

Strengthening CTE: Putting the Pieces Together

Engaging a Diverse Body of Stakeholders in the CLNA Process

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Good morning. Thank you for joining us as we continue discussion related to the comprehensive local needs assessment (or CLNA). My name is Chris Lenske, I'm the grant specialist with the CTE team, and I'll be walking us through the discussion today.

Conducting a CLNA allows school personnel, families, regional employers, and other community members to weigh in on CTE student outcomes, program goals, and strategies to ensure that students are college and career ready. When done thoughtfully, the reward is a shared vision for CTE that can help drive decisions about programming.

Consultation with "a diverse body of stakeholders" is at the heart of ensuring a rigorous and meaningful assessment process. And, while it's true that some of the required stakeholders may not be as familiar with CTE programs as others, they too can provide important and relevant feedback. It also gives a voice to anyone potentially impacted by CTE programs in your community. Involving stakeholders from the beginning leads to buy-in and support of the final decisions.

What is a Stakeholder?

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So what is a stakeholder? A stakeholder is anyone who is invested or has a “stake” in the welfare and success of a group, policy, or program. In the case of a school program, all members of a community are considered stakeholders. Under the Strengthening CTE for the 21st Century Act (or Perkins V), local education agencies or consortia that plan to apply for funds must engage specific stakeholders to conduct their CLNA. These stakeholders represent the following groups (at minimum):

Required Stakeholders

- Secondary educators
- CTE programs (postsecondary level)
- Local workforce development boards, local or regional businesses
- Parents and students
- Special populations (defined by Perkins V)
- Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Indian tribes and tribal organizations
- Wisconsin: Local or regional work-based learning programs



representatives of your local workforce development board and a range of local or regional businesses or industries;

parents and students;

representatives of [special populations](#).

Special Populations

- Individuals with disabilities
- Individuals from economically disadvantaged families
- English learners
- Homeless individuals described in (Sec. 725) McKinney-Vento – Homeless Assistance Act
- Youth who are in, or have aged out of, foster care
- Single parents
- Youth with a parent who is in active duty with the armed forces
- Individuals preparing for a nontraditional occupational field



Here, the federal law defines special populations as your students who have disabilities; are from economically disadvantaged families; are English learners, homeless, are in or have aged out of foster care, are single parents, or have a parent in active duty, and those students who are preparing for a nontraditional occupational field.

Required Stakeholders

- CTE programs (secondary level)
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- State or local workforce development boards, local or regional businesses
- Parents and students
- Special populations (defined by Perkins V)
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The stakeholder group must also include regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);

representatives of Indian tribes and tribal organizations in the State, where applicable;

and finally, each state has the option to require additional stakeholders. Wisconsin will require consultation with representatives of local or regional work-based learning programs. These may include employers and local coordinators of work-based learning programs.

Stakeholders in Other Needs Assessments

Stakeholders	Title IA	Title IIA	Title III	Title IVA
CITATION	1112(a)(1)(A), 1112(b)(7-10)	2102(b)(3)(A) & 2102(b)(2)(D)	3116(b)(4)(C)	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		
Specialized instructional support personnel	x	x		x
Administrators	x		x	

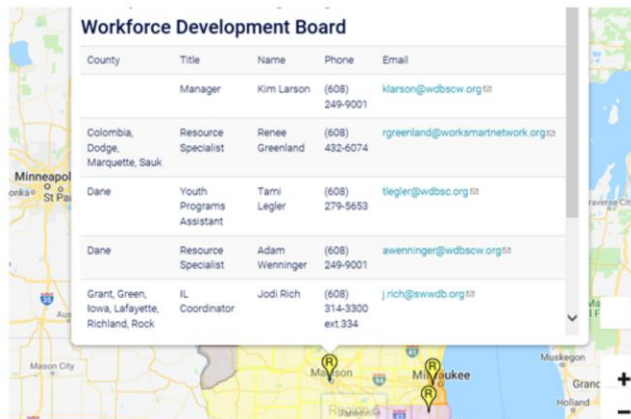


Many in your community have already been involved in an assessment process. In this slide, you can see a partial sampling of the various stakeholders that are engaged in different ESSA title programs. These same people can serve as a resource and a starting point for you.

When considering who you want to bring to the table (so to speak), start with an asset scan of easily accessible stakeholders: in other words, those individuals and organizations that your program is already working with through sector partnerships, community groups, and parent-teacher associations. Once you identify these, then target those you are missing. Fill gaps in expertise or experience with new partners who can bring appropriate breadth and depth of representation of everyone touched by your programs.

We understand that you may have limited connection with some of the required stakeholders. The Wisconsin Guide to Conducting a Comprehensive Local Needs Assessment (or simply, the CLNA Guide) can be a tremendous help. You'll find a draft of the Guide on the Perkins V website. It provides links to various organizations, contacts, and directories that can help you locate the stakeholders needed to complete your outreach efforts.

Example: Child Welfare Independent Living Regions



The screenshot shows a 'Workforce Development Board' contact list overlaid on a map of Wisconsin. The table lists contact information for various counties and titles. The map in the background shows major cities like Milwaukee, Madison, and Milwaukee, and includes a search bar and navigation controls.

County	Title	Name	Phone	Email
	Manager	Kim Larson	(608) 249-9001	klarson@wdboscw.org
Colombia, Dodge, Marquette, Sauk	Resource Specialist	Renee Greenland	(608) 432-6074	rgreenland@worksmartnetwork.org
Dane	Youth Programs Assistant	Tami Legler	(608) 279-5653	tlegler@wdboscw.org
Dane	Resource Specialist	Adam Wenninger	(608) 249-9001	awenninger@wdboscw.org
Grant, Green, Iowa, Lafayette, Richland, Rock	IL Coordinator	Jodi Rich	(608) 314-3300 ext 334	jrich@swwdb.org

Likewise, the Guide provides links to various organizations that work with special populations. For example, to help you meet the requirement to engage foster youth or agencies that work with current and former foster youth, we've provided a link to the independent living programs in your area. In this case, the independent living coordinator for the Child Welfare Independent Living Region 5 is Jodi Rich. You could involve her directly or ask for her recommendations of students who are willing to engage.

So now that you know **who** to engage, we'll cover a bit about **how** to engage your stakeholders.

Four Principles of Collaborative Stakeholder Engagement

- **Inclusion**
- **Accessibility**
- **Sustainability**
- **A focus on results**



There are four principles you can use to guide collaborative stakeholder engagement: inclusion, accessibility, sustainability, and a focus on results. Let's look at each one more closely.

The first of these, inclusion, refers to engaging a wide range of people and organizations in order to lend diverse perspectives to the process. Look for stakeholders who are currently involved in decision-making and those who are affected by CTE programs. Both are invaluable in moving programs forward and developing solutions.

The second principle, accessibility, are those steps you can take to make it easy for people to participate, to understand what's happening, and to be heard. For example, in picking a meeting location, choose one that a parent with no car can attend. In a large rural area, libraries or community centers where people already gather might make a good choice.

Next, sustainability. Stakeholder engagement should be viewed as a continuing process of dialogue rather than a one-time proposition. Stakeholders who are willing and able to continue their engagement will help facilitate and sustain the collaborative work.

Finally, focus on results. Use engagement as a stepping stone toward building long-

term partnerships that can lead to measurable results that matter.

Effective Methods of Engagement

- Online engagement or written responses through the web, U.S. post, or email
- Mass surveys by email, phone, or in person
- Webinars or recorded videos
- Focus groups or small group meetings
- Large-scale public meetings or forums
- Stakeholder panels



There are many ways you might facilitate meaningful engagement. Here are some effective methods:

Online engagement through web-, written-, or email-based discussions and feedback.

Mass surveys of large groups, such as teachers or students, by e-mail, phone, or in person.

Webinars or recorded videos can be helpful to distill complex information and reach people across geographic areas.

Focus groups or small group meetings are good for eliciting feedback on a particular issue.

Large-scale public meetings or forums are opportunities to bring a broad range of stakeholders together to disseminate information, share opinions, or discuss issues. Interactive technology at meetings like this can be effective in capturing feedback.

Stakeholder panels offer experience-based advice and comments on a particular project or set of issues.

Outreach Communications

- Choose community locations
- Connect with ethnic and bilingual media resources
- Designate family or community liaisons or leaders
- Use social media



Whatever methods you decide to use, your outreach communications should focus on diversity.

Here are a few things to keep in mind no matter which stakeholder group you're trying to engage.

Meet people where they are at by using easy-to-reach locations out in the community. Live sessions should be offered at a couple different times of the day to accommodate various work schedules. And keep in mind that stakeholders should be notified well in advance to give them time to make arrangements for both scheduling and transportation.

Connect with ethnic and bilingual media resources for interpretive assistance for families.

Designate family or community liaisons or leaders, such as the parent-teacher organization, to distribute communications. Educational events also offer opportunities to get information out.

Use social media to gather input or boost networking among students, families, and

school community members.

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It may take extra effort to engage underrepresented and historically marginalized stakeholders; however, doing so offers an opportunity to proactively address practices that may have unintentionally excluded students or led to a lack of engagement. So let's take a look at how to involve students of special populations.

Reaching Students

- Homeroom periods
- Civics courses
- Extracurricular activities
- Youth-led organizations
- Alumni groups
- Homeless liaison or foster care liaison



First, consider in-school opportunities like homeroom periods, civics courses, extracurricular activities, or youth-led organizations. And remember your alumni groups are another source. Social media can be effective at tapping into these resources and groups.

A homeless or foster care liaison at the local education agency can help identify students and resources, and can advocate for the unique needs of these students.

Student families are also valuable assets. Each family faces different issues and has different needs, strengths, and values. The educational community should recognize and engage the central figures in a student's life, including those that may not be legal parents or guardians.

Reaching Families

- Personal invitations from a credible source
- Family workshops
- Parent-teacher conferences
- Advisory nights
- PTA or PTO
- Community-based organizations that support special populations



This being said, families may be difficult to engage. Oftentimes families do not feel comfortable in the school setting. Education leaders should use a variety of communication channels to let parents know options to get involved. Personal invitations from education leaders can be very effective. Consider who has the credibility and influence to bring diverse stakeholders together.

Other ways to engage families might include family workshops, parent-teacher conferences, advisory nights, or other student events where families are invited. The PTA or PTO can also be good places to find parents interested in participating. And DPI's webpage on "Engaging With Families" offers good resources and tools on the subject.

No matter what your outreach strategy, make messages to parents easy to digest. At the most basic level, parents want to know how CTE affects their child, their child's education, and their future.

And finally, **community-based organizations that support special populations** can assist in engaging families and offering insight into community-based supports. These include the division of vocational rehabilitation, the child welfare agency, migrant

support agencies, one-stop employment centers, and disability resource centers. Local college and career programs also can be invaluable in connecting students to supports and resources.

“Educator” Stakeholders

- Principals and other building leaders
- Paraprofessionals, including intervention specialists
- School psychologists, school counselors, and other specialists
- Other school staff including librarians, custodians, cafeteria workers, and teacher’s aides
- State Indian Education Associations
- Pre-school, elementary, and secondary school teachers
- Core and special course instructors
- Curriculum specialists
- English learner teachers
- Student support staff
- Special education teachers



As you plan your stakeholder groups, I’d like to add a word about the secondary school personnel stakeholder group. Each education leader and teachers offer perspectives that are vital to conversations around educator training, development and evaluation, non-academic challenges and support, and reporting on progress.

Keep in mind that, while it is essential to engage classroom teachers, the broad category of “educators” reflects an array of stakeholders that can provide unique and important perspectives, as you can see from this slide.

Okay, now that you have the stakeholder group or groups in front of you, what should you share with them?

What to Share with Stakeholders

- What is CTE?
- Your program
- Why your CTE program is important
- Your vision for CTE
- Demographic groups participating
- Local and state industry trends



You could start with general information about what CTE is: What does your program look like or consist of? You could even include an actual tour or a virtual tour of your programs.

Explain why CTE is important for students and the community.

Communicate the vision for CTE.

Provide easily interpreted data such as which demographic groups are participating, and which aren't? Share the goals of the district for engaging various demographic groups.

Share data on local and state industry trends and how your district is preparing students academically and technically.

Final Steps

- Determine what you want from stakeholders.
- Set a good tone.
- Determine how to capture feedback.



Next, determine what you want from stakeholders. Get input on barriers (real or perceived) to accessing opportunities, and discuss strategies to address them.

Set a good tone. Create an open process that allows stakeholders to work with you to learn, to diagnose the situation, to explore alternatives, and to develop strategies.

How do you do that? Well, from the beginning, frame your conversations in an open and engaging way to build trust in the process. Create open-ended questions around key issues, such as: “How do we address equity for all students?” and “How do we ensure that all students are taught to high academic standards?”

Last but not least, determine how you’re going to capture your feedback. Decide in advance how you will compile and report out data, surveys, meeting notes, and decisions.

Prepare for an Ongoing Dialogue

“Sincere engagement of stakeholders requires compromise and honest, respectful dialogue, which can be challenging and necessitates a significant investment of time and resources.”

—David Chrislip, collaboration expert



Remember, Perkins V requires continued consultation with stakeholder groups around the development of the local needs assessment. It supports the idea of maintaining a stakeholder group to provide regular insight into the ongoing planning and implementation of quality CTE programs and programs of study.

Join our next webcast on June 26 when we'll talk about using data related to student performance in your CLNA.