

OHIO LOCAL STAKEHOLDER ENGAGEMENT TOOLKIT: A Guide for District and School Leaders



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Acknowledgments

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This report draws on guidance developed by the New Jersey Department of Education and the Council of Chief State School Officers. Resources related to the Ohio Improvement Process and the Every Student Succeeds Act are available on the Ohio Department of Education's website.

Introduction

Using this Toolkit

This document is designed to support your district in the local stakeholder engagement process. Districts and schools are not required to use the resources in this document, but they may support your efforts as you involve and engage your stakeholders in setting goals and planning and determining policies that address the needs of your students.



The following section explains the context of stakeholder engagement in Ohio relative to the Every Student Succeeds Act.

The content includes:

Purpose
Meaningful Engagement
Developing a Focused Plan in Collaboration with Stakeholders
Timeline for Local Planning
Funding Stakeholder Engagement

Purpose

Introduction

This document is intended to provide resources to school and district leaders as they carry out meaningful and ongoing stakeholder engagement. Stakeholders have a wealth of valuable insight. When districts engage diverse groups of stakeholders, they can gain insights that enhance their local strategies in meeting state and local goals and, ultimately, improve student outcomes. Further, by prioritizing and capturing a diverse set of voices, districts can ensure they are intentionally planning and engaging vulnerable youth and their families and the organizations that represent their needs. Meaningful and ongoing stakeholder engagement is critical to the success of all students and requires high-quality systems be in place to be sustainable. Stakeholders provide unique perspectives that reflect their vested interests in school and student success. Stakeholders include taxpayers, parents and business owners. Input from these stakeholders can inform a school's mission, priorities and activities. Further, having open and effective communication with stakeholders can help stakeholders align their own activities to a school's mission and priorities while avoiding conflicts and misunderstandings. Transparency and collaboration have a critical role in sustaining a district's mission and outcomes. This toolkit explores the legal requirements for engaging stakeholders and provides a guide for engagement through a systematic process, as well as tools to carry out the local vision.

The success and well-being of Ohio's children is a responsibility shared by everyone, not just those working in schools. Families, community members, the business community, the philanthropic community and others hold diverse perspectives that can inform local strategies to maximize a child's development. As stated in *Each Child, Our Future*, Ohio's strategic plan for education, "put simply, partnerships transform the education experience."

To ensure systematic and continuous local stakeholder engagement, this toolkit will frame key items for districts to consider when engaging stakeholders in the context of the Ohio Improvement Process. The Ohio Improvement Process, or OIP, is an example of a system change structure focused on building adult capacity to impact student achievement. More information on the components of the Ohio Improvement Process can be found in Section Two of this document, where it is aligned to key activities for successful stakeholder engagement.

This guide is meant to help each district follow its vision, not just the letter of the law. To make stakeholder engagement meaningful, districts should strategically engage stakeholders based on needs revealed from local data, such as health agencies, nonprofits, higher education institutions, business partners and local governments among others. These groups can provide new and diverse ideas that inspire strategies to improve student outcomes.

Stakeholder Engagement:

The process by which an organization involves people who may be affected by the decisions it makes or can influence the implementation of its decisions.

[Read More](#)

Find more information about Ohio's commitment to stakeholder engagement throughout the development of Ohio's [ESSA state plan](#) on the Department's website.

Developing a Focused Plan in Collaboration with Stakeholders

The district should integrate stakeholder feedback into its local planning process. The Ohio Improvement Process (Figure 1) can serve as a framework for long-term, sustained improvement. The Ohio Improvement Process aligns to the district's comprehensive continuous improvement plan and illustrates a model of continuous school improvement.

Comprehensive Continuous Improvement Plan (CCIP): A unified grants application and verification system that consists of two parts: the Planning Tool and the Funding Application.



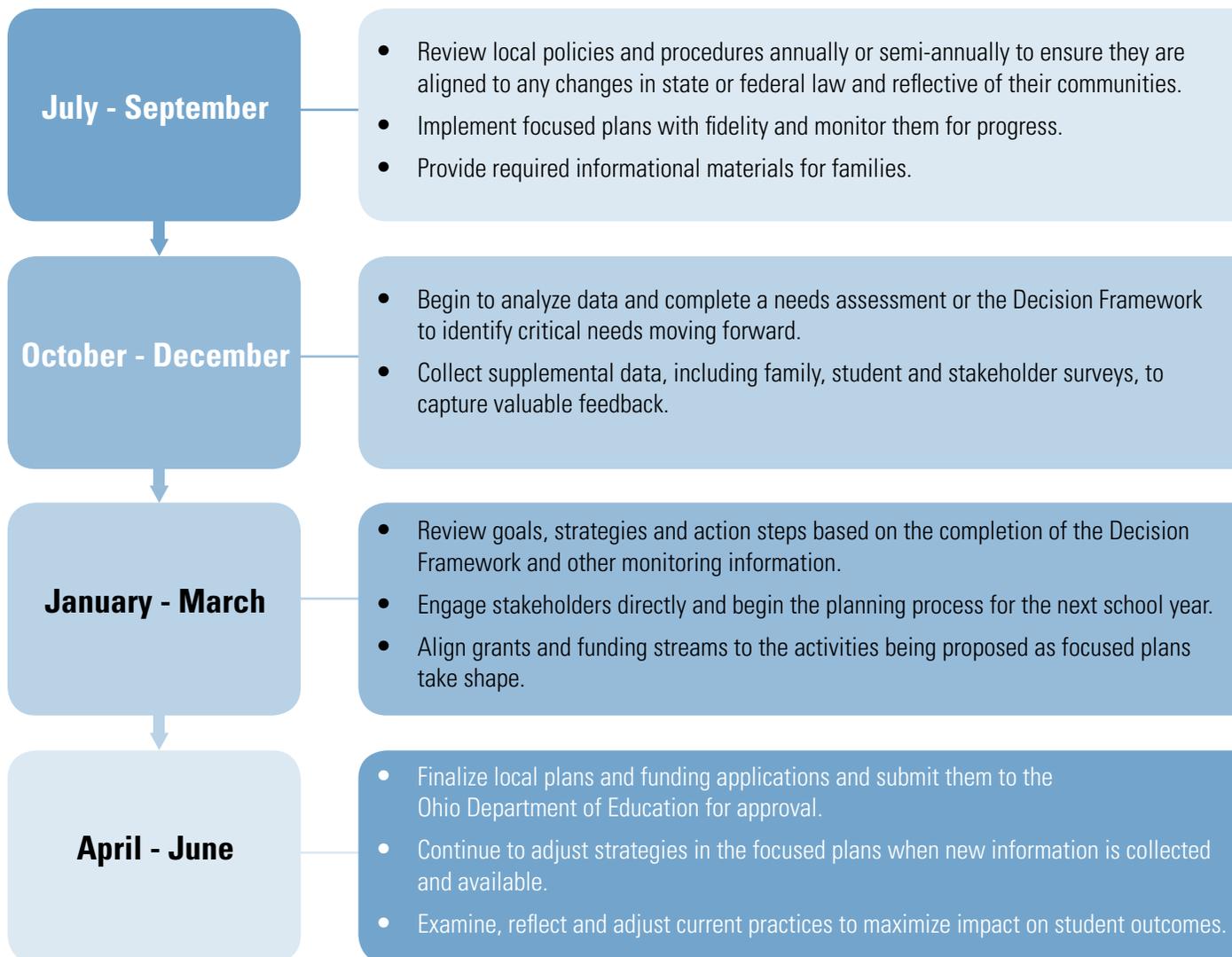
Figure 1: The Ohio Improvement Process

Timeline

Introduction

Timeline for Local Planning

Because the local planning process is continuous, some steps will overlap and happen simultaneously. It is critical that team structures and systems are in place to manage this ongoing work. Below is a timeline organized by quarterly local planning cycle activities that should include stakeholders.



Funding

Introduction

Funding Stakeholder Engagement

Funding for this work can be leveraged from multiple federal sources based on demonstrated need. For example, district may use federal funds to hire a community outreach coordinator to help design participation programs and events for families of English learners. To explore allowable uses of federal funds, contact a [federal programs consultant](#).

What to Expect Next

The next section in this guide, Federal Stakeholder Engagement Requirements, explores the explicit requirements for engaging stakeholders in the local planning process. While this guide is focused on providing resources for your district to achieve your local vision and goals, it is important to know what activities are required by law during this process. Resources to carry out these activities will be added to the [Department's website](#) as they are made available.



Although this guide discusses federal requirements, it is solely intended to provide general information and does not constitute legal advice. The Ohio Department of Education does not provide legal advice, and any information contained herein should not be relied upon as such. The Department encourages district officials to consult their board legal counsels for additional information.

Section 1

Engaging Diverse Stakeholders

While the [Every Student Succeeds Act](#) requires schools and districts to engage and consult stakeholders in the development of these plans annually, Ohio's commitment to developing sustainable partnerships does not end with legislation. *Each Child, Our Future* includes partnerships as one of the three core principles of the plan. Further, both *Each Child, Our Future* and the Every Student Succeeds Act have an emphasis on capturing diverse voices to address the needs of vulnerable populations.

Understanding the law and considerations for diverse and vulnerable populations is an important first step to effective stakeholder engagement. The following section includes an overview of requirements for local stakeholders in the Every Student Succeeds Act and considerations when engaging diverse and vulnerable populations.

The content includes:

Engaging and Planning for Diverse Stakeholders

The **Every Student Succeeds Act of 2015** is the latest reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 and replaces No Child Left Behind. ESSA provides federal funding to schools, districts and states to raise achievement for low-income students and other historically disadvantaged students and to implement 109 specific programs. Funds allocated to schools, districts and states must be spent in accordance with the law.



Meaningful Engagement with Diverse Stakeholder Groups

The Every Student Succeeds Act provides states with greater flexibility when building systems to educate and support all students and challenges school districts to advance equity. With greater flexibility comes greater responsibility, particularly in supporting the nation's most vulnerable populations. **Vulnerable children and youth** are students who often encounter challenges in receiving a quality and equitable education. While all community stakeholders should be engaged in local planning processes, it is important to make intentional efforts to engage with vulnerable populations of students, their families and groups that represent them because the unique needs of these populations may not have been fully supported in the past.

Engaging Students and Youth

Students' opinions, experiences and perceptions should be incorporated into the local engagement process. Districts should engage students through in-school opportunities, such as homeroom, civic courses and extracurricular activities. Districts should proactively address past cultures and climates that may have intentionally or unintentionally excluded students from educational opportunities and may have led to mistrust or miscommunication. Engagement activities may include social media, youth or mentor groups, a family or youth ambassador, and alumni groups.

Engaging Parents, Guardians and Families

Local engagement activities should actively involve parents, guardians and families. Districts can engage families through home visits, workshops and training activities relevant to their needs. Districts should use existing family engagement opportunities, such as parent-teacher conferences and other events where families are invited to schools.

Vulnerable Youth: Students who, through unique circumstances, system disparities and stages of development, are at risk of not receiving a high-quality education needed to achieve positive life outcomes. Vulnerable children and youth include, but are not limited to, English learners, foster care youth, children in military families, homeless students, migratory students, students with disabilities, adjudicated students, students from low-income families and minority students.

Engaging Families of Students with Disabilities and Chronic Illness

Coordinate with your district's special education office and local advocates to reach families of students with disabilities or chronic illness in your community. Strategies may include holding small group meetings with students and their families to understand their unique needs and perspectives. These group meetings may be used to evaluate current practices and consider changes. Include local advocacy groups to share information and build strategic partnerships. It is important for district and school staff to have two-way conversations with parents instead of serving as presenters.

Engaging Families of English Learners and Migratory Students

English learners include all students and their families who are not proficient in speaking, reading and writing English. This may include Native Americans, international and **migratory students** and students who live in a home where English is not the primary spoken or written language. Given the cultural assets and differences of many English learners and their families, it is important for local leaders to be sensitive to more than one language. For example:

- A school site is not always a safe place for undocumented families – consider meeting in a community center or training a family ambassador to meet with families.
- Materials not translated to languages without a writing system – consider using a video recording or in-person engagement methods.
- Students and families of different faiths may not be able to attend weekend events or may be absent for extended periods of the school year to observe holidays – schedule events with this in mind, and consider data collection systems that take into account these differences.
- Ensure that translation is community-vetted and accurate.

English Learners: Students whose primary or home language is other than English who need special language assistance to effectively participate in school instructional programs. English learners may be born in the U.S. or come from other countries.

Migratory Students: A child is considered a “migratory child” if he or she or his or her family migrates to find work in agricultural or fishing industries. Migratory children often are uniquely affected by the combined effects of poverty, language, cultural barriers and the migratory lifestyle.

Engaging Diverse Stakeholders

Section 1

Engaging Families of Students Who are Experiencing Homelessness

The district's homeless liaison represents the voice of students and families who are experiencing homelessness and can provide opportunities for students and families to comfortably speak about their needs and experiences. To ensure families and students are comfortable engaging in their schools and districts, liaisons should provide sensitivity training to staff and collaborate with staff to identify students experiencing homelessness. When engaging with students and families experiencing homelessness, consider partnering with the local libraries, homeless and domestic violence shelters, public transportation authorities and food pantries to communicate and host events.

Engaging Guardians of Students in Foster Care

Foster guardians and other nontraditional caretakers have an important role in the success of the students they support. Ensuring all staff and families are familiar with the resources available to students in foster care is vital. Foster guardians and other nontraditional caretakers have a wealth of information and experience to share, and they should not only be supported in their important work but consulted as specialists in supporting some of our most vulnerable youth. Intentionally reaching out to these guardians via their preferred communication methods and providing enough advance knowledge of opportunities for participation is critical when engaging this often-overburdened stakeholder group.

Engaging Military-Connected Families

Students and their families should be engaged and supported at all stages of deployment, as each stage presents unique challenges for students and their families. Military families encounter significant school challenges when dealing with enrollment, eligibility, placement and graduation of their children due to frequent relocations in the course of service to our country.

Homeless Students: Students meet the federal definition of homeless when they lack a fixed, regular, adequate nighttime residence. Students who are sharing the housing of another person (doubled up) due to loss of housing, economic hardship or similar reason meet the definition of homeless. This includes students living in motels, hotels, RV parks or campgrounds due to lack of alternative adequate accommodations, as well as those living in emergency or transitional shelters or abandoned in hospitals.

Engaging Families and Students in Rural Communities

Many rural stakeholders will need to travel long distances to participate in face-to-face discussions, so districts should offer different opportunities to engage and provide support for travel. Districts should consider hosting engagement opportunities at various venues to ensure all stakeholders are able to participate. In addition to face-to-face meetings, consider online discussions, social media platforms, surveys, webinars, virtual meetings and regional events. In-person opportunities should be scheduled far in advance at locations people can easily attend, with transportation provided if possible. Events may be scheduled in community settings, such as faith-based centers and libraries.

Engaging Urban Communities

Communities in urban settings have unique opportunities as well as challenges. Schools, housing, businesses, colleges and social enterprises often share the benefit of proximity, so these partnerships are much more accessible. That said, schools should be aware of locations and transportation for families (for example, bus schedules and routes) and consider hosting meetings in common meeting places where families may naturally congregate, such as libraries. Cities also are places that contain broad diversity, so engaging families in culturally relevant ways means engaging them using a variety of methods. Additionally, some family members may have nontraditional working schedules, so schools should offer opportunities to get involved at various times of day to accommodate these schedules.

Engaging Community Partners

Community partners present valuable opportunities for input through their unique expertise and viewpoints. Community partners often have valuable information and data that can inform decisions and maximize the impact of selected strategies. Inviting community partners, such as business leaders, faith-based organizations, community-based organizations, philanthropic partners and neighbors, to visit schools, attend events and serve on advisory groups can connect the goals of the school to the goals of the community. In-person opportunities specifically should be communicated to community members far in advance, and advisory meetings should be on a set schedule that considers the availability of participants. Events may be held in community settings, such as at the location of a community partner.

What to Expect Next

The next section, Strategic and Sustainable Stakeholder Engagement, explores the cyclical and ongoing nature of stakeholder engagement and how this cycle aligns to continuous improvement frameworks, such as the Ohio Improvement Process. Further, the next section provides an overview of key structures that should be in place and a general timeline for action steps aligned to the school and district continuous improvement planning cycle.

Section 2

Strategic and Sustainable Stakeholder Engagement

The following section explains the basics of stakeholder engagement and provides an overview of this tool kit.

Content includes:

Building a Vision and Strategy for Stakeholder Engagement
Planning and Organizing Engagement
Developing a Local Plan

A local district was struggling with appointing surrogate parents for students with disabilities. The district had 10 reliable surrogate parents and over 80 requests for surrogate parents across the district. They attempted to reach interested parties via the website, newsletters and email blasts, all which primarily provide information to parents with students attending the district. How could they get the local community to be engaged? The team decided to reach out to the community through the local news! The local radio station put the word out and within a week over 90 individuals expressed interest in the training!

- Jackie Jacoby, M. Ed. Consultant,
State Support Team Region 1



Building an Engagement Strategy

Section 2

Local planning requires districts to be deliberate in engaging diverse groups of stakeholders. Students are most supported when community leaders at all levels come together to develop and implement a shared vision and goal with common strategies and action steps. Community leaders may include district and school leadership, local government leaders and representatives from nonprofits, community organizations and businesses.

Your engagement strategy must be sustainable and ongoing to ensure continuous evaluation and improvement toward goals.

Engaging Urban Communities

Districts and schools should create a plan for stakeholder engagement before the beginning of the school year to ensure early, ongoing and meaningful engagement throughout the entire school year.



1. Utilize Team Structures

Commit to meaningful, ongoing and sustainable engagement of the whole community, including stakeholders not typically active in the engagement process, beginning with a vision for what meaningful engagement with diverse stakeholders and strategies looks like.

- What does an engaged community look like?
- How can we support active engagement of those not typically involved?
- How can we collaborate with other groups within our community?
- What are the things we don't know that our community can help us answer?



In a small rural district, the challenge is to provide quality and time-sensitive professional development that will get at the heart of teaching and learning and the other challenge is to find the support to do so. We were able to get that support and training from SST 4 throughout the implementation of TBTs, BLTs and our DLT in our district as well as developing a recognized PBIS program and parent engagement initiative.

- Dr. Scott J. Hunt,
Cardinal Local School District



2. Establish Leadership Teams

Identify a staff member who will serve as the main contact and primary coordinator to lead the engagement efforts. District and school leaders should consider partnering with organizations to build capacity. This work can be incorporated into existing teams.

- Do you have a dedicated person to lead engagement efforts?
- Have you identified team members with strong relationships with families and community members?
- Are processes and procedures for engagement publicly available to all stakeholders – including when meetings will be held and how community members can engage in other ways.

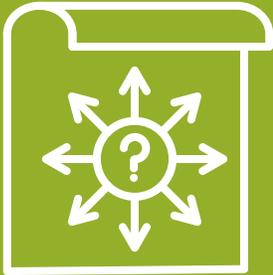


3. Identify Stakeholders

Determine how to connect with groups that represent vulnerable populations, such as English Learners, foster youth, homeless students, students with disabilities and students who are economically disadvantaged. Local engagement must include representation from all of ESSA's 10 identified subgroups. See [page 24](#) for list of recommended stakeholders.

- Based on our student population, are we engaging all necessary stakeholders?
- Have we taken additional efforts to include stakeholders not traditionally included?
- Which stakeholders will be able to provide a broader perspective?
- Where do people spend their time?





4. Identify Issues and Topics to Engage

Identify issues and topics unique and local to each community, driven by input from stakeholders and data. Engagement topics may include budgeting, transportation, student attendance, professional development or school calendars. Schools and districts should actively listen and learn more from stakeholders about key issues in order to develop trust and effective engagement. This information, along with data-driven decision-making, will drive the development of the district and school plan.

- What matters to each stakeholder group?
- What questions are stakeholders most likely to ask and what data is available to answer questions?
- What are the most pressing needs based on data that must be addressed to lead to better outcomes?



5. Create or Improve an Online Presence

An online presence can serve as a powerful vehicle for stakeholder input. Social media, email and instant messaging can be effective ways to engage stakeholders who don't typically provide input. An online presence also can be a way to disseminate information about engagement opportunities. Online activities can create a sense of community among all stakeholders.

- Is online information accessible, comprehensive and up-to-date?
- Is online messaging positive and consistent?
- Are staff trained to manage online platforms?



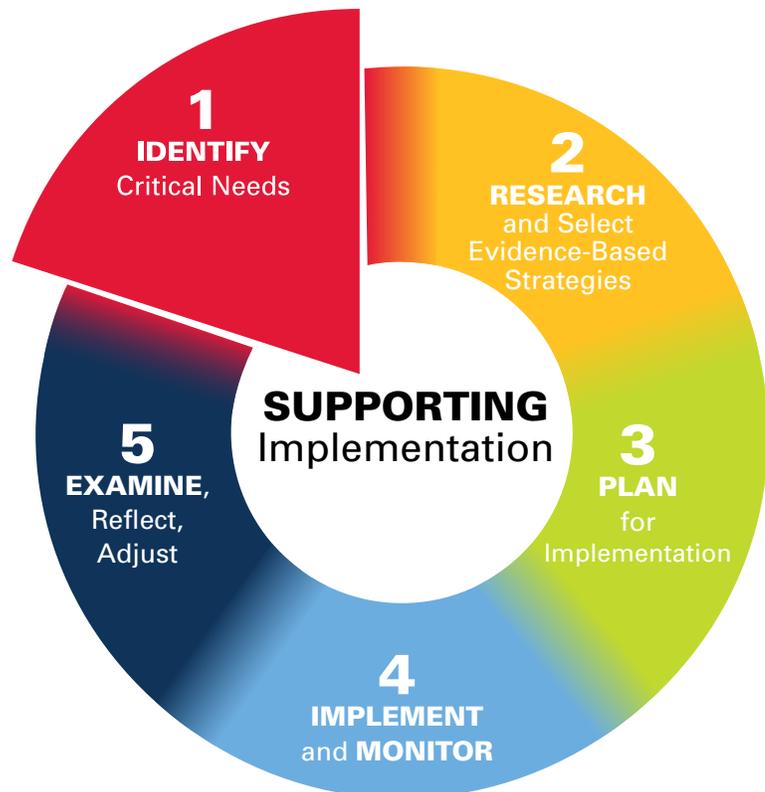
Developing a Local Plan: Step 1

Section 2

Identifying Critical Needs

Identifying critical needs is the first step in any improvement process. The process begins with the collection and analysis of data, which encourages impartial and non-judgmental decision-making. With an analysis of reliable data, collaborative teams can identify needs targeted to the areas of greatest concern. Stakeholders can provide valuable input during this step through focus groups and surveys.

Ohio's Decision Framework is a needs assessment tool that begins the process. Additional district, school and classroom data that may be considered includes ongoing student performance, adult implementation, school climate/culture and family and community stakeholder data.



Step 1 - Questions to Consider

- What do we know matters to our stakeholders?
- What questions are stakeholders most likely to ask?
- What information could families or the communities share that could help identify needs?
- What are the most pressing needs based on our data that must be addressed?
- What are students and families saying about current activities?
- What data and expertise can partners bring to the table?

Research and Select Evidence-Based Practices

After critical needs are identified, districts should research and identify an evidence-based practice that addresses those critical needs. While evidence-based practices are required under the Every Student Succeeds Act, they also increase the likelihood of positive student outcomes and increase the impact of time and resources invested in practices. Stakeholders can be consulted to provide expertise, ensure practices are culturally relevant and make sure practices are addressing the identified needs.



Step 2 - Questions to Consider

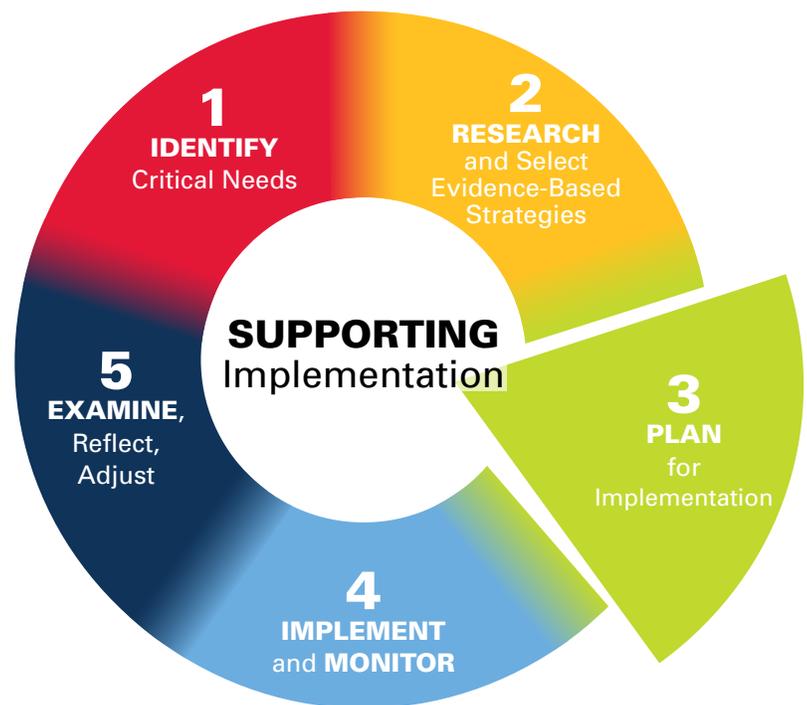
- Are these strategies culturally appropriate for our students?
- Does the evidence supporting the strategies address one of our critical needs?
- How can we effectively communicate our strategies to our families and the community?
- How do we leverage their expertise?
- What do families value?
- How can the district meet the needs of families?
- What strategies will be effective in the context of the community?

Plan for Implementation

Teams planning for implementation should focus on the critical needs identified and the evidence-based strategies selected. An effective plan includes the following:

- A limited number of SMART goals;
- Evidence-based strategies;
- A progress monitoring process; and
- Action steps.

Gathering stakeholder input during the creation of this plan is critical to build buy-in from families, students and the community. Further, stakeholders can be engaged strategically to provide added expertise regarding the community, the evidence-based practice or the planning process itself.



Step 3 - Questions to Consider

- How will you collect and apply input from a diverse group of stakeholders?
- How will you address input that you chose not to include?
- How will you ensure families that have been historically under-supported are given a voice?
- What indicators will you use to assess your progress and articulate results?
- What links between home, school and the community can you leverage to build communitywide buy-in?
- How will the district communicate opportunities for consultation with families?
- How will the district strategically identify and reach out to community partners?

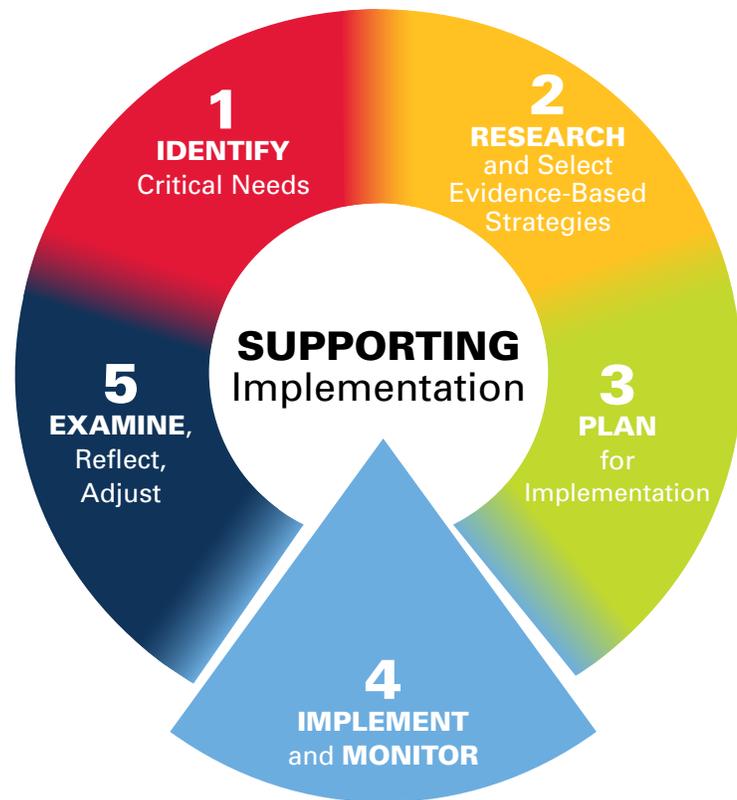
Developing a Local Plan: Step 4

Section 2

Implement and Monitor

Implementation requires changes in adult behaviors and practices. Stakeholders are an asset during this stage, as they can provide fresh perspectives on the plan resulting in minor adjustments that can progress outcomes for students.

Monitoring is collaborative learning through observing implementation of the adult practices and their impact on student outcomes. Invite stakeholders to be participants in monitoring, and collect feedback often.



Step 4 - Questions to Consider

- How are we monitoring our adult and student indicators, and how are we communicating progress to our stakeholders?
- How can families and communities assist the implementation process (for example, volunteering, at-home learning, real-world learning experiences)?
- How can we connect school and home?
- How can we capture informal feedback from students and families?
- How will the district share progress, communicate adjustments and celebrate success?
- What unique resources and knowledge can the district leverage, and how can the district support the goals of its community partners?

Developing a Local Plan: Step 5

Section 2

Examine, Reflect, Adjust

Districts will use collected evidence to determine if expected impact was met, exceeded or not met. During Examine, Reflect, Adjust, teams ask themselves:

- Where did we start?
- Where are we now?
- Where do we go next?



Step 5 - Questions to Consider

- How do we know our engagement efforts are meaningful?
- What went well? What didn't? Do we have a survey to capture the feelings of students, parents and the community?
- Did we invite families and the community to end-of-year celebrations? How are we sharing outcomes with all?
- How can we leverage the experience and expertise of families and community partners to improve for next year?
How will the district capture the experiences of students and families? How will it plan to ensure all voices are represented?
- How will the district share progress with the community?

What to Expect Next

The next section, Strategic and Sustainable Stakeholder Engagement, explores the cyclical and ongoing nature of stakeholder engagement and how this cycle aligns to continuous improvement frameworks, such as the Ohio Improvement Process. Further, the next section provides an overview of key structures that should be in place and a general timeline for action steps aligned to the school and district continuous improvement planning cycle.

Section 3

Effective Engagement Strategies and Tools

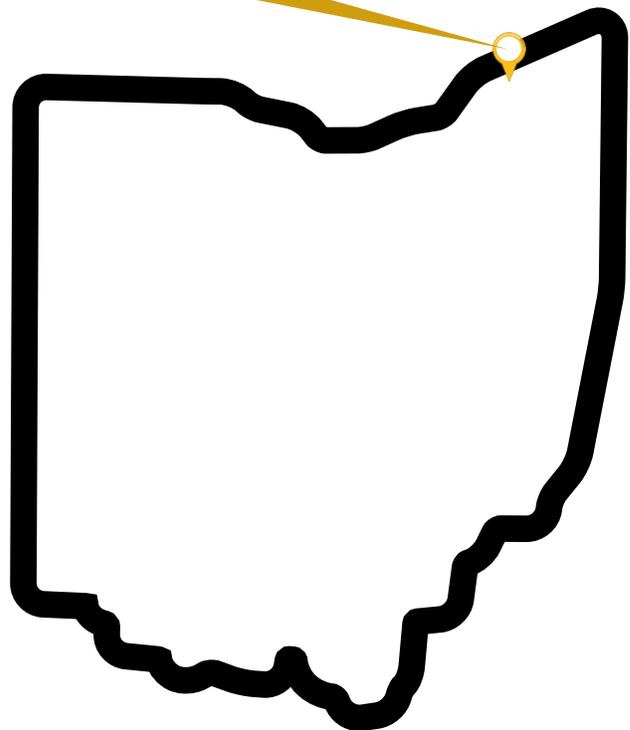
Each district has a responsibility to serve all students residing within its boundaries and ensure all students and families have a voice in decisions that impact their education. A well-defined process with diverse strategies can assure diverse and inclusive engagement. Districts may have to think beyond their standard engagement procedures and minimum requirements to reach this goal. When students, families and community members are included and feel heard, they will feel more connected to their schools.

Content includes:

Building a Vision and Strategy for Stakeholder Engagement
Planning and Organizing Engagement
Developing a Local Plan
Key Steps to Meaningful Engagement

In the work of our district leadership team, a constant thread through our conversations was the need for us to better support some of the foundational, basic needs of our students and families. We did not know exactly what this would look like, so we reached out to many service providers within and around the community to simply begin a discussion. This resulted in several sessions of just getting people around the table to brainstorm — to prioritize the needs of our students and families, identify what services were available to support these needs, and see how those services could articulate with our school operations. This work would lead to the creation of several structures within the district, which are now helping us to support family needs.

- Dr. Josh Englehart,
Painesville Local School District



Inclusive Stakeholder Engagement

Section 3

Stakeholder engagement is a unique and local process, as such, each district's list of stakeholders will vary. Stakeholder groups to consider include:

- **Parents and Families**
- **District and School-Level Educators**
- **Government Agencies and Representatives**
- **Community-Based Organizations**
- **Research and Evaluation Experts**
- **Business Communities**
- **Elected Officials**
- **Physical and Behavioral Health Professionals**
- **Students and Youth**
- **Faith-Based Organizations**
- **Community Members**
- **Philanthropy Groups**



Diversify Strategies

Section 3

Each district has a responsibility to ensure all stakeholders have an opportunity to engage in a well-developed process that ensures educational equity in the community. Often, this means districts must extend engagement efforts beyond their standard processes and practices. When developing processes and practices, districts should consider how engagement can be strengthened to include new perspectives.



Online engagement or responses through web, written or email-based feedback/discussion forums.

Surveys of stakeholder groups conducted online, by telephone or in person.



Focus groups and small-group meetings to collect feedback on issues, typically facilitated or monitored by a third party.

Public meetings targeted to general or specific stakeholder groups to disseminate information, share opinions or gather input and feedback.



Direct involvement of stakeholder experts to craft and edit new or existing policies and practices.

Advisory panels to offer advice and comments on projects or issues.



Cross-sector partnerships, voluntary initiatives and joint projects to provide alternative or new insight and feedback on new or existing policies and practices.

Webinars and recorded videos can be helpful to easily distill complex information and reach people across a large geographic area.



Connecting with media outlets, including social media for input and networking opportunities among families and the school community.

Designate a family and community liaison to support engagement efforts to ensure all students and families are engaged.



Planning a Successful Stakeholder Meeting

Section 3

Logistical Considerations

- Financially support travel.
- Host events in a central, ADA-accessible location with transportation assistance.
- Hold multiple meetings at times when families and teachers can attend.
- Send out multiple reminders via email, text and paper.



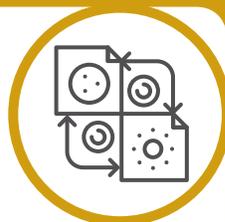
Provisional Considerations

- Provide food and include options for those with dietary restrictions.
- Provide child care.
- Provide access to homework help at the meeting.
- Provide a platform to continue to engage with the issues following the meeting (for example, a website and email for questions).
- Provide a physical place for stakeholders to go to provide ongoing input (such as a parent center).



Additional Considerations

- Invite interpreters, including American Sign Language.
- Target outreach to historically underserved stakeholders.
- Make informative materials available:
 - Ahead of the meeting;
 - Online;
 - In multiple languages;
 - In a format that is easy for all stakeholders to understand.
- Record and/or livestream the event.
- Ensure multiple experts on the issues are present, with time for Q&A.



Planning a Successful Stakeholder Meeting

Section 3

Planning

1. Clarify your goals.
2. Work with partner organizations to identify and engage your stakeholders.

Engagement

3. Speak to your audience.
4. Use multiple vehicles.
5. Identify your best ambassadors.
6. Ask for input before decisions are made and use it.
7. Keep your materials simple and brief.

Moving Forward

8. Communicate early and often.
9. Keep your team informed.
10. Turn these new connections into long-term relationships.

Meaningful Engagement

- Identify a leadership team.
- Build a strategic vision.
- Dedicate resources.
- Foster collaborative relationships.
- Develop an online platform.
- Establish a location where stakeholders can go to learn and provide feedback (for example, the library or parent information center).
- Identify ways to measure progress.
- Develop a robust district planning process.

Planning

- Identify a leadership team.
- Build a strategic vision.
- Dedicate resources.
- Foster collaborative relationships.
- Develop an online platform.
- Establish a location where stakeholders can go to learn and provide feedback (for example, the library or parent information center).
- Identify ways to measure progress.
- Develop a robust district planning process.

Engagement

- Identify a leadership team.
- Build a strategic vision.
- Dedicate resources.
- Foster collaborative relationships.
- Develop an online platform.
- Establish a location where stakeholders can go to learn and provide feedback (for example, the library or parent information center).
- Identify ways to measure progress.
- Develop a robust district planning process.

Moving Forward

Implementation

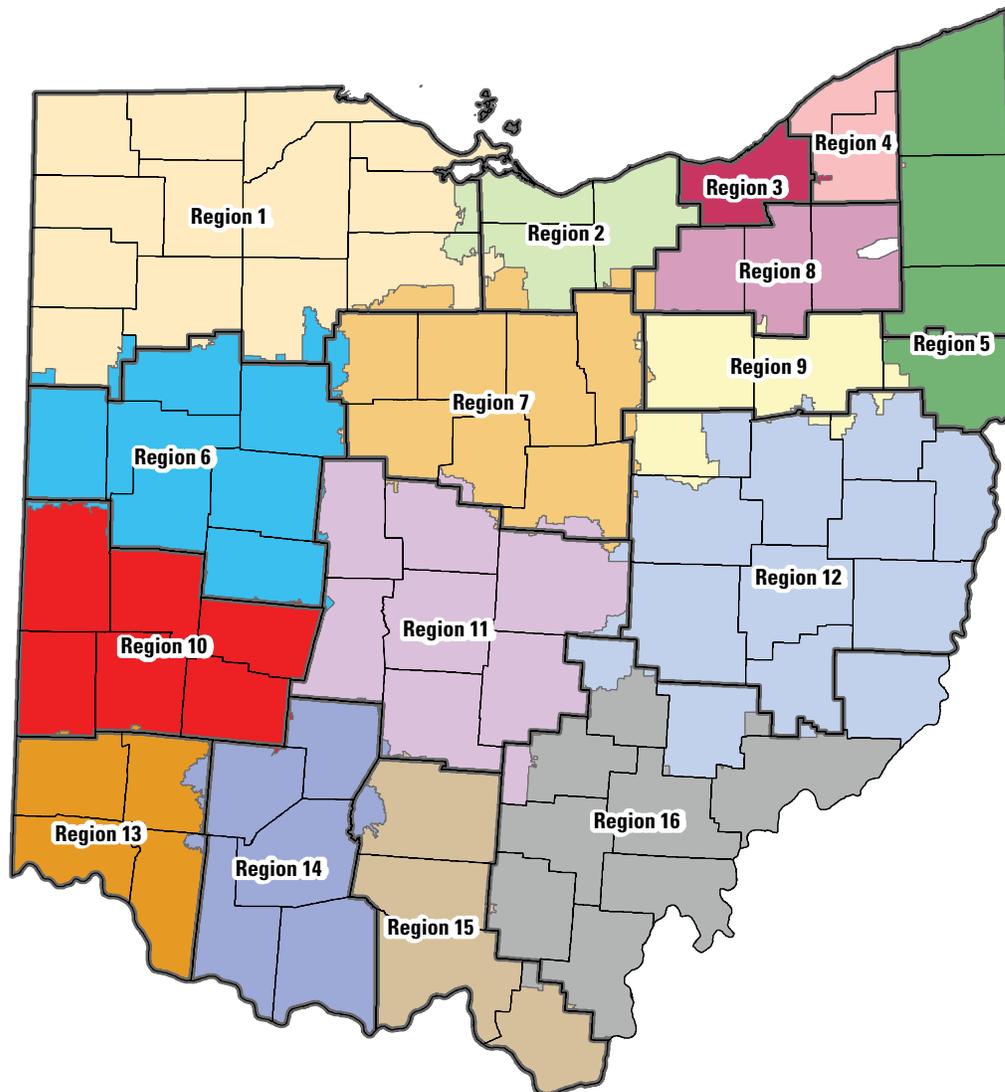
Appendices

Additional Resources for Effective Stakeholder Engagement

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Appendix A

Statewide System of Support Regions Map



State support team regions are divided by county; however, due to school district boundaries crossing county lines, some school districts within a region are served by a neighboring state support team.

To find your state support team contact, click [here](#).

Appendix B

Educational Service Centers in Ohio

Ohio's educational service centers (ESCs) provide academic, fiscal and operational support services to Ohio's school districts, chartered nonpublic schools, community schools and STEM schools. Each educational service center's website is listed below.

Ohio's Educational Service Centers	
Allen County ESC	Madison Champaign ESC
Ashtabula County ESC	Mahoning County ESC
Athens-Meigs ESC	Medina County ESC
Auglaize County ESC	Mercer County ESC
Brown County ESC	Miami County ESC
Butler County ESC	Mid-Ohio ESC
Clark County ESC	Midwest Regional ESC
Clermont County ESC	Montgomery County ESC
Columbiana County ESC	Muskingum Valley ESC
Darke County	North Central Ohio ESC
East Central Ohio ESC	North Point ESC
ESC Of Central Ohio	Northwest Ohio ESC
ESC of Cuyahoga County	Ohio Valley ESC
Fairfield County ESC	Pickaway County ESC
Gallia-Vinton ESC	Preble County ESC
Geauga County ESC	Putnam County ESC
Greene County ESC	Ross-Pike County ESD
Hamilton County ESC	South Central Ohio ESC
Hancock ESC	Southern Ohio ESC
Jefferson County ESC	Stark County ESC
Knox County ESC	Summit County ESC
Lake County ESC	Tri-County ESC
Lawrence County ESC	Trumbull County ESC
Licking County ESC	Warren County ESC
ESC OF Lake Erie West	Western Buckeye ESC
ESC Of Lorain County	Wood County ESC

Appendix C

Ohio Title I School, Parent and Family, and Community Engagement Resources

Title I funding requires meetings and communications with parents and families. These tools may be helpful in communicating with them.

[School-Parent Compact](#)

[Parental Involvement Policy](#)

[Title I Parent Meeting Invitation](#)

[Parent's Right-to-Know Letter](#)

[Title I Meeting Agenda](#)



Appendix D

Required Stakeholder Engagement Activities in the Every Student Succeeds Act

The table below provides the relevant statutory language, including required stakeholder engagement activities under the Every Student Succeeds Act.

Title I-A (Receiving Title I Funds)

The district's or school's plan must be developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and parents of children in schools served under this part.

The plan must describe or include:

- The strategy the district or school will use to implement effective parent and family engagement;
- If applicable, how the district or school will support, coordinate and integrate services provided under this part with early childhood education programs at the district or individual school level, including plans for the transition of participants in such programs to local elementary school programs;
- How the district or school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable, through coordination with institutions of higher education, employers and other local partners.
- The district's or school's written parent and family engagement policy (see following section).

The district or school must conduct outreach to all parents and family members and implement programs, activities and procedures for the involvement of parents and family members. Such programs, activities and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Title I-A (Written Parent and Family Engagement Policy)²

Each district must develop jointly with, agree on with, and distribute to parents and family members of participating children, a written parent and family engagement policy. The policy shall describe how the agency will:

- Establish expectations and objectives for meaningful parent and family involvement;
- Involve parents and family members in jointly developing the district plan and the development of support and improvement plans;
- Provide the support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities;
- To the extent feasible, coordinate and integrate all ongoing parent and family engagement strategies;
- Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy;
- Use the findings of such evaluation to design evidence-based strategies for more effective parental involvement; and
- Involve parents in the activities of the schools served under this section of law.

Districts that receive \$500,000 or more must reserve at least 1 percent of funds for parent and family engagement, 90 percent of which must be distributed to schools.

Title I-A (Apply for a Schoolwide Program)³

A school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents and other members of the community to be served. Others include individuals who will carry out such plan, including teachers; principals; administrators (including administrators of programs described in other parts of this Title); paraprofessionals present in the school; the local educational agency; and tribes and tribal organizations present in the community. If applicable, it also could include specialized instructional support personnel; technical assistance providers; school staff; students (if the plan relates to a secondary school); and other individuals determined by the school.

The plan must be available to the district, parents and the public in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

² Elementary and Secondary Education Act of 1965 [As Amended Through P.L. 114–95, Enacted December 10, 2015], [Section 1116 \(a\)\(2\); \(3\)\(A\)](#), 2015.

³ Elementary and Secondary Education Act of 1965 [As Amended Through P.L. 114–95, Enacted December 10, 2015], [Section 1114\(b\)\(2\)](#), 2015.

Title I (Applying for a Targeted Assistance Program)⁴

The district plan must describe how teachers and school leaders in schools operating a targeted assistance school program, in consultation with parents, administrators, paraprofessionals and specialized instructional support personnel, will identify the eligible children most in need of services. The school must implement strategies to increase the involvement of parents of eligible children.

Title II-A⁵

Districts must consult with a range of stakeholders in developing applications for Title II formula funds, seek advice on how to improve activities and describe how data and ongoing consultation will be used to continuously improve Title II local activities.

Title III-A⁶

Districts must use Title III funds for parent and family engagement activities related to English learners, among other required uses of funds. The district plan must:

- Describe how the district will promote parent, family and community engagement in the education of English learners.
- Contain assurances the district consulted with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education in developing and implementing its Title III plan.

⁴ Elementary and Secondary Education Act of 1965 [As Amended Through P.L. 114–95, Enacted December 10, 2015], [Section 1112\(b\)\(9\)](#); [Section 1115\(b\)\(2\)\(E\)](#), 2015.

⁵ Elementary and Secondary Education Act of 1965 [As Amended Through P.L. 114–95, Enacted December 10, 2015], [Section 2102\(b\)\(2\)\(D\)](#); (3), 2015.

⁶ Elementary and Secondary Education Act of 1965 [As Amended Through P.L. 114–95, Enacted December 10, 2015], [Section 3115\(c\)\(3\)\(A\)](#); [§3116\(b\)\(3\)](#), [§3316\(b\)\(4\)\(C\)](#), 2015.

Specialized Areas of Stakeholder Engagement

Under the Every Student Succeeds Act, some schools require an additional focus on stakeholder engagement. Below are two such areas.

Priority or Focus Schools and Improvement Plans⁷

A comprehensive or targeted support and improvement plan developed by the **district** shall be developed in partnership with stakeholders, including principals and other school leaders, teachers and parents.

Nonpublic Schools⁸

Districts shall consult with appropriate private school officials.

Such agency and private school officials shall both have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children.

This consultation shall occur before the agency makes any decision that affects the opportunities of eligible private school children, teachers and other educational personnel to participate in programs and shall continue throughout the implementation and assessment of activities under this section.

Each district shall maintain in the agency's records, and provide to the state educational agency involved, a written affirmation signed by officials of each participating private school that the meaningful consultation required by this section has occurred.

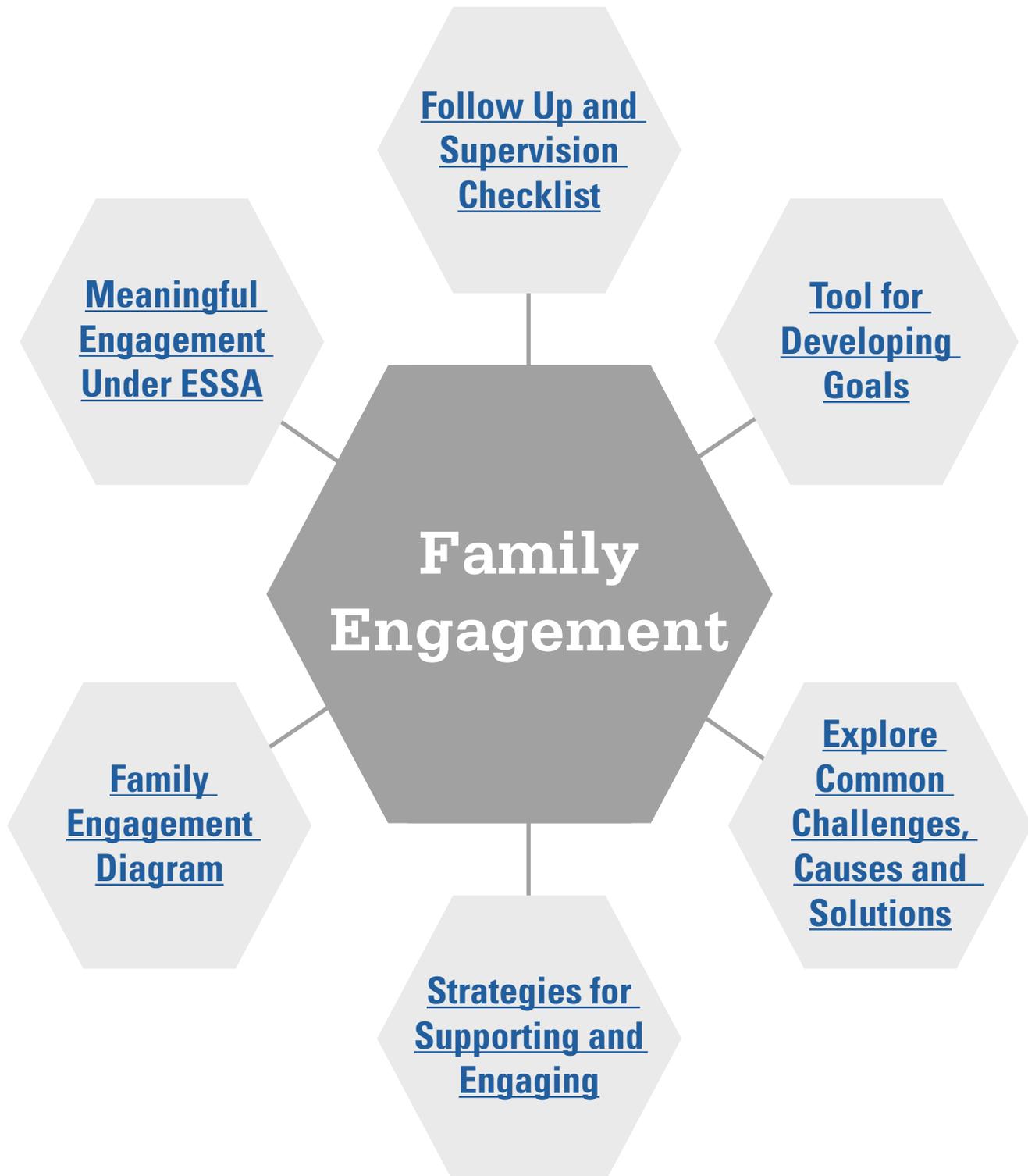
⁷ Elementary and Secondary Education Act of 1965 [As Amended Through P.L. 114–95, Enacted December 10, 2015], [Section 1111\(d\)\(1\)\(B\); §1111\(d\)\(2\)\(B\)](#), 2015.

⁸ Elementary and Secondary Education Act of 1965 [As Amended Through P.L. 114–95, Enacted December 10, 2015], [Section 8501\(c\)\(1-5\)](#), 2015.

Appendix E

Supplemental Resources and Tools to Support Stakeholder Engagement

These links include templates to use with implementation of the different strategies for stakeholder engagement.



Supplemental Resources and Tools to Support Stakeholder Engagement

These links include templates to use with implementation of the different strategies for stakeholder engagement.



Appendix F

Stakeholder Engagement Requirements Under ESSA

This table details which stakeholder groups must be consulted in the development and implementation of a district's Every Student Succeeds Act plan.

Stakeholders	Title IA Citation: §1112(a)(1)(A), §1112(b)(7-10)	Title IA Citation: §2102(b)(3)(A) and §2102(b)(2)(D)	Title IIIA Citation: §3116(b)(4)(C)	Title IVA Citation: §4106(c)(1-2)
Teachers	x	x	x	x
Principals	x	x	x	x
Other school leaders	x	x	x	x
Parents/family members	x	x	x	x
Paraprofessionals	x	x	n/a	n/a
Specialized instructional support personnel	x	x	n/a	x
Administrators	x	n/a	x	n/a
Other Appropriate School Personnel	x	x	n/a	n/a
Nonpublic Schools	x	x	x	x
Community Partners/CommunityBased Organizations/Community Members	x	x	x	x
Researchers	n/a	n/a	x	n/a
Early childhood education programs (where applicable)	x	n/a	n/a	n/a
Institutions of higher education (where applicable)	x	n/a	x	n/a
Employers (where applicable)	x	n/a	n/a	n/a
Local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency)	n/a	n/a	n/a	x
Indian tribes or tribal organizations (where applicable)	n/a	n/a	n/a	x
Other stakeholders/other organizations with relevant experience	n/a	x	x	n/a
Public or private entities	n/a	n/a	x	n/a

Additional Stakeholders to Engage

Students and Youth

- Alumni associations
- Student mentors
- Juvenile justice programs
- Youth groups/leadership programs
- Youth-led initiatives/organizations
- Student subgroups

Parents, Families and Communities

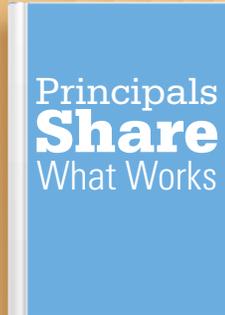
- Local parent and family advocacy groups
- Faith-based organizations
- Parents, guardians and families, including those of students with disabilities, English learners and other underrepresented students
- Families and advocates for students in the foster system or youth experiencing homelessness

School and District Level Educators

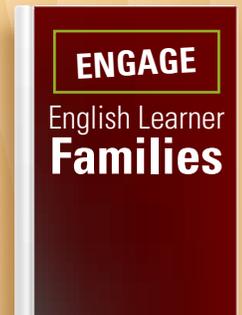
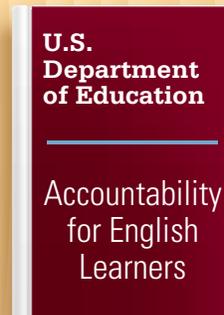
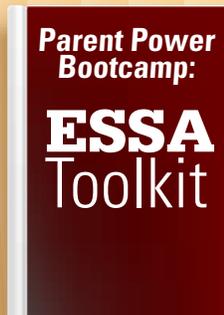
- Special education teachers
- Classroom management groups
- School resource officers
- Local union chapters
- Labor/management alliances
- District leadership
- District staff
- Alternative and transitional education providers

Appendix G

Further Reading Library Additional Materials



Vulnerable Populations



Communities

