



District ARP Act Stakeholder Engagement Toolkit

A Guide for District and School Leaders

Stakeholder Engagement by School Districts (LEAs) to Receive ARP Funds:

LEAs [will] engage in meaningful consultation with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
- ii. civil rights organizations (including disability rights organizations); and
- iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The LEAs [will] provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

Strategies for local consultation and stakeholder engagement for the ARP Act

Strategies may include:

- **MOVE QUICKLY!** District applications should be completed by August 24th, 2021. Remember, many stakeholders are away for the summer break, so the best feedback will likely happen in May while they are still engaged in the school year.
- Share the state-level DEED webinars, recordings, resources, webpages, etc., with local stakeholders. Resources available at [DEED's ARP website](#).
- Present local info via webinars, phone calls, newsletters, social media posts employing DEED resources adjusted to fit the local context.
- Integrate ARP information and solicit ARP feedback at school events and in existing advisory committee meetings for other programs (ESSA District Plan, Title I-A Schoolwide meeting, Migrant Ed, Indian Ed, CTE, SPED, English Learners, etc.)
- Reach out directly to underrepresented but important stakeholder groups. This could be an email exchange, phone call, or a specific presentation or conversation directly with a specific stakeholder organization.





- Ensure that you communicate meaningfully with limited English proficient parents, which may include translation or interpretation.
- When engaging in tribal consultation, consider those who are appropriate officials. Under ESSA, “appropriate officials” include elected or appointed leaders or else designees appointed by the tribe for this purpose. Consider discussing the funds that the ARP grants directly to tribes to better coordinate or collaborate on the use of those funds.
- Take a few minutes to collect and save the evidence of consultation that is being generated, such as meeting sign-in sheets or participant lists from Zoom calls, meeting agenda, slides, email chains, social media posts, flyers, and/or calendar events.

External Resources for meaningful stakeholder engagement

[*A Guide for District and School Leaders*](#) - Ohio Local Stakeholder Engagement Toolkit

[*How to Create a Stakeholder Engagement Plan*](#) - Northeastern University

[*Stakeholder Engagement—A Checklist for Rural Education Systems*](#) - Oregon Department of Education

[*Using Technology to Support Family Engagement*](#) – Kaplan-Early Learning Company

[*Let’s Get This Conversation Started: Strategies, Tools, Examples and Resources to Help States Engage with Stakeholders to Develop and Implement their ESSA Plans*](#) - Counsel of Chief State School Officers

[*Ensuring Meaningful Communication with Limited English Proficient Parents*](#) – US Department of Education English Learner Toolkit

Questions?

Please contact us: DEED.CARES@alaska.gov