

Stakeholder Participation Process

The **Stakeholder Participation Process** (SPP) was developed to improve stakeholder's response to various initiatives and district actions. The District wants to be intentional and conscientious about the role stakeholders play in important issues such as boundary changes, school closure, strategic planning processes, ESL redesign, etc.

Purpose of the Process:

- Be transparent about the goal of the process and how decisions are being made.
- Be clear with the stakeholders about the nature and scope of the participation task, i.e., "our commitment."
- Honor our commitment to the stakeholders.

Things to Remember:

- Identify barriers to stakeholder participation early on and have a plan to limit or eliminate the identified barriers. This may require a differentiated approach to engage various stakeholder groups during a particular phase.
- Provide adequate resources (e.g., information, time, materials) for stakeholders to engage in the process.
- Balance multiple ways of knowing (e.g., facts/data, community wisdom, stories, testimonials).
- Make sure the cost of each phase of the participation process is commensurate with the magnitude of the decision being made.

Stakeholder Participation Process

Categories of Potential Stakeholders

**Parents/Family
Community Members
Students**

**District PAC's
District Leaders
Employee Associations
Education Partners**

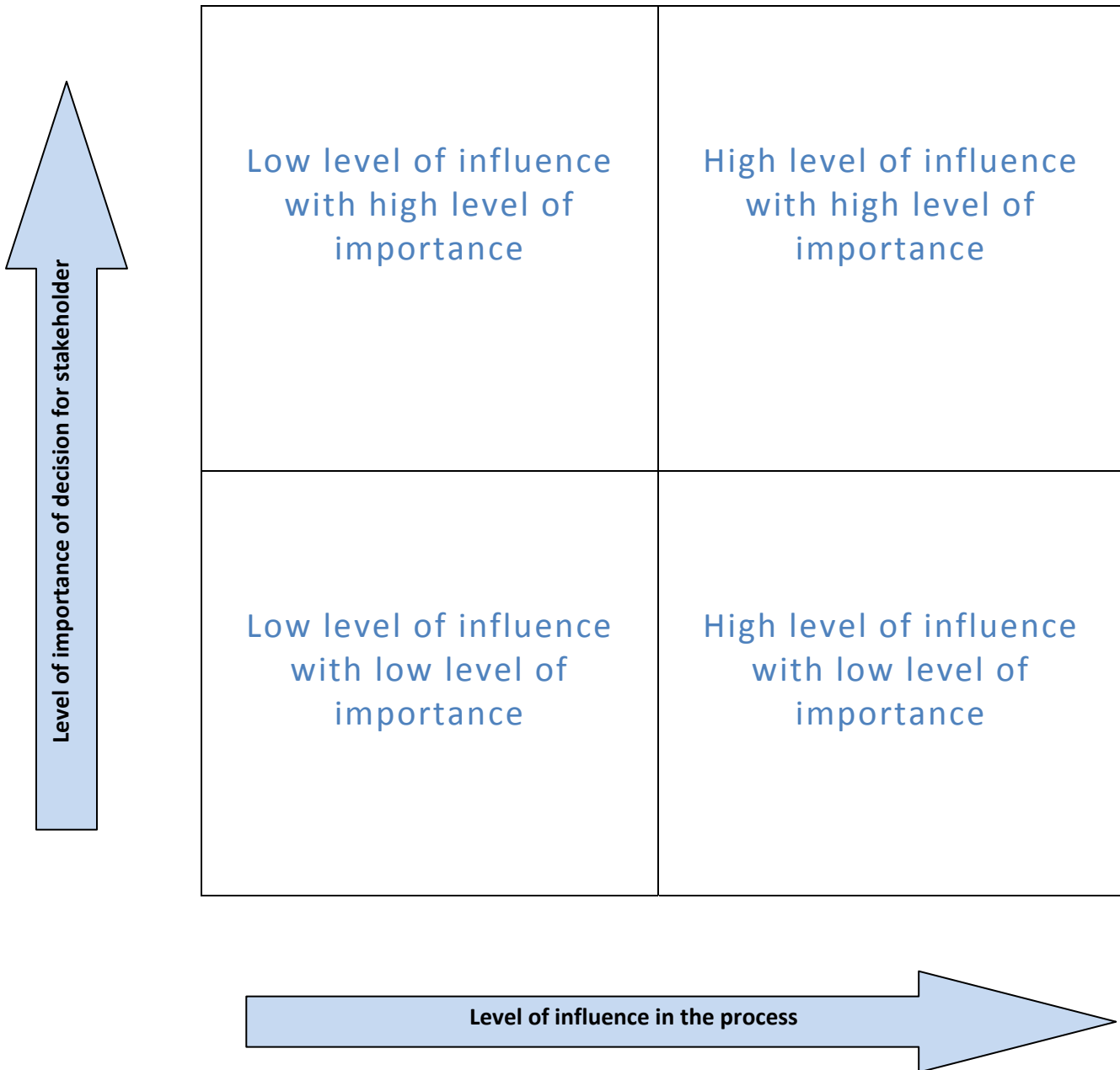
**Frontline Staff
Partners
Community Organizations**

| <i>Possible Level of Participation from Stakeholders*</i> | | | | |
|---|---|--|---|---|
| Inform | Consult | Involve | Collaborate | Empower |
| To provide the stakeholder with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions. | To obtain stakeholder feedback on analysis, alternatives and/or decisions | To work directly with the stakeholder throughout the process to ensure that stakeholder concerns and aspirations are consistently understood and considered. | To partner with the stakeholder in each aspect of the decision including the development of alternatives and the identification of the preferred solution. | To place final decision-making in the hands of the stakeholder. |
| <i>Corresponding Commitment*</i> | | | | |
| Inform | Consult | Involve | Collaborate | Empower |
| We will keep you informed | We will keep you informed, listen to and acknowledge concerns and aspirations, and provide feedback on how stakeholder input influenced the decision. | We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how stakeholder input influenced the decision. | We will look to you for advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible. | We will implement what you decide. |

*Taken and adapted from, 2010 Anne R. Carroll (carrfran@qwest.net)

Stakeholder Identification and Analysis*

Power grid to help visually identify the stakeholder's power in the process



It is important to remember that those who are most impacted by substantial change are often those with the least power to exert over the process. Be sure to do more than “inform” those stakeholders. Please consider what the desired level of involvement would be for those high stakes/low power individuals or groups when you make your decision about their level of involvement.

It is also important to do more than “inform” regularly.

| Overview | |
|---|--|
| Department: | Project Lead: |
| Phone: | Email: |
| Start of Project: | Proposed End: |
| Purpose of the Process | |
| | <i>Are you initiating a process?</i> |
| | <i>Are you responding to an issue?</i> |
| <i>Decision Making Model - Who makes the final decision and how is it done (board resolution, superintendent decision, departmental decision, etc.)?</i> | |
| <i>What is the purpose of this process? Define problem and objectives.</i> | |
| <i>What are the major phases/stages in this process (different phases/stages for different levels of participation)? How do we know that we are done?</i> | |
| <i>What is earliest you can involve the stakeholders? Can you test assumptions with stakeholders? Could you involve the stakeholders earlier?</i> | |
| <i>Is this process creating the type of change that stakeholders will believe they are losing something? Does the way in which stakeholders are involved acknowledge this loss and the corresponding grief?</i> | |

| | | | | |
|---|--|-------------------------------|-------------------------------|---------|
| Phase | | | | |
| <i>Purpose of the Phase/Stage</i> | | | | |
| | | | | |
| Decision Making Model – Who decides when this phase/stage is complete and how? | | | | |
| | | | | |
| Desired Level of Participation from Stakeholders (Select only one) | | | | |
| Inform | Consult | Involve | Collaborate | Empower |
| | | | | |
| Commitment to Stakeholders | | | | |
| <i>Automatically self populate. Add additional information to address any potential barriers to participation for given stakeholders.</i> | | | | |
| | | | | |
| List Stakeholders | Strategies for Engagement | Means of Communication | Barriers to Engagement | |
| School community (required): Parents Parent leadership (site council, PTA) | Direct communication to all families through multiple channels (print, electronic, phone, etc.). | | | |
| Neighbors (required) | Distribute information through ONI and neighborhood coalition | | | |
| Evaluation (summative and/or evaluative) | | | | |
| | | | | |

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