

# Selecting, Securing, and Sustaining Stakeholders to Support Effective Instruction

## *Panel Discussion*

Ginger Crosswhite – Barrow County, Instructional Improvement Coordinator

Dana Morris – Houston County, Director of Federal Programs

Tim Smith – Muscogee County, Executive Director of Federal Programs

Joy Gentry – GaDOE Title II, Part A Education Specialist

Terri Still – GaDOE Title II, Part A Education Specialist

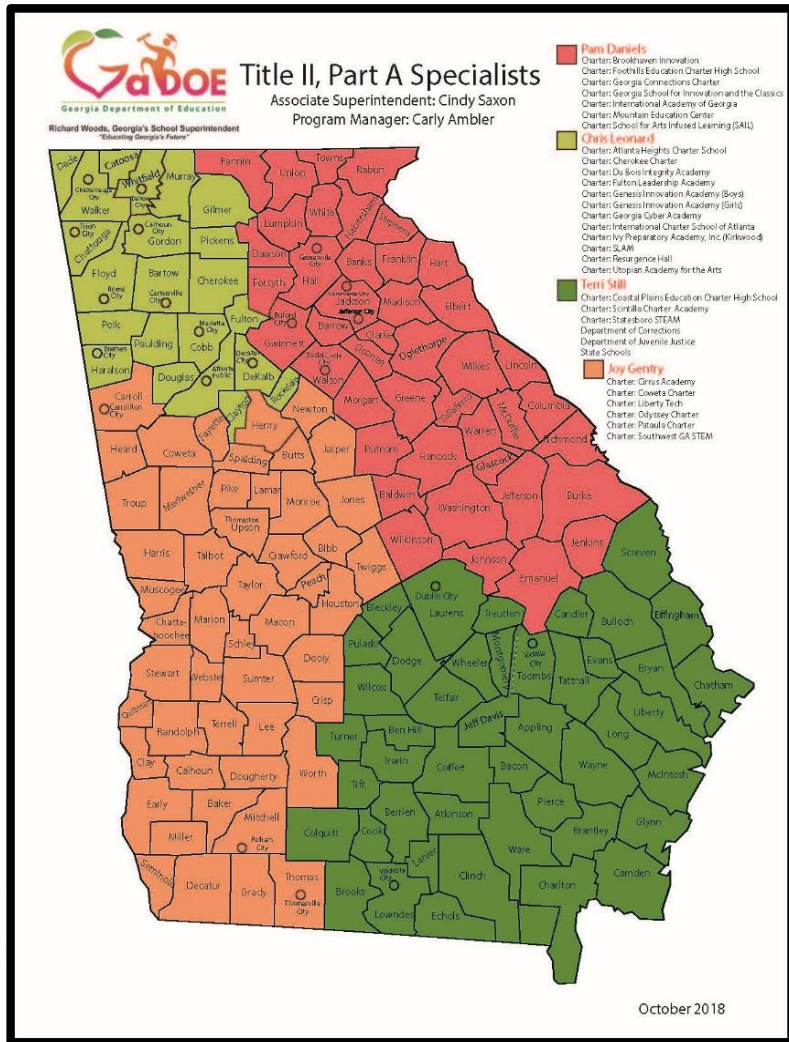


**Supporting Georgia's  
 Systems of Continuous  
 Improvement through  
 On-going and  
 Meaningful Consultation**

# Title II, Part A Team



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# Consultation

*2016 Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading*



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## ESEA Sections 2101(d)(3) and 2102(b)(3)

- Consultation is a critical part of ensuring that Title II, Part A funds are used effectively and decisions about resource allocation are fully informed.
- LEAs must engage in meaningful consultation with a broad range of stakeholders from diverse backgrounds.

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# Consultation Requirement #1

*2016 Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading*



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Meaningfully consult with teachers, principals, and other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the statutory purpose of Title II, Part A.

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# Consultation Requirement #2

*2016 Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading*



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Seek advice from required stakeholders regarding how best to improve the Title II, Part A activities

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# Consultation Requirement #3

*2016 Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading*



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Coordinate the activities with other related strategies, or activities in the LEA (ESEA sections 2101(d)(3) and 2102(b); and

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# Consultation Requirement #4

*2016 Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading*



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Provide for the equitable participation of private school teachers and other educational personnel in private schools and engage in timely and meaningful consultation with private school officials during the design and development of their Title II, Part A programs. (ESEA sections 8501)

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## Additional Considerations



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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

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# Consultation

## Additional Considerations

- Engagement does not end when LEAs move from the in-put phase into the planning stage of the consultation process.
- Continuous feedback is essential to creating buy-in from stakeholders.
- As LEAs hold public meetings, draft plans, and ultimately make decisions about how they will support the LEA towards continuous improvement, it is beneficial to provide updates to stakeholders.



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USDE Reform Support Network

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## Additional Considerations



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- 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 which 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?

# Consultation

## Additional Considerations



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### Effective Communication Plan – Why?

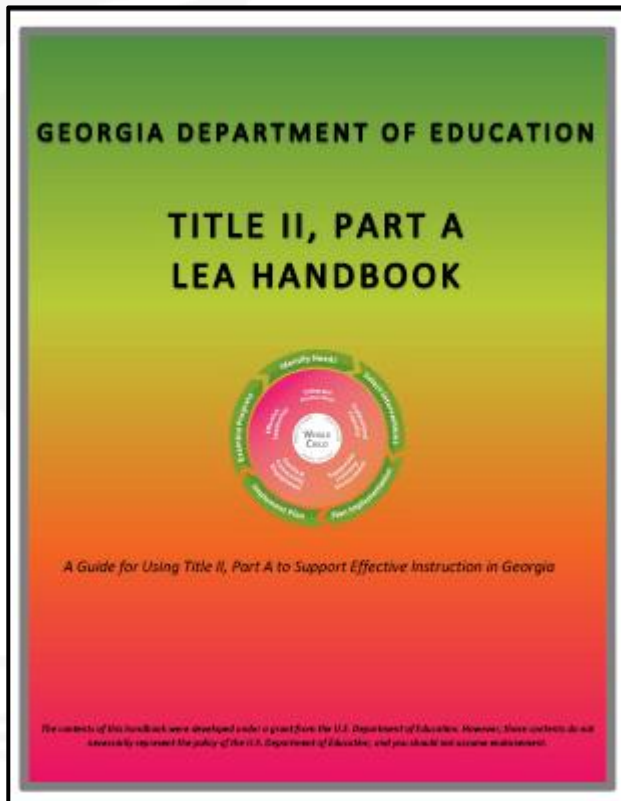
- USDE encourages LEAs to communicate with stakeholders early and often.
- A robust communications plan leverages relationships with stakeholder groups and their members to reach a broader audience.
  - It establishes who should be informed
  - At what stages they should be informed
  - How they are best reached

# Consultation

## Title II, Part A Resources



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### 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 being completed. 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

- Do stakeholders know why they are being engaged?
- Have stakeholders been asked how they want to be involved?
- Will they be able to provide substantive input?
- How can the LEA ensure stakeholders' voices are heard?
- Has the LEA ensured regional stakeholders are involved?
- How will the LEA ensure diversity of stakeholder groups?
- Will there be different perspectives and sources?

**Stakeholders should be involved in identifying needs and developing...**

Public Relations  
Community Advocates

Extended Partners  
Feedback Network

Advisors  
Key Contributors

LEA  
Core Team

Stakeholder Clerk Meeting, Itemize it

Board of Education, Superintendent, Principals, Parents

Parents Advisory Groups in LEAs/MSDs

District Staff, School Staff, MFL, Professional Organizational, Students, Community Members, Business Partners, Boards

Adviser and Core Team by Learning, Planning, Plans

Board of Education, Superintendent, Principals, Regional School Staff, Inclusive Cohort, Parents and External Experts

Organize, Implement and Monitor the Stakeholder Engagement of Stakeholders

District Leadership Team, Inclusive Cohort, School

#### LEA Materials that stakeholder groups require

- LEA Board of Education and Staff: District and School Comprehensive Needs Assessment Goals, Perception Data, Laws, Regulations, Guidance, Policies and Plans
- School Staff: District and School Comprehensive Needs Assessment Goals, Perception Data, Laws, Regulations, Guidance, Policies and Plans
- External Stakeholders: Summary of Academic Data, Perception Data, Discipline Data, Performance, Operational Data

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#### Engaging Engagement Best Practices

- Has the LEA identified ambassadors to internal and from external stakeholder groups?
- Have all the LEA staff with internal and external stakeholders 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-pilot phase into the planning stage of the comprehensive needs assessment process. Continuous feedback is essential to providing day-in and day-out stakeholders. As LEAs start public meetings, staff online and plans, and identify needs, 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 (ED) 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/Panels	Consider engagement methods to be diverse
Interviews, Conferences and Roundtable Discussions	Address methods of engagement with stakeholders (in-person, a hybrid, or virtually asynchronous)
Focus Groups, Plugs, Emails and Text Messages	Identify, define, target and monitor, and times
Surveys and Polls/Quizzes	Consider providing multiple channels
Workshops, Round Tables	Address barriers
Workforce Units and in-person	Include parents and in-person
Webinars, Livechatting	Make channels as accessible, user-friendly, engaging, and avoid accessibility issues.

#### Sample Meeting Agenda

- Sign-in and Materials Check-Up
- Welcome and Introductions
- Agenda Purpose
- Review LEA/MSD Data and Applicable Plans
- Discuss Concerns and Challenges
- Identify Resources and Collaborative Solutions

#### Measuring Engagement

- Do stakeholders know how to access materials and where to attend activities?
- 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 said engagement strategies were unsuccessful, what new approaches will be created to build ongoing, meaningful collaboration?

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# Consultation Questions



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