CEELO LEADERSHIP ACADEMY: STAKEHOLDER ENGAGEMENT

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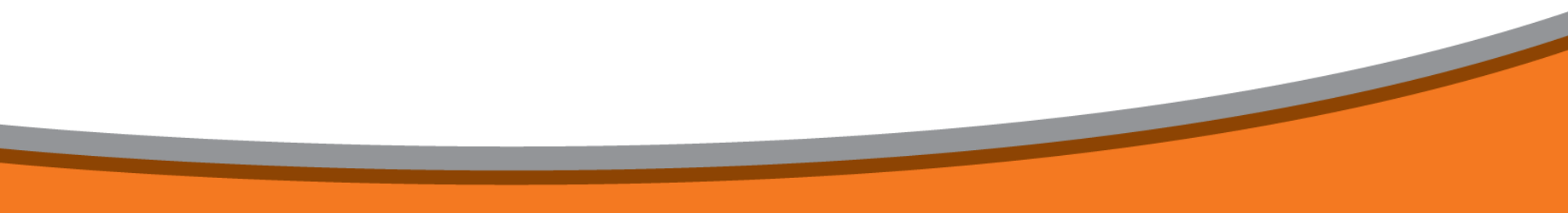202-550-6862

WHAT YOU SHARED

- Be fully engaged

- Need tips on social media – do we use Facebook, our website or other social media tools? – how do we manage? What tools are available? And who responds?

- Challenged by cultural, linguistic and racial diversity among existing workforce and how it's being addressed

- How do we reach out to families when we have difficulty filling classrooms and balance program focus on income qualifications which can lead to negative "labels"?

- Need strategies to "authentically" engage diverse families during planning versus after the fact

- Focus on outcomes rather than process

- It's about relationships and knowing you care

- Adaptive leaderships versus Management, Adaptive not Technical Assistance

- Need for systems culture change

- Thoughtful Transitions – important considerations - doing what you love and are good at

COMMUNICATION IS DESIGNED TO CONNECT.

➢ **To inform**

➢ **To persuade action**

➢ **To prevent misunderstandings**

➢ **To present a point of view**

➢ **To lower barriers between groups and individuals**

➢ **To build understanding or change behavior**

KEY STEPS IN YOUR COMMUNICATIONS PLANNING

1. **Research and Analysis (Take Stock of Your Current Situation)**

2. **Goals and Objectives**

3. **Target Audience**

4. **Key Messages**

5. **Communication Strategy – Tactics and Implementation**
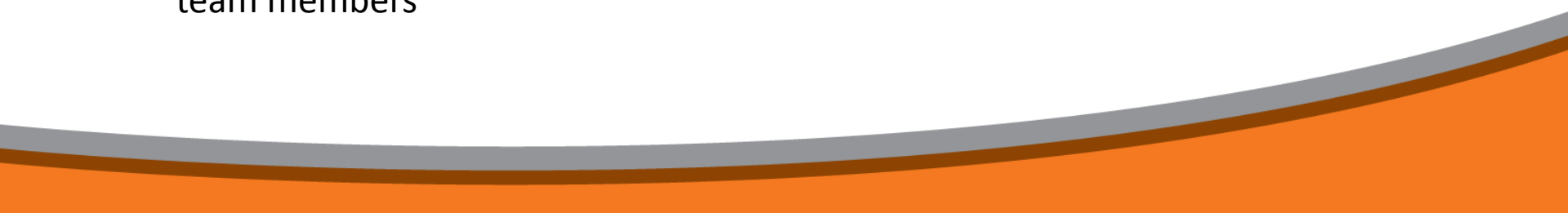
6. **Evaluation**

COMMUNICATIONS PROCESS

Set expectations on how to share information.
If information-sharing becomes the norm, it will be much easier to ensure it continues and is effective. After all, practice makes perfect.

**Create a communications strategy and plan.**
Include the communication objectives, responsible parties and medium, and activities such as the following:

- Regular meetings (e.g. weekly) with the project team, with the objective of sharing information
- Regular update emails (e.g. weekly) with the latest project news
- An online discussion forum where project team members can ask questions and receive answers with searchable results
- A catalogue of all project documentation for easy reference, including a governance process for updating the catalogue and the documentation on an ongoing basis
- A methodology for gathering feedback on the state of communication from team members

STAKEHOLDER CLASSIFICATION PROCESS

Identify → **Classify** → **Prioritize** →

EDUCATE
INFORM
ENGAGE
ENCOURAGE
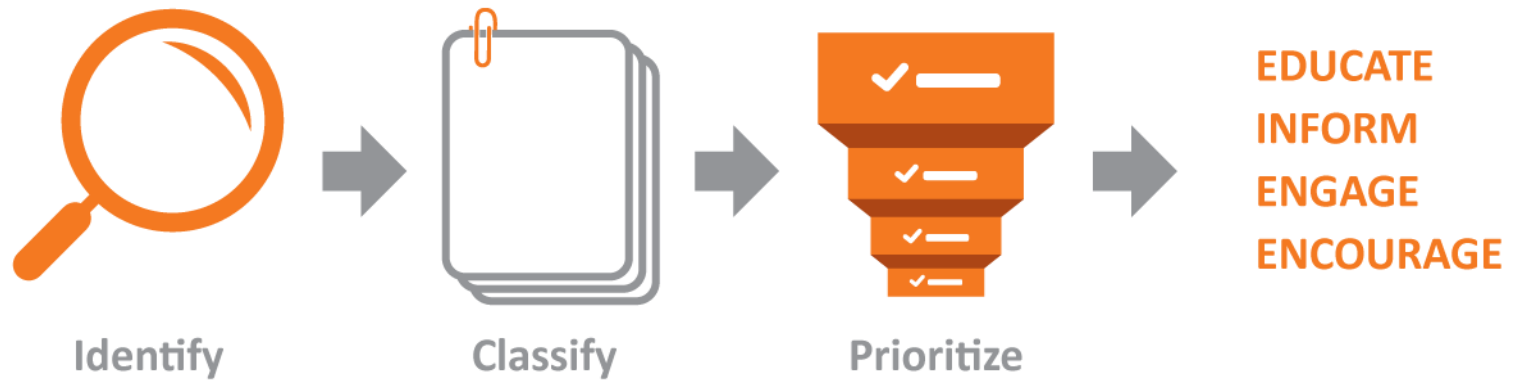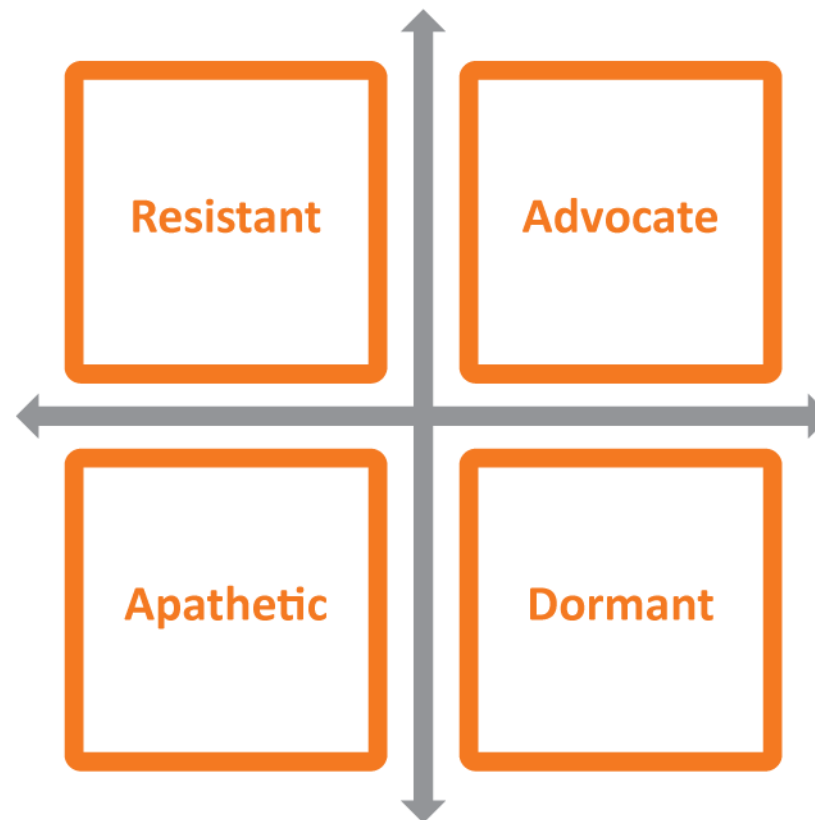
STAKEHOLDER CLASSIFICATION ATTRIBUTES

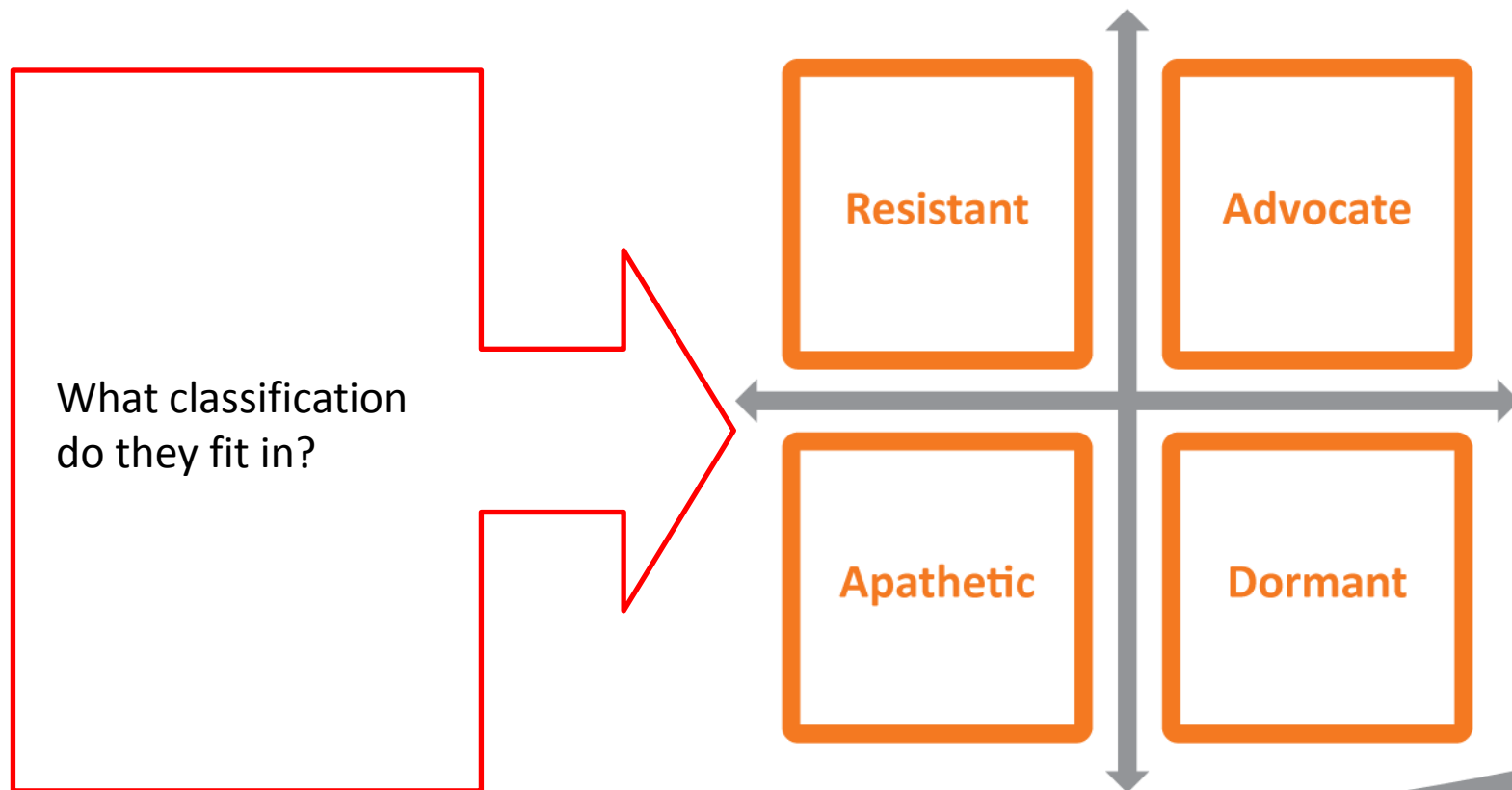| Advocate	• Action-and Behavior-oriented Messages • Endorsements, letter-writing campaigns, influencing their network, attending functions
Resistant	• Engage outside of privately to avoid public disagreement • Identify "honest brokers" and assess their influence
Dormant	• Determine reasons for inactivity — lack of awareness, not impacted by, lack of interest • Timing and persistence may convert to Advocate
Apathetic	• Difficult to focus resources and engage • Often moved to engagement by media, community voices and a "cause"

STAKEHOLDER CLASSIFICATIONS

What classification
do they fit in?

| Resistant | Advocate |
| Apathetic | Dormant |

STAKEHOLDER CLASSIFICATION TOOL

Group/ Individual Name	Area of Focus	Key Issues		Capacity and Reach	Preferred or Priority Channels	Sphere of Influence	Current Classification

Stakeholder Engagement Improvement Process

Analysis → Research → Strategy → Stakeholder Communications Approach → Messaging and Channels → Stakeholder Engagement & Socialization → Feedback → Document → Analysis
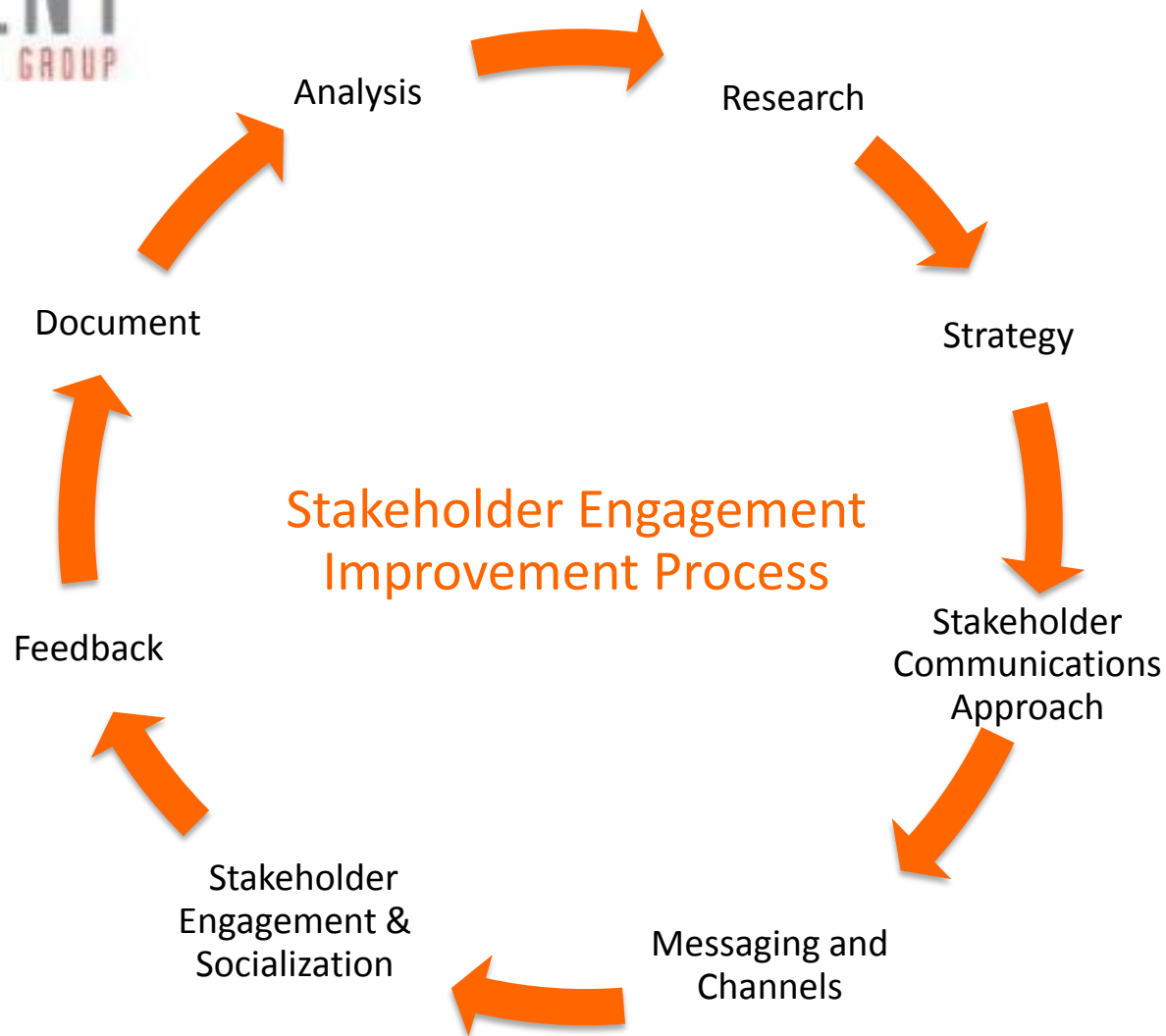
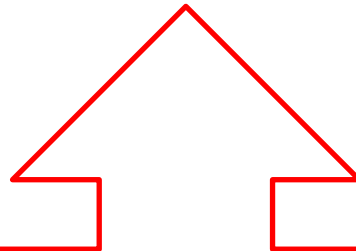# Peer Exchange: Classify Stakeholders in Your State

| Group/ Individual Name | Area of Focus | Key Issues | | Capacity and Reach | Preferred or Priority Channels | Sphere of Influence | Current Classification |

Identify and Agree on a Common Stakeholder Group such as *providers, internal/cross-agency staff, legislators, advocacy groups, general public, etc.*
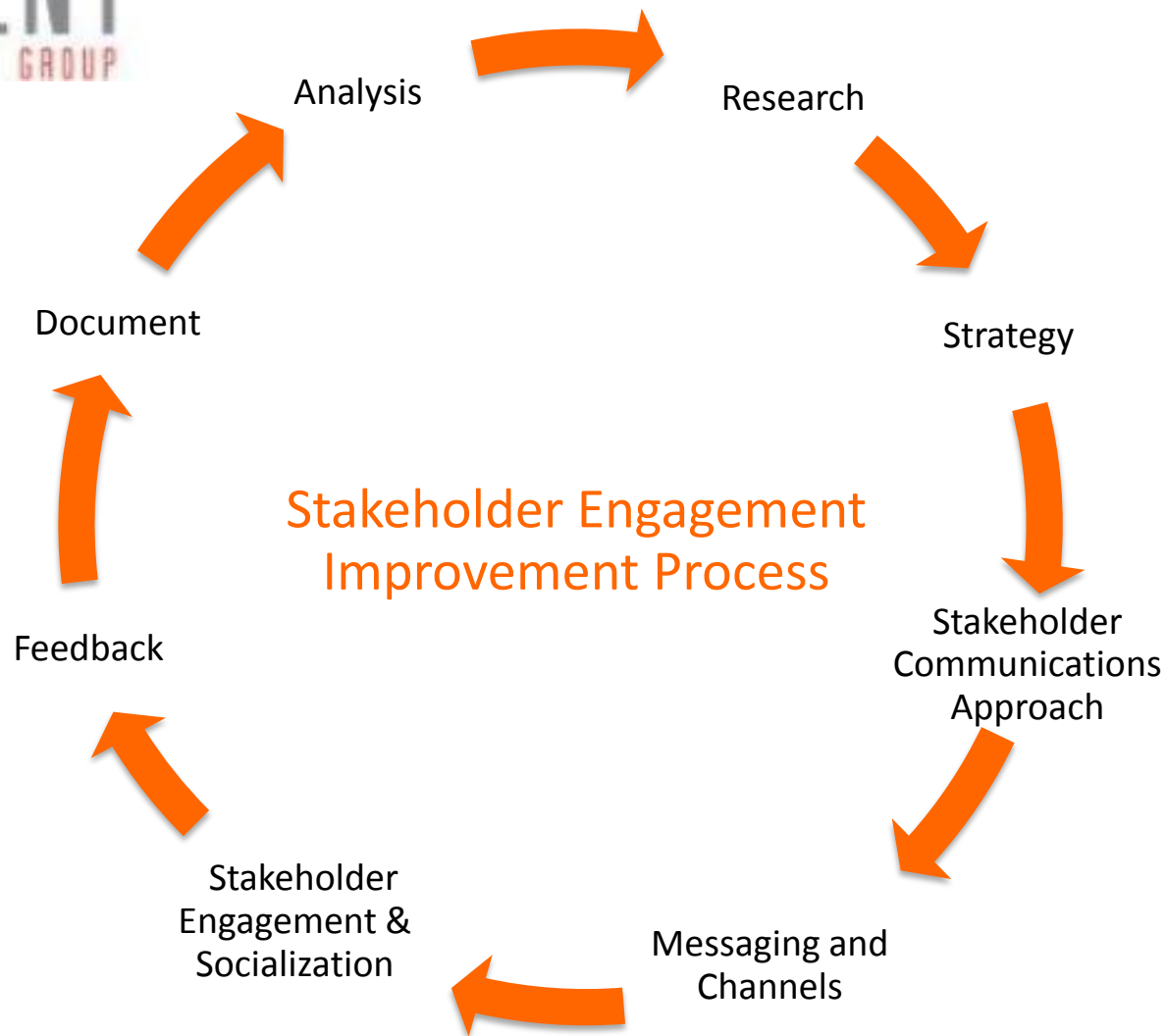
Work as a Group on Completing the Stakeholder Worksheet.

Share your Learnings.

STAKEHOLDER COMMUNICATIONS TOOL

Group/Individual Name	Area of Focus	Key Issues	Capacity and Reach	Preferred or Priority Channels	Sphere of Influence	Current Classification

Advocate	• Action-and Behavior-oriented Messages • Endorsements, letter-writing campaigns, influencing their network, attending functions
Resistant	• Engage outside of privately to avoid public disagreement • Identify "honest brokers" and assess their influence
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DIVERSITY AND CULTURAL COMPETENCY AWARENESS

OVERVIEW OF DIVERSE FAMILIES

➤ **Language barriers** may discourage parents from engaging in their children's early care and education, such as attending parent orientation or teacher meetings

➤ Low-income and culturally diverse families often feel that the only time teachers want to meet with them is when **something is wrong or their kids are in trouble**

➤Low-income families may **lack support systems** at home or in their workplace to take time off to attend school meetings that are NOT deemed "required"
  ➤Partner or Spouse will not allow or has strong objections to participation

➤ Divorce, legal issues, illiteracy and **overall lack of trust in "systems" or "institutions"**

➤ Immigrants may feel uncomfortable interacting with early care and education teachers due to a **lack of familiarity with U.S. educational institutions**
  o Undocumented immigrants wary of public agencies and programs
  o Refugees coping with the consequences of dislocation and trauma

Limitations: Research on parent engagement of linguistically diverse families is limited and much is focused on Spanish-speaking families or families with a Hispanic background

Opportunity: Linguistically diverse families as a group share many characteristics with monolingual English-speaking parents of low-socioeconomic backgrounds

EXAMPLES OF CULTURALLY RELEVANT PARENTAL ENGAGEMENT

➤ A higher percentage of Hispanic families regularly **eat meals together** than other groups (59% compared with the national average of 46%) and most engage in activities at home that **promote learning, including storytelling, singing, and teaching letters and numbers** (Murphy, Guzman, & Torres, 2014).

➤ Hispanic parents with limited English skills have been found to **convey high educational aspirations** to their children through stories and conversation (McWayne, Melzi, Schick, Kennedy, & Mundt, 2013; McWayne & Melzi, 2014).

➤ Qualitative research with families from Hmong, Somali, and Hispanic backgrounds have documented parents' **support of their children's learning in everyday routines**, such as a Somali mother's report that she listens to her young children's frequent questions about everyday situations and offers explanations (Emarita, 2007).

➤ Latina mothers employ **culturally valued approaches** to encourage their children's educational success, including *consejos (stories and admonitions* that reinforce personal characteristics such as resilience and perseverance) and *apoyo (emotional and* moral support to build self-confidence and self-discipline) (Ramos, 2014).

POTENTIAL STATE AGENCY OBJECTIVES FOR ENGAGING DIVERSE FAMILIES

Cross-Sector Community Building Framework

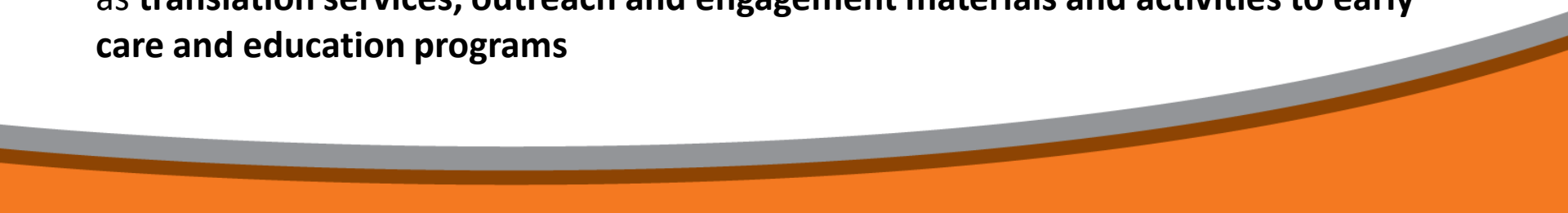| Expand, support, and sustain programs that work directly with families | Leverage Early Head and Head Start resources to train in engaging diverse families | Promote statewide public awareness campaigns for ECE including communicating in multiple languages | Build on or create a network across the state to develop and deliver training to family engagement providers using a train-the-trainers model | Create and promote a shared common language around child development and ECE |

RESOURCE RECOMMENDATIONS TO ENABLE PROGRAMMATIC SUPPORT OF
LINGUISTICALLY AND CULTURALLY DIVERSE FAMILIES

➢ **Technical assistance (Adaptive Assistance)** to build capacity to partner and work with linguistically diverse families can include guidance for directors, staff, teachers, etc.

➢ Asses collaborative opportunities with institutions of higher education to develop onsite, credit-bearing **professional development** for linguistically diverse early childhood program staff

➢ Funding for preschool and other early care and education programs for programs to have access to **bilingual family workers, either as program staff or as consultants,** to support outreach and parent engagement

➢ State-funded organizations, such as child care resource and referral agencies or institutions of higher education, can be given guidance on how to offer resources such as **translation services, outreach and engagement materials and activities to early care and education programs**

Types of ECE Stakeholders
Child—Early Childhood Program/Kindergarten
Family—Early Childhood Program/Kindergarten
Early Childhood Programs
Community

ACTIVITIES TO PROMOTE ECE TRANSITIONS

➢ Establish bonds between the preschool child and the kindergarten teacher

➢ 'Kindergarten day' hosted and staffed by a local nonprofit organization, where children and families could come together to learn about kindergarten

➢ Generate excitement about the transition ahead of them

➢ Transition home visits present an opportunity for teachers to establish relationships with families - these meetings are personal and private
  ➢ "Front porch" conversations can provide insights into a child's interests and needs as well as a family's hopes and dreams for their child
  ➢ Educators show they care about the children and respect their families

➢ Educators need to be aware that families want to be involved in the planning process for the transition to kindergarten

➢ Share different activities that parents can do with their children at home and in the community to support their child's learning such as
  ➢ emphasize reading
  ➢ urge parents to visit kindergarten classrooms
  ➢ make sure their children have regular bedtime routines
  ➢ talk with their children about what happens at school each and every day

LINKING STAKEHOLDER ENGAGEMENT, DIVERSITY AWARENESS AND CULTURAL COMPETENCY

Exercise: Tying Stakeholder Engagement and Engaging Culturally Diverse Communities

What transition practices exist in your states?

What other transition activities might be included?

STAKEHOLDERS	
Parents & Families	ECE Programs
What role does the family play in the transition to kindergarten? Why is family engagement so crucial during this sensitive and pivotal time? How might parent leaders take a larger role in advocating positive transition practices?	What relationships and policies may impede or facilitate parent engagement in supporting their child's transition? What types of communication and policies are critical to a successful kindergarten transition? What are the roles and responsibilities of the district and the larger community in ensuring that children and families have healthy and positive transitions to ECE?

Promising Practices in Early Care and Education Programs that Support Parent Engagement in Linguistically Diverse Families

Programs have **bilingual staff** who are fluent in the language most often represented among the families of enrolled children. These staff are available to support teacher-parent communication.

Programs **Invite parents to share Information** about their home language use, methods they use to promote their child's learning and development, family strengths and challenges, and goals for their children's education and for parent development and advancement; this information is used to plan parent engagement and family support activities.

Information about the program - including consent forms, descriptions of procedures for child assessment, newsletters, and invitations to events - is **provided in families' home languages**; important information is provided, if possible, orally in families' home languages for parents with limited reading skills.

Program **staff communicate with parents about methods for supporting learning at home** in the parents' home language and use multiple formats for this communication, including individual meetings, group parent meetings, home visits, and the provision of home learning materials with easy-to-use guidance.

Programs provide **opportunities for parents to see and practice culturally relevant adult-child activities** that foster a supportive parent-child relationship and children's learning.

Program staff provide guidance for families about the value of **helping children further develop** their home language skills through parent-child conversations and activities that **draw on cultural and family traditions**.

Methods for reducing barriers include the use of interpreters, meeting with the parent at a time that accommodates their work schedule and assist with transportation and child care.

Program provides opportunities for families from the same linguistic and cultural background to **develop social networks with each other**.

Help parents obtain needed supports and services such as ESL classes, vocational training, health and mental health services, or assistance meeting basic family needs.
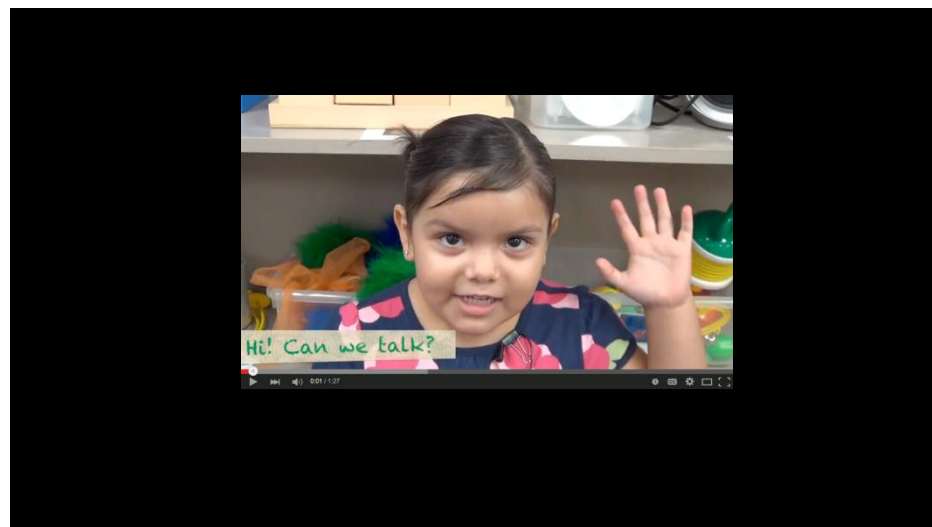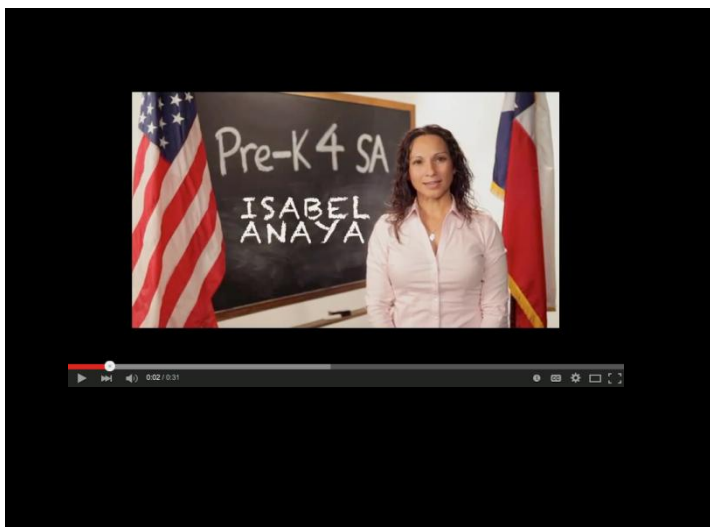
Staff are provided with **professional development** on cultural and linguistic diversity.

Periodic assessment of practices designed to include and support linguistically diverse parents as partners in promoting children's well-being and early learning.

Source: Barrueco, S., Smith, S., & Stephens, S. (2015). Child Care & Early Education Research Connections. Supporting parent engagement in linguistically diverse families to promote young children's learning: Implications for early care and education policy. Retrieved from http://www.researchconnections.org/childcare/resources/30185/pdf

MUNICIPAL PRE-K CAMPAIGN: PRE-K4SA

https://www.youtube.com/watch?v=6GwtMWJYnZs

IT'S NOT JUST ABOUT DATA, SYSTEMS AND PROCESSES IT'S ABOUT LIVES!

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