

# THE STAKEHOLDER ENGAGEMENT IMPERATIVE

ENGAGE & PROSPER!

## 1. STRUGGLING

**Under-resourced, overburdened, disconnected.**

Educators know this well: Too much to do, not enough resources, and unrealistic expectations, resulting in frustration, discouragement, and maybe even apathy. Parents, teachers, administrators, the community - they all care, but they don't know how to help.



## 2. COOPERATING

**Informed, understood, and helping.**

Engaged stakeholders focused on clear goals will enhance school and student achievement, and is foundational to LCFF and the LCAP. Remember, "Many hands make light work." Cultivate participation in its various forms, and take advantage of the Best Practices below to make it easier.

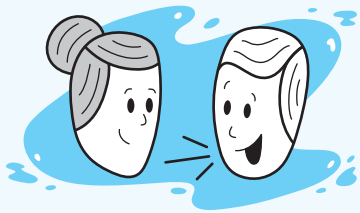


## 3. ACCELERATING

**Stronger schools, stronger students, stronger society.**

Quality stakeholder engagement results in: improved student performance, better behavior, more volunteer and community support, increased teacher performance and satisfaction, and strengthened collaboration and trust. A well-engaged educational community is the foundation upon which a strong society stands.





# Where are you on the ENGAGEMENT SPECTRUM



Use the measurement criteria below, checking all boxes that apply to your agency, to see how you are doing and what better might look like:

SPECIFIC LCAP ENGAGEMENT FUNCTION		MINIMAL	AVERAGE	EXCEPTIONAL
QUANTITY	LCAP Distribution	<input type="checkbox"/> @ Meetings	<input type="checkbox"/> + Website	<input type="checkbox"/> + School Sites, Emailed, Flyers
	LCAP Meeting Frequency	<input type="checkbox"/> 2x / year	<input type="checkbox"/> 3 x / year	<input type="checkbox"/> 12 x / year
	Meeting Location	<input type="checkbox"/> District Office	<input type="checkbox"/> + Some School Sites	<input type="checkbox"/> + All School Sites, In Community
QUALITY	Interaction Type	<input type="checkbox"/> One way communication	<input type="checkbox"/> + 2 way, with Q&A	<input type="checkbox"/> + Inclusionary, Probing Needs Analysis
	Stakeholder Interest Level	<input type="checkbox"/> Passive, Non-responsive	<input type="checkbox"/> Mildly Responsive	<input type="checkbox"/> Active Understanding, Enthusiastic
	Methods of Communication	<input type="checkbox"/> Lengthy Text Document	<input type="checkbox"/> + Presentations	<input type="checkbox"/> + Concise Infographics, Videos
	Language Translations	<input type="checkbox"/> None	<input type="checkbox"/> + LCAP Documents *	<input type="checkbox"/> + Translators @ Meetings
	Meeting Attendance Incentives	<input type="checkbox"/> None	<input type="checkbox"/> + Free Food	<input type="checkbox"/> + Childcare
REACH & RESPONSE	Active Stakeholder Groups	<input type="checkbox"/> LEA staff, Governing Board, Bargaining Units, Parents, PAC, Students, ELAC* & DELAC*	<input type="checkbox"/> + SSC, Student Advisory Groups, Advocacy Groups	<input type="checkbox"/> + Community Partners, Local Business Leaders, General Public
	Stakeholder Response to Agency	<input type="checkbox"/> None	<input type="checkbox"/> < less than 25% Response Rate	<input type="checkbox"/> > more than 25% Response Rate, Detailed & Prioritized
	Agency Response to Stakeholders	<input type="checkbox"/> None	<input type="checkbox"/> + Feedback Acknowledgement	<input type="checkbox"/> + Communicated Implementation & Progress

Indicates California Mandated requirement, \* Required if 15% of enrollment speak a single primary language other than English.

# Selected **BEST PRACTICES** for Exceptional Engagement

Effective techniques from across the State:



## QUICK TIPS

Be sure to reach all demographics to ensure everyone is represented

Make your LCAP events prominent on your website

Keep meetings short & efficient, include opportunities for everyone to speak

Reduce stakeholder fatigue by engaging different stakeholders in different ways

List a staff member for stakeholders to contact with questions

Provide context and personal relevance, i.e. how LCFF directly impacts local children

Tell stakeholders you heard them by acknowledging their input, explaining how you implemented it, or why you couldn't

Thank stakeholders for partnering with you



*The wisdom of children, and pizza:*

## Engage your most important stakeholders - your students.

Student LCAP discussion stimulates conversation about achieving goals and measuring progress, incorporates important planning concepts into classroom curriculum, and provides valuable LCAP feedback from the stakeholders that matter most. Fairfield-Suisun USD elementary students participate in the LCAP Pizza Palooza, where they provide input on current activities at their sites under each of the LCAP goals and provide recommendations for additional actions.

- Fairfield-Suisun USD

*Leverage the "4-I" Framework:*

## Inform, Inquire, Involve & Inspire.

First, INFORM key audiences about your work, your expectations, and any changes. INQUIRE about the unique needs of stakeholders, listening to feedback closely and responding to questions. Actively INVOLVE key audiences in the work as co-creators of policies and programs. Finally, INSPIRE others to act and lead.

- RSN's From Inform to Inspire, A Framework for Communications and Engagement

*A continuing climate of collaboration:*

## Create engagement infrastructure.

LEAs demonstrate their commitment to stakeholder engagement when they build capacity and create infrastructures for implementation. These structures include policy and plan statements committing to engagement, staffing, and advisory groups that prepare community members for engagement advocacy. Anaheim Union HSD invests in Family and Community Engagement Specialists, and uses a variety of programs, including a Parent Leadership Academy and Parent Learning Walks, to help further cultivate engagement.

- Anaheim Union HSD

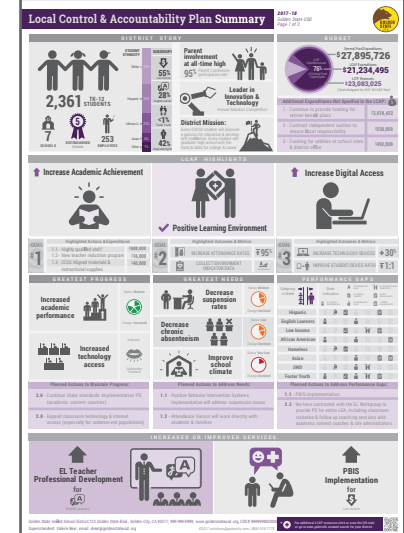


The power of visualization:

## No one wants to read your LCAP book.

Tools like executive summaries and infographics help better communicate LEA intention and avoid disengagement caused by text-heavy 100-page LCAPs. Highly visual documents in easy-to-understand language are more accessible to everyone, especially English Learners.

- Bear Valley USD's LCAP Infographic from goboinfo.com



**It's the law - you MUST engage.** LEAs must "consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils" in developing the LCAP, with specific requirements for particular groups of stakeholders, including the general public. LEAs must also document the steps they took to engage stakeholders and how this engagement contributed to developing the LCAP. - California Education Code § 52060(g)



# LCAP ENGAGEMENT CALENDAR



LCAP Activity*	FALL			WINTER			SPRING			SUMMER			
	Educate			Review			Develop			Reflect			
	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	
Write Draft						.....							
COE Pre-Approval								.....					
Board Approval										..			
COE Approval	.....										.....		
Data Updates			.....										
Share	.....												
Gather Feedback	.....												
Analyze Feedback	.....												
Incorporate Feedback					.....								
Review Plan						.....							
Public Hearing								.....					
Approve & Publish											..		

\*These are general guidelines and may vary depending on local or COE requirements. **LEGEND:** ■ Blue Square = LCAP Creation ■ Green Square = LCAP Engagement