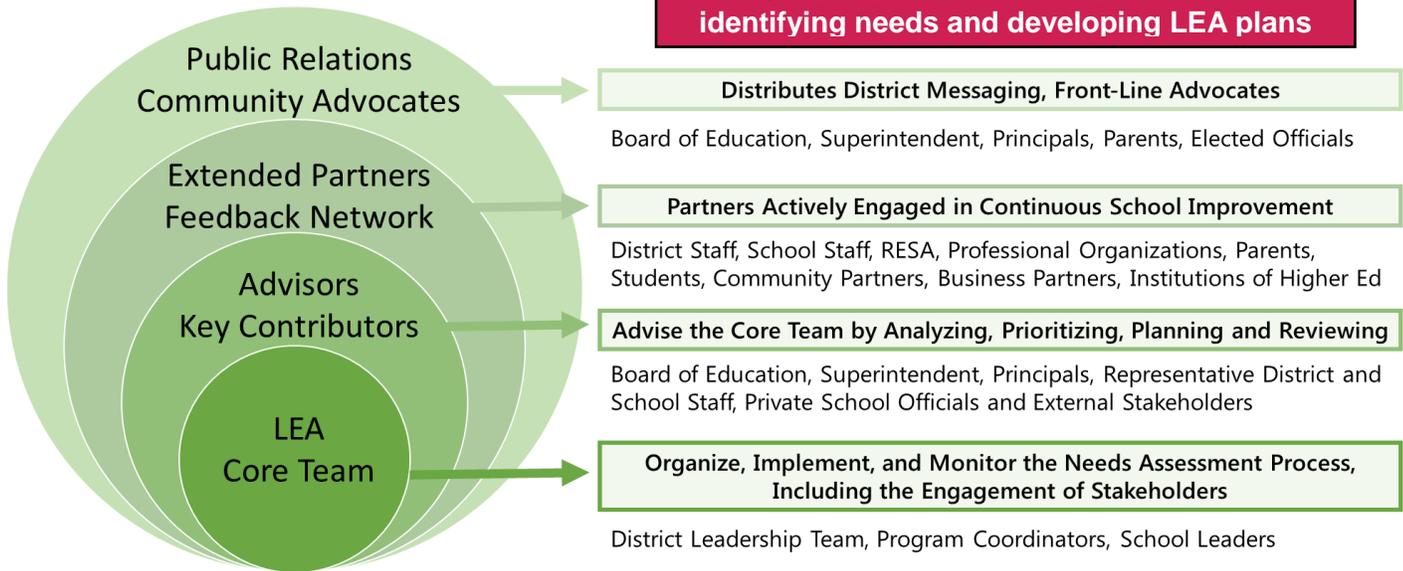
Georgia's Systems of Continuous Improvement Stakeholder Engagement

The Every Student Succeeds Act (ESSA) encourages meaningful consultation and ongoing stakeholder engagement that helps ensure that diverse stakeholders play a more active role in the comprehensive needs assessment process. Meaningful stakeholder engagement starts at the beginning of the process, when initial planning is getting started; not at the end, when a plan is nearing completion. The goal of meaningful engagement should be for stakeholders to leave feeling heard, informed and aware of how they can stay involved. Georgia's Systems of Continuous Improvement provide a framework to assist Local Education Agencies (LEAs) in engaging stakeholders throughout the improvement process.

Getting Started
<ul style="list-style-type: none"> • Do stakeholders know why they are being engaged? • Have stakeholders been asked how they wish to be involved? • Will they be able to provide substantive input? • How can the LEA ensure stakeholders come prepared? • Has the LEA ensured required stakeholders are involved? • How will the LEA ensure diversity of stakeholder groups? • Will there be different perspectives and solutions?



Stakeholders should be involved in identifying needs and developing LEA plans



CNA Materials that stakeholder groups require:

❖ <u>LEA Board of Education and Staff</u>	District and School Comprehensive Needs Assessment Data Profiles, Perception Data, Laws, Regulations, Guidance, Policies and Procedures
❖ <u>School Staff</u>	District and School Comprehensive Needs Assessment Data Profiles, Perception Data, Laws, Regulations, Guidance, Policies and Procedures
❖ <u>External Stakeholders</u>	Summaries of Academic Data, Perception Data, Discipline Data, Program Performance, Operational Data

Ongoing Engagement Best Practices

- Has the LEA identified ambassadors to (internal) and from (external) each stakeholder group?
- How will the LEA partner with internal and external ambassadors to ensure and assess effectiveness of engagement?
- Has the LEA established communication protocols for engaging with stakeholders?
- Have internal stakeholders been given training or guidance prior to working with external groups?

Engagement does not end when LEAs move from the initial in-put phase into the planning stage of the comprehensive needs assessment process. Continuous feedback is essential to creating buy-in from stakeholders. As LEAs hold public meetings, draft policies and plans, and ultimately make decisions about how they will support the LEA towards continuous improvement, it is beneficial to provide updates to stakeholders. LEAs should consider developing a communications plan that identifies who needs to be informed, at what stages, and how they are best reached. The U.S. Department of Education (USDE) encourages LEAs to communicate with stakeholders early and often. A robust communications plan leverages relationships with stakeholder groups and their members to reach a broader audience.

Stakeholder Engagement Methods	Stakeholder Engagement Considerations
On-Site or Virtual Meetings/ Forums	Customize engagement methods to audience
Interviews, Conferences and Roundtable Discussions	Ensure methods of engagement are accessible (translators, interpreters, physically accommodating)
Newsletter, Blogs, Emails and Text Messages	Vary dates (week and weekend) and times
Surveys and Focus Groups	Consider providing multiple childcare
Websites, Social Media	Schedule locations
Conference Calls and Online Chat	Publish online and in print
Webinars, Livestreaming	Ensure materials are accessible, succinct, engaging, and avoid educational jargon

Sample Meeting Agenda

- Sign-In and Materials Pick-Up
- Welcome and Introductions
- Establish Purpose
- Review LEA/School Data and Applicable Plans
- Discuss Successes and Challenges
- Identify Resources and Determine Solutions



USDE Reform Support Network

Sustaining Engagement

- Do stakeholders know how to access materials and where to direct questions?
- Has the LEA developed talking points for community advocates and LEA staff?
- Has the LEA created vehicles to continue to provide stakeholders with substantive updates on where it is in the planning process, key decisions and next steps?
- Has the LEA ensured that engagement strategies are useful and, if past engagement strategies were unsuccessful, what new opportunities will be created to build ongoing, meaningful collaboration?

References

- **June 2016 CCSSO Stakeholder Engagement Guide:** *Let's Get This Conversation Started: Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans*
- **June 2016 USDE Dear Colleague Letter:** *ESSA and Stakeholder Engagement*
- **December 2012 Reform Support Network:** *From "Inform" to "Inspire": A Framework for Communications and Engagement*
- **2001 USDE Migrant Education Guidance:** *New Directors Orientation*