

## **Stakeholder Engagement Plan: Lawrence Turnaround Plan**

### **Overview of Engagement Process:**

- We will engage with a collection of diverse stakeholder groups that comprehensively represent the Lawrence community.
- Focus themes and questions connected to the Turnaround Plan will be tailored to what is relevant to each stakeholder group. Questions and prompts will be broad enough to allow groups to co-determine focus of the conversations.
- Participants will have an opportunity to interact with each other and to provide feedback in all sessions.
- Every session will start with a brief overview of the Turnaround Plan and an update of what we have accomplished so far. Groups will understand how they fit into this engagement process and how their feedback will impact next steps.
- We will work closely with multiple liaisons (i.e. Family Resource Center; Lawrence Community Works; LAE Turnaround Subcommittee) who provide input on stakeholder groups and strategies.
- In some cases, our engagement with certain stakeholder groups may be indirect. Liaisons will provide us with relevant syntheses of data collected from engagement processes they are facilitating.
- We may request to observe feedback meetings that involve Turnaround Plan themes in order to collect pertinent data. When it makes sense to join forces, we may co-plan and co-facilitate with other parties.
- We will synthesize and theme feedback, connecting all data to specific sections of the current Turnaround Plan. We will provide reports that support a comprehensive review of the current Turnaround Plan.

## Stakeholder Engagement Map:

- We fully expect this stakeholder map will expand and become more specific as we continue to connect with groups contributing feedback to our engagement plan (e.g. the LAE Turnaround Subcommittee).

Stakeholder Group	Purpose	Method of Engagement	Timeline	Needs
Families, Community Members, and Community Organizations				
<ul style="list-style-type: none"> <li>• Families of alumni</li> <li>• Families of preschoolers</li> <li>• Families of elementary cohort</li> <li>• Families of middle school cohort</li> <li>• Families of SPED students</li> </ul>	<ul style="list-style-type: none"> <li>-Provide input on relevant themes from the current Turnaround Plan</li> <li>-Verbalize and document what is working and what needs to be addressed by Turnaround Plan</li> <li>-Focus on perception of turnaround efforts, access to services and supports, vision of excellent learning experiences and environments</li> </ul>	<ul style="list-style-type: none"> <li>-Focus groups</li> <li>-Forums</li> </ul>	-February and March	<ul style="list-style-type: none"> <li>-Translation</li> <li>-Interpretation</li> <li>-Childcare</li> <li>-Flyers</li> <li>-Food/coffee</li> </ul>
<ul style="list-style-type: none"> <li>• Families of high school cohort</li> </ul>	<ul style="list-style-type: none"> <li>-Provide input on most relevant themes from the current Turnaround Plan</li> <li>-Verbalize and</li> </ul>	<ul style="list-style-type: none"> <li>-Maricel Sheets and Kinnon Foley will provide us with a synthesis of themes and insights gleaned from feedback sessions.</li> </ul>	-April	

	document what is working and what needs to be addressed by Turnaround Plan			
<ul style="list-style-type: none"> <li>Families new to the district</li> </ul>	-Explore and document hopes, needs, and concerns related to LPS	-Integrated into FRC intake process	-April	
<ul style="list-style-type: none"> <li>Community members</li> <li>Nonprofit and community organizations</li> </ul>	-Provide insights on community's experiences and perceptions of turnaround efforts	-Forums -Focus groups -Interviews	-February and March	
Students				
<ul style="list-style-type: none"> <li>Current K-8 students</li> </ul>	-Provide input on relevant themes from the current Turnaround Plan  -Engage in visioning for the future of the district/their education	-Focus groups -Survey	-February	
<ul style="list-style-type: none"> <li>Alumni</li> </ul>	-Provide input on relevant themes from the current Turnaround Plan  -Identify most important supports and gaps in their educational experiences	-Survey	-February	

<ul style="list-style-type: none"> <li>Students connected to specific services (e.g. SPED, EL)</li> </ul>	<p>-Provide input on relevant themes from the current Turnaround Plan</p> <p>- Focus on: Access to services, effect of policies (e.g. uniforms), safety, and academic rigor</p>	<p>-Indirect data collection through interviews with educators and other professionals working directly with identified groups</p>	<p>-February</p>	
Educators				
<ul style="list-style-type: none"> <li>Elementary</li> <li>Middle</li> <li>SPED</li> <li>EL</li> <li>Administrators</li> <li>Student support (guidance counselors, social workers, mental health professionals, nurses)</li> <li>School support (bus drivers, nutrition services)</li> </ul>	<p>-Provide input on themes, timelines, and goals of the Turnaround Plan</p>	<p>-Forums - all call</p> <p>-Focus groups with targeted education cohorts (e.g. SPED teachers, principals)</p> <p>-Interviews</p>	<p>-March</p>	