

# Authentic Stakeholder Engagement

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Informing    Networking    Collaborating    Transforming

## **INFORMING- Sharing or disseminating information with others who care about the issue**

What information will be shared?

While evaluating needs and listening to families consider the content of what you will share as you present, provide handouts, and invite partners.

Who will receive the information?

There is a wide range of information to share with families. Careful consideration should be given to how you gather and share information that best aligns with your learning targets, vital behaviors, and planned student outcomes.

How will information be sent out in multiple formats? Are all media and social outlets being utilized?

Each district has information sharing guidelines or preferences. When supporting families consider any allowable options and formats open to you and your partners.

What role does data have in your work? (school climate, district, and state level for example)( Model page 25)

Finding and sharing qualitative and quantitative information is as important as anecdotal research you chose to use when communicating with families and partners.

How will team members inform their circle of friends, family, and/or co-workers? (Model page 26)

Increasing the number of people sharing information outside meetings and in the community will strengthen messaging and awareness of the information.

What data are you using to inform your community and partners?

Using relevant and up-to-date data is important when building trust, having meaningful dialogue, and planning with a team.

How could stakeholders benefit from developing and using an elevator speech?

Consider the platform and partners that will maximize your team's planned work as stakeholders use their influence and networks to share information.

Is the information being shared in common language everyone understands?

Putting together the important facts so everyone has correct information to share will assist everyone as they pass information onto their contacts.

How is the research on family engagement helpful in communicating adaptive solutions or improving partnerships involving families? (Model pages 57-58)

Family engagement research is valuable to stakeholder teams as it points out the importance and necessity of family members as partners in order to optimize student success.

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## **NETWORKING-** Asking others what they think about this issue and listening to what they say

What are questions you will need to ask stakeholders to discuss important issues?

Consider prior to dialogue with stakeholders what kind of conversations might be helpful to move forward in addressing concerns and identifying solutions.

What can you learn from parent responses using surveys?

Every time a parent or family member responds orally or in writing, they are sharing a perspective that is valuable and useful in contributing to the engagement of themselves or others.

What strategies do you use to record and share feedback with stakeholders?

Having options to record and capture perspectives will allow information and ideas to be shared in a variety of formats and locations.

How do you communicate the current district work so that it is included in the work you do with partners?

Each district has information sharing guidelines or preferences. When supporting families consider any allowable options and formats open to you and your partners.

Do you have active committees working to address action steps and goals? (Model page 44)

Consider the opportunities that stakeholders have to work together on the issues they have had important dialogue concerning.

How could you use mapping to improve your work with partners? (Model pages 44-45)

Giving stakeholders the opportunity to develop a snapshot of the data, resources, or solutions empowers them to address the issues.

Are most of the stakeholders on your participant's list active? (LbC pages 70-72)

Finding ways to encourage engagement at multiple levels and evaluate connections to the work is essential to collaborative work.

How will stakeholders develop a common language? (LbC pages 76-78)

Connecting the vocabulary of different partners is a valuable step in learning about the shared work of stakeholders.

Do you have concerns with asking stakeholders difficult questions in order to facilitate discussions around issues? (LbC pages 30)

Acknowledging that there will be some discomfort during dialogue around important issues will assist everyone as they build trust and listen to each other.

How do you promote shared leadership in your work? (LbC pages 30)

Shared leadership will evolve based on the information and actions of the group.

What is your "process for reflection" on the work you will be doing with partners? (LbC pages 32)

Time set aside to reflect will give stakeholders opportunities to see change and celebrate successes.

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## **COLLABORATING- Engaging people in trying to do something of value and working together around the issue**

Who else needs to be invited into the work? (LbC page 32)

Have a process to identify missing or needed stakeholders based on what is already known about the issue and repeat process as needed.

What brainstorming tools do you utilize? (LbC page 32)

With a variety of stakeholders it is likely a team will have a variety of tools to choose from, at all levels of engagement.

What immediate success could you and your partners plan for and celebrate? (Model page 46)

While planning action consider the short-term and long-term actions so the team may celebrate each success at opportune times.

What do you use to communicate progress to partners/families? (Model page 46)

Consider the value of updated information and data to be used by those attending team meetings or those that may get the information through partners.

Is there a kickoff event that you will partner with to bring attention to an important issue related to your work? (Model page 46)    Bringing awareness or a sense of urgency to an issue is an important part of a district or community kickoff event or campaign.

Have you identified what parts of your work are technical? Adaptive? (Model page 47)

Clarifying the difference between technical and adaptive challenges is an important step in assisting a team discuss and find solutions for issues.

What community or district campaign does your work most align with? (Model page 48)

Being a part of something already planned in the district or community will allow stakeholders an opportunity to support team efforts and build awareness for common concerns already being addressed.

How will you collaborate and plan with partners to create a campaign promoting student success? (Manual page 49)    Consider your current and future partnerships to address important outcomes.

What kind of actions and engagement do you observe in your work? (LbC pages 88-90)

Having a process of thinking back over the work and sharing progress with stakeholders will ensure an accurate story exists.

What kind of relationship will you need with partners and families to accomplish your goals? (LbC page 91)

Building trusting relationships is essential for effective collaboration when seeking shared leadership to reach goals.

Are you collaborating with others that care about the issues impacted by your work? (LbC pages 92-93)

Consider the most effective ways to collaborate with partners so concerns and additional partners will be identified.

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## **TRANSFORMING- Doing things the partnership way (leading by convening, working cross-stakeholder, sharing leadership, building consensus)**

Are you and your partners motivating one another in your roles? (Model page 50)

Creating ownership and sharing leadership ensures the work will get done.

What are techniques you will use to delegate activities and share responsibilities with partners? (Model page 50)

Consider a plan that will ask regularly for commitments from stakeholders.

Do you have written action steps to help you reach your goals? (Model page 51)

Tracking progress and evaluating goals is an important part of action planning.

What strategies are in place to ensure shared ownership with partners and families? (Model page 50)

Being intentional with relationship building will assist the team be equipped to share the workload for planned actions.

What resources are available to you and your partners? (Model page 50)

Consider the process that will be taken to identify resources for each area of concern.

Are you keeping track of your planned work by using a timeline? (Model page 50)

Many tools and structured technical supports may assist the team better track progress and relay updates to a broader audience.

How will you ensure all partners walk away with a personal action plan after team meetings? (Model page 50)

Teams working to accomplish goals together will appreciate sharing the work with others rather than doing the work alone.

Do you have an action planning tool that works well for you and your partners? (Model page 51)

Technical planning may include identifying tools that are accessible to the team, based on expertise of partners.

Do you and your partners reflect on success stories in order to motivate action and promote success of your planned work? (Model pages 52-56)

Keeping accurate records of accomplishments and ongoing action will benefit the team as they build awareness and request additional partner support.

-Model pages are found in: Georgia Department of Education C.A.F.E. Model For Authentic Stakeholder Engagement located at [GaDOE](#)

-LbC pages are found in: Leading by Convening Blueprint for Authentic Stakeholder Engagement located at [IDEA Partnership](#)