## **Surfacing Grounding Assumptions**

## Everybody supports stakeholder engagement... but in what roles and to what extent?

- At your table, individually review these assumptions about stakeholder engagement that are communicated intentionally or unintentionally by state and/or local agencies.
- In the column titled *Most Often Experienced*, check the assumptions that you have most often encountered in <u>your</u> work.
- Share your responses with the others at your table. Together, identify the three assumptions that are most frequently experienced by the group.
- Mark them on the flip chart at the front of the room in green.
  - When you look at the responses from all the tables, what do you notice?
  - What might this mean in shaping (or re-shaping) a role for <u>PTIs</u> as important stakeholders and partners in achieving better outcomes?
- Now, re-read the list and mark the assumptions about working with stakeholders that you have least often experienced.
- Again, share at your table and identify the top three and mark them on the flip chart in red.
  - When you look at the responses from all the tables, what do you notice?
  - What might you do to act on the assumptions that you have identified to :
    - build on assumptions that value stakeholders as partners , and
    - overcome assumptions that limit stakeholder engagement?

| Most Often<br>Experienced | Grounding Assumptions <sup>1</sup>   | Least Often<br>Experienced |
|---------------------------|--|----------------------------|
|                           | <ol> <li>Our agency is committed to supporting<br/>improvement of child and family outcomes.</li> </ol>  |                            |
|                           | <ol> <li>Our agency is committed to supporting<br/>improvement of child and family outcomes by<br/>engaging stakeholders.</li> </ol>   |                            |
|                           | <ol> <li>Stakeholders are important, but the agency needs<br/>to "get its own house in order first. "</li> </ol>   |                            |
|                           | <ol> <li>Stakeholders are important and the agency must<br/>engage stakeholders from the very beginning of<br/>every effort or we risk misunderstanding what<br/>stands in the way of change.</li> </ol> |                            |

## Exercise 1: Assumptions about Stakeholder Roles in Achieving Outcomes

<sup>&</sup>lt;sup>1</sup> Statements adapted from quotes given by State Education Agency (SEA)/Lead Agency (LA) leaders and Technical Assistance (TA) staff supporting SEA/LAs in systemic change.



| Most Often<br>Experienced |     | Grounding Assumptions <sup>1</sup>  | Least Often<br>Experienced |
|---------------------------|-----|---|----------------------------|
|                           | 5.  | The agency is required to demonstrate that we have<br>stakeholder input. But once we get it, the agency<br>will be responsible for how to move forward.   |                            |
|                           | 6.  | Stakeholder input is fine but the agency needs to maintain control over the process.  |                            |
|                           | 7.  | The agency can get a practice 'rolled out' by working<br>within the agency, but we cannot get it in place<br>throughout the state without the stakeholders.   |                            |
|                           | 8.  | Involving stakeholders in the work will slow down the process.  |                            |
|                           | 9.  | The agency is good at describing practice change<br>and offering professional learning and training but<br>we are not as good at influencing practice change at<br>the local level.                                   |                            |
|                           | 10. | The agency is accountable to plan, develop, deliver<br>and support training as the most effective strategy<br>to influence practice change. This must be the focus.   |                            |
|                           | 11. | If the agency tells practitioners what they should do, they will do it.   |                            |
|                           | 12. | Too often the representatives of stakeholders<br>groups serving on our teams do not have the<br>authority and influence to make things happen.  |                            |
|                           | 13. | The agency doesn't always understand how to reach<br>stakeholders that are connected to networks that<br>can make change happen at the local level.   |                            |
|                           | 14. | It is difficult to engage stakeholders meaningfully in issues that are complex and require background knowledge.  |                            |
|                           | 15. | Stakeholders don't have "the big picture."  |                            |
|                           | 16. | To really engage stakeholders, the agency needs to<br>understand what stakeholders already know and<br>what new information they need to know.  |                            |
|                           | 17. | Local Education Agencies (LEAs) and Early<br>Intervention Programs (EIPs) just want the state<br>agency to tell them what to do.  |                            |
|                           | 18. | LEAs/EIPs want to know the minimum they need to do to be in compliance.   |                            |
|                           | 19. | Stakeholders need to be involved from the very<br>start; they do not want to be told what to do and<br>they want meaningful involvement; not just a<br>"rubber stamp" for the state/local agencies'<br>initiative(s). |                            |
|                           | 20. | LEAs/EIPs will want to work as allies with the agency if they see that the agency is sincere about working together.  |                            |

