

## From "Inform" to "Inspire" A Framework for Communications and Engagement

As Race to the Top grantees make far-reaching reforms, shift policies and heighten expectations, communicating with and engaging a wide range of key audiences have grown in importance. Building widespread understanding and support is crucial to the successful implementation and sustainability of proposed State reforms. Engaging educators in this work is essential, but State education agencies (SEAs) have a responsibility to reach out to their many other stakeholders as well.

The Reform Support Network (RSN) encourages SEAs to assess their current efforts to communicate with and engage key audiences and look for ways to sharpen approaches, build capacity and extend reach. The Stakeholder Communications and Engagement Community of Practice (SCE CoP) is developing resources to encourage State leaders to strengthen their work in several areas. To start with, the CoP is helping States craft a **strategy** with specific goals, define internal and external **audiences**, and create clear and compelling **messages**. Those messages, in turn, will require a variety of **tactics** — from face-to-face meetings to social media — to reach their audiences. States can expand their reach by working in **coalitions** and with partners. In the process, States might need to build staff **capacity** to do this work. Finally, the CoP is urging States to **measure** everything and use their data to adjust course as needed.

The communications and engagement framework in Figure 1 provides a way for SEAs to think about and implement these priorities.

This framework recognizes that SEAs will, at a minimum, Inform key audiences about their work and changes in key practices, expectations and systems. However, these efforts will be more responsive, less reactive and likely to be more successful when audiences' unique needs are considered and State leaders listen to feedback closely and respond to questions (Inquire). In some cases, SEAs will want to actively Involve key audiences in the work as active co-creators of policies and programs. Ultimately, the most powerful results will occur when State leaders Inspire others to act and lead, based on what they have learned and the policies and programs they have helped develop.





## Connecting the Dots

The concepts discussed in this framework overlap significantly with **Engaging Educators**: A Reform Support Network Guide for States and Districts, published in December 2012. That guide focused on the need to engage one key set of stakeholders: teachers and other educators. This framework deals with multiple stakeholders, including educators. And its four action steps are described from the perspective of the SEA: that is, how the SEA can inform, inquire, involve and inspire various stakeholders, including educators. Our inform and involve steps particularly align with the many engagement concepts discussed in more depth in **Engaging Educators**, such as using feedback loops, joining communications teams and assuming school leadership roles.

The Reform Support Network, sponsored by the U.S. Department of Education, supports the Race to the Top grantees as they implement reforms in education policy and practice, learn from each other, and build their capacity to sustain these reforms, while sharing these promising practices and lessons learned with other States attempting to implement similarly bold education reform initiatives.

## Doing a good job of **informing**, **inquiring** and **involving** makes it more likely that audiences will be **inspired** to action.

**Involve:** Adding more opportunities for deliberate two-way communications, SEA leaders do not just listen well, they also proactively enlist key stakeholders in shaping relevant policies, programs and practices. Staff, parents and community members throughout the State know what is going on because they are active participants. For example, educators help design and improve State professional development offerings and resources. Parents learn how to advocate for their children and serve on school councils. Funders, business and civic leaders serve on advisory groups. Recognizing that active ownership builds understanding and support, the SEA makes a steady effort to extend meaningful opportunities to participate to all segments of the community.

**Inquire:** SEA leaders listen closely to stakeholders to ensure that messages about key policies and programs are heard and understood. And at the front end, they use surveys, focus groups and other feedback loops, and outreach strategies to learn what educators and other stakeholders think about major policy shifts or new programs — and to use those diverse perspectives to help shape the policies and programs.

**Inform:** The SEA uses a diverse array of communications tools to provide timely, accurate, and actionable information to a wide range of stakeholders. These tools include Websites, newsletters, video, school report cards, presentations/meetings and media reform efforts.

## Inspire:

The SEA's efforts to inform, inquire and involve mean that more stakeholders fully understand and support the State's education reform efforts. Stakeholders are committed to the reforms and are actively helping to gain the understanding and enthusiasm of others. They are personally invested in the proposed changes and are proactively helping to implement them.

Doing a good job of informing, inquiring and involving makes it more likely that audiences will be inspired to action. The RSN defines each of these four strategic actions as described above.

There is no sharp dividing line between and among these strategic actions. Depending on the issue, State education agencies are likely to regularly do some combination of *informing, inquiring and involving* activities; when done well, the result should be well-informed, supportive and inspired audiences.

This framework does not necessarily suggest a continuum that progresses from good to better to best. In some cases, providing sound and timely *information* is all that is required. And doing an excellent job of consistently *informing* audiences is a major accomplishment in itself. However, we believe that finding ways to add an *inquiry* or *involvement*  component to the work will make it more likely that SEAs' information will be heard — and acted on.

Providing additional opportunities for inquiry and involvement will require a real commitment from the SEA to meaningfully engage stakeholders — that is, supplementing one-way communications with more two-way engagement opportunities that invite stakeholder input from educators and others and have higher potential for creating shared commitment for state reforms. This kind of culture shift will require more collaborative leadership — and the active leadership of the chief and his/her executive team.

This framework and related resources are designed to provide a starting point for those important conversations. Additional details are available at http://www2.ed.gov/ about/inits/ed/implementation-support-unit/tech-assist/ stakeholder-communications-engagement.html.

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