Engaging Stakeholders in Research: Tips for CCDF Lead Agencies

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This brief explains how to engage stakeholders in your research and the benefits of doing so. We use examples from recent early care and education studies to show how Child Care and Development Fund (CCDF) stakeholders have been included in research (see box 1 for a list). These examples show what you can learn by listening to and talking with (***engaging***) the people or groups affected by the services your agency provides (the ***stakeholders***). See the glossary for definitions of ***italicized bolded*** terms.

In this brief, ***research*** refers to deciding on questions, searching for answers, and drawing conclusions in an orderly way. Your agency might use the research to help you make policy or operational decisions. The research might be for a formal study or planning purposes. We use this broad definition to include the many strategies CCDF Lead Agencies use to make their decisions.

We list stakeholder types who may be important for CCDF Lead Agencies (see box 2). To identify stakeholders, think about who is affected by your agency's operational and policy decisions. Also think about whose values you need to understand better and where relationship-building could improve your program.

BOX 1

Example Studies

Throughout this brief, we describe examples of stakeholder engagement from ten recent research reports (examples are italicized). When referring to a report in this brief, we use either the shortened name or the number provided in parentheses here (formatted in blue).

- *Child Care Leaders' Experiences with COVID-19: First Findings from the Study of Early Education in Louisiana* (1, LA Leaders)

- *Colorado Shines Quality Rating and Improvement System: Key Stakeholder Interview Report* (2, CO Shines)
- *Commonwealth of Virginia Preschool Development Grant Birth through Five Needs Assessment* (3, VA Needs)
- *Going Above and Beyond: Striving for High-Quality Family and Community Engagement in Early Care and Education* (4, Family Engagement)
- *Learning from Child Care Providers Across Settings: A Critical Step to Improving the Quality and Stability of Subsidized Care* (5, Subsidized Care)
- *Nontraditional-Hour Child Care in the District of Columbia* (6, DC Nontraditional Hour)
- *OKFutures Needs Assessment: Oklahoma's Preschool Development Grant Birth through Five* (7, OKFutures)
- *Promising Models for Preparing a Diverse, High-Quality Early Childhood Workforce* (8, Diverse Workforce)
- *The Development of Child and Adult Care Food Program Best-Practice Menu and Training for Native American Head Start programs: The FRESH Study* (9, Best-Practice Menu)
- *A Community Engagement Process Identifies Environmental Priorities to Prevent Early Childhood Obesity: The Children's Healthy Living (CHL) Program for Remote Underserved Populations in the US Affiliated Pacific Islands, Hawaii and Alaska* (10, Children's Healthy Living)

Why Engage with Stakeholders in Your Research?

Engaging stakeholders can improve the quality and usefulness of your research. If you have better research, you have better information for making decisions. Research can be improved by getting stakeholder feedback on the questions you ask, how you get the information, and how you make sense of the information. At each step of the research process, how much do the stakeholder voices shape what you are learning compared with researcher voices or agency administrator voices?[1] You should think about this for each study you do.

Your research is more useful if it relates to the decisions you need to make. Your research is also more useful if the people who carry out programs trust or care about the results. In some communities, members distrust research because what they know and value has long been ignored.[2]

- **Regularly meeting with stakeholders can build trust over time and help you get more complete information, especially at times when you need to get information quickly.** *For example, the Louisiana COVID-19 Leader Survey (1) was designed to quickly get information from child care programs to find out their operating status and the needs of workers during the pandemic. Many child care operations were closed, but the long-term nature of the partnership (between the researchers, state Department of Education, and networks of child care providers) made it possible for the research team to connect with the staff anyway. And the staff trusted it would be worthwhile to participate in the survey because the researchers and stakeholders already had a relationship.*[3]

- **When you listen to stakeholders, you understand better what they value and how the government and community could combine goals and work together to achieve results you both are seeking.**
  - » *In Children's Healthy Living study 10, the researchers began with a government grant that set required behavioral outcomes for reducing childhood obesity among 2-to-8-year-olds. Meetings of stakeholders (community leaders, parents, teachers) and researchers helped the stakeholders see that the project goals were already community goals. The meetings helped the researchers learn which strategies would work well across communities and which would need to be tailored to individual communities. Together, the researchers and community members were able to decide how to build on existing community resources. They also talked about how to advertise programs using community values.*
- **By listening to and learning from stakeholders you can get a more complete picture of strengths and challenges. Each stakeholder helps you see part of the picture.** To see the whole picture, you need to talk to many different stakeholders. Stakeholders can show you what program parts they value and identify problems to work on.
  - » *In Diverse Workforce study 8, researchers used a* ***case study*** *approach to highlight successful parts of a workforce development program. They interviewed students, program developers, teachers, and support staff. One student described how a key part of the program helped her: "I love my mentor teacher. [I] get to see how she interacts with the children in a way that I wouldn't get [from] a professor…If there's a conflict between two kids not sharing a toy, I get to see how she deals with that, rather than just hearing about it [in a lecture]" (p. 76).*
  - » *In Best-Practice Menu study 9, researchers designed a program to improve the nutrition of the food provided in child care programs on the Osage Nation reservation. They spoke to one key stakeholder group, tribal leaders, when they first created the program. When they found the program did not have the results they expected, they talked to the stakeholders who played a key role in implementing the program—the cooks, child care program staff, and food vendors. These stakeholders pointed out challenges in the food available and small spaces they worked in. In response, the researchers created recipe work-arounds that supported change within the constraints.*
  - » *In Subsidized Care study 5, the IL/NY Child Care Partnership study first spoke to parents and child care providers to understand their experiences with the child care subsidy system. These stakeholders reported delayed and lost paperwork and payments as challenges. Next, the researchers spoke to the child care subsidy staff and program managers. They asked workers why parents and child care providers were reporting delays. These staff said that lack of resources led to high caseloads and old computer systems that caused the problems.*

Which Stakeholders Should You Invite?

Because you have limited resources and time, you have to decide which groups to invite to participate in your research, how many people from each group to invite, and how often you invite them. Whom you

invite depends on what you are trying to learn and which groups have an interest in the research (see box 2 for a list of potential stakeholders). When making these decisions, it helps to think about different trade-offs.

- **Different stakeholders often have different perspectives.** *For example, CO Shines (2) found that many stakeholder responses varied based on their positions and roles. In that study, researchers spoke with staff working in state agencies, public schools, child care programs, professional associations, and early childhood collaboratives.*
    - ***Stakeholder perspectives may also vary by culture, language, and location.*** *For example, VA Needs (3), Family Engagement (4), Subsidized Care (5), and OK Futures (7) all offered some interviews or focus groups in Spanish to assure a broader perspective. Studies 3 and 7 had a statewide focus, and they intentionally sought participation from a mix of rural and urban communities. Children's Health Living study 10 created a participation structure to assure the multiple cultures across the pacific islands, Alaska, and Hawaii were included.*
- **When you are trying to understand how a program is working, focus on the people participating in or carrying out the program.** *For example, Family Engagement (4) and Best Practice Menu (9) focus mostly on people inside the child care programs.*
- **When you are trying to understand child care needs more broadly, include people who are and are not participating now.** *For example, the VA needs study (3) and the OK Futures study (7) invited a wide range of community members.*
- **When you are trying to uncover reasons that some groups access services less often or have worse results than others, talking to members of those groups is useful.** *If they are experiencing* ***disparities***,[4] *you may have to work harder to help them participate. When individuals or groups experience disparities, they often have less trust in government institutions and more challenges because their needs have not been met in the past.*

BOX 2

Types of CCDF Stakeholders You May Want to Include in Your Research

- People who develop and carry out CCDF policy at the state, territory, and tribal and local levels (CCDF Lead Agency staff and policy partners) *(see studies 2, 3, 5, 6, 7, and 10)*
- People who could or do benefit from CCDF services including parents/guardians, child care teachers, child care directors, family child care providers *(see all studies)*
- Staff of organizations and agencies that could or do provide the services funded by CCDF (e.g., child care resource and referral agencies, child care subsidy agencies, licensing agencies, quality rating and improvement (QRIS) staff, technical assistance and training providers, early care and education providers) *(see all studies)*
- Faculty and staff of universities and community colleges or staff in workforce development organizations that provide education and training for the child care workforce *(see studies 3, 7, 8, and 9)*

- Staff of organizations that child care providers or potential child care providers must engage with that are related to but exist separately from the child care system (e.g., zoning boards, health departments, schools and local education agencies, organizations providing services to children with disabilities, etc.) *(see studies 6 and 10)*
- Staff of organizations that provide other kinds of services to families (e.g., housing services, domestic violence services, workforce services, health services, etc.) *(see studies 3, 7, and 10)*
- Other governmental agencies and officials, including Tribal Council Members, where missions or goals overlap with child care *(see studies 3, 6, 7, 9, and 10)*
- Professional associations who support the knowledge and skill-building of various groups and who often serve as representatives for groups of stakeholders *(see studies 2, 3, 6, 7, 8, and 10)*
- Employers who rely on families who need child care *(see studies 6 and 10)*
- Other community members who care about child care, meeting families' needs, or the effects child care has on the community, including tribal elders and community of faith leaders *(see studies 3, 6, 7, 8, and 10)*

Resource Tip: The University of Pennsylvania Actionable Intelligence for Social Policy's "A Toolkit for Centering Racial Equity Throughout Data Integration" provides step-by-step instructions on **how to decide which stakeholders to invite**, as well as tips on how to help diverse participants successfully work together. See especially "Toolkit Activity 1: Who Should Be at the Table?"

How Should You Engage Stakeholders in Your Research?

Choose ways to involve stakeholders based on your research goals, resources, and requirements in your state, territory, or tribe. You always want people involved in your research to feel like they were treated with fairness and respect. Talking to community leaders can help you learn what community members value or see as respect.

For example, in Children's Healthy Living (10), the researchers created a Local Advisory Committee (LAC) in each state or territory. Each LAC helped the researchers understand whom to reach out to and how to do it. In Alaska, Guam, and Hawaii, the LACs told researchers they should post paper copies around the community and send notices through professional networks. In the Commonwealth of the Northern Marianna Islands, they told researchers to send emails and make telephone calls. In American Samoa, the LAC said the "High Orator Chief" had to meet with each potential participant. Learning about using these culturally specific methods takes more time and resources than using a one-size fits all approach. For the researchers in study 10, it was important to meet with the more than 900 stakeholders during their 14-month study to learn from and build partnerships with them.

Ways to Engage Stakeholders Based on Goals and Constraints

Ways to involve stakeholders include inviting them to participate in advisory committees, listening sessions, focus groups, interviews, surveys, and data walks. In some cases, members of the research team may visit existing group meetings to get stakeholders' perspectives. See box 3 for a short

description of ways you can engage with stakeholders.[5] You will choose the ways you engage stakeholders based on your research purpose and the constraints you face. Constraints include the amount of time you have to seek input, the funds you have to support your efforts, the skills your team or contractors have, and other state or local requirements. Sometimes you can reduce constraints by knowing better how to plan for engagements; we hope this brief helps you do that.

Sometimes you will want to include different stakeholders in different ways. Other times you will find it helpful to include the same stakeholders in many ways. Sometimes you will meet with stakeholders in person, but other times you will speak to them on the phone or through video calls. *For example, in the DC Nontraditional Hour study (6), all interviews and surveys were done on the phone to allow researchers to speak to more child care providers and get more community perspectives quickly.*

BOX 3

Ways to Engage Stakeholders in Your Research

- **Local Advisory Committee**: a group of community members who help the researchers understand local cultures, respectful processes, and key community groups. The group members may also suggest study changes to better meet local needs *(see studies 1, 2, 3, 4, 7, 9, and 10).*
- **Stakeholder meeting**: ask stakeholders if you can attend a meeting they already have and use part of that time to talk with them *(see studies 3, 4, and 7). For example, the Family Engagement (4) researchers chose the focus group questions by having a brainstorming session at a regularly scheduled stakeholder meeting (a project work group).*
- **Listening sessions, public forums, or community meetings:** group meetings that are usually advertised widely and open to the public. When held at the start of a study, people are invited to share what they think about the meeting topic. When held at the end of a study, researchers share what they found and hear reactions from community members. These are the types of meetings most likely to be covered under public meeting laws *(see studies 3, 7, and 10).*
- **Survey:** a list of questions for people to answer in writing, on the phone, or through a web-based system. Surveys usually have mostly ***closed-ended questions*** where people taking them choose from a set of possible answers *(see studies 1, 5, 6, 7, and 8).*
- **Interview:** a planned conversation with a purpose between a researcher and one invited person at a time held in a private setting. The researcher asks ***open-ended questions*** in-person, on the phone, or in a video call. They listen for information about perspectives or experiences of individuals or how or why the work in an organization is done a certain way. A trained interviewer asks planned questions in a ***structured interview*** or a ***semi-structured interview*** *(see studies 2, 3, 5, 6, 7, 8, and 10).*
- **Focus group:** a planned discussion with an invited group of individuals who have had a common experience on a *focused* topic (e.g., parent experiences applying for child care subsidies or child care teacher experiences seeking a college degree). A trained facilitator runs the session of about 6 to 10 people in person or through a video call. The facilitator asks them planned questions. The goal is to hear many different perspectives (not to get agreement) *(see studies 3, 4, 7, 9, and 10).*
- **Data walk:** a way to share and discuss data from a study. It makes information gathered by researchers less scary by putting single tables or charts on posters on walls of a large room. The invited individuals walk around the room and look at the displays of data—often about them or

their community. The work of setting it up and inviting people shows you value the expertise of the people invited.

Resource Tip: The University of Kansas Community Toolbox chapter 2, "Assessing Community Needs and Resources,"[6] includes information about how to conduct surveys, interviews, focus groups, and community listening sessions. It also provides information on the pros and cons of each approach.

Resource Tip: See *Data Walks: An Innovative Way to Share Data with Communities* for resources on understanding how to set one up.

Treat Stakeholders with Fairness and Respect and Create a Safe Environment for Sharing

Fairness and respect can mean different things to different groups of stakeholders, based on community values and traditions. It is important to learn about the people and communities you want to include.

Community-based organizations can be important resources in helping you plan stakeholder engagements. These organizations, which may include local nonprofit organizations, child care resource and referral agencies, Head Start programs, faith communities, and others, are stakeholders themselves and often have relationships with individual stakeholders. That means they can help you invite stakeholders and find convenient, safe, and comfortable locations for in-person meetings. *For example, the OKFutures (7) researchers reached out to many different community organizations to serve as host locations for focus groups so families and community members would feel comfortable participating. Those focus group hosts include the Chickasaw Nation Nutrition Services, Oak Grove Head Start, St. Paul's United Methodist Church, and the Latino Community Development Agency among others.*

If you are engaging stakeholders from tribal communities, learn how to appropriately get tribal perspectives. Many ways of showing respect to all stakeholders apply to working with tribal communities (see box 4 for some tips). On the other hand, tribes are not simply neighborhoods or cultural groups of individuals—they are also governments in their own right and have particular ways of protecting and engaging with their citizens. Two resources that may serve as a helpful starting place for understanding how to appropriately engage with tribes are "A Roadmap for Collaborative and Effective Evaluation in Tribal Communities" and "Negotiating Research Relationships with Inuit Communities: A Guide for Researchers."

BOX 4

Show Respect for Stakeholders You Invite to Participate in Your Research

- Support fair and respectful participation by
  - being open and honest about the goals of the research and how you will use the information people share;

    - clarifying what people can expect as a result of the research (i.e., don't make unrealistic promises);
    - using the local language when possible (e.g., send invitations or post flyers in the local language, have translators available); and
    - paying attention to the meanings of words you use and what they show about power, weaknesses, and strengths.

- Understand important religious and cultural traditions, and don't create conflicts with those traditions when you invite people to participate. Learn about
    - respectful ways to invite people to meetings;
    - times of the day, days of the week, and specific days of the year that holidays take place or are important for religious reasons;
    - community events, customs, or traditions that could prevent people from participating (some groups have seasonal traditions or priorities; for example, Inuit tribal people have hunting seasons and people in rural areas have agricultural commitments); and
    - customs that keep participants from talking about certain topics in some settings (e.g., in some religions or cultures it may be inappropriate for women to talk about certain subjects with men present).

Resource Tip: The Colorado Trust's "Importance of Culture in Evaluation: A Practical Guide for Evaluators" provides tips for thinking about how the language you use may be made sense of by stakeholders you are engaging.

Pay Attention to Government Agency Requirements

Government agencies typically have two types of rules about stakeholder engagement. One set of rules relates to getting research data and another relates to discussions in public meetings. You will need to learn about how both sets of rules apply to your agency to be sure you understand which relates to the information you are collecting. When you hold listening sessions or community meetings where you (as a state, territory, or tribal agency) invite the public, these meetings may have to meet public meeting law requirements rather than typical research requirements. When inviting stakeholders, be clear about what kind of meeting they are participating in and how the information they share will be used.

RESEARCH DATA RULES

Research data rules are designed to make sure participants are not harmed by the information they share. Each state, territory, or tribe sets ethical standards of collecting, using, and storing data.

- These ethical research practice standards are enforced by ***Institutional Review Boards (IRBs).*** They also require reliable practices for ensuring all data collected is secure. If you hire a research team, they may also have their own IRB that will have to review and approve their research plan.

- ***Informed consent*** procedures[7] are designed to help keep research participants safe and help them understand the risks of sharing information. Be sure every stakeholder understands how what they share will be used and how much what they say will be connected back to them directly. *The report appendices of the OKFutures report (7) and the DC Nontraditional Hours report (6) contain example consent forms that explain these things.* Even if you don't consider what you are doing as research or your state, territory, or tribe does not define it that way, your openness about these issues is an important part of respecting your stakeholders.

PUBLIC MEETING LAWS

In the United States, federal, state, and local governments have open meeting laws. These laws are sometimes called sunshine laws because they shed light on government activities by providing citizens an opportunity to see and hear the decisions their government is making. The laws also provide guidance on how and when citizens can participate in public meetings and how information from public meetings will be shared. Typically, public meetings are required to be accessible and open to all citizens. Each state has its own guidance for holding public meetings.[8]

Summary of Key Points

Why Engage Stakeholders in Your Research?

- Involving stakeholders can improve the quality of your research.
- Engaging stakeholders can improve the usefulness of your research.
- By listening to and learning from stakeholders you can get a more complete picture of strengths and challenges that support stronger operational and policy decisions.

Which Stakeholders Should You Invite?

- Stakeholders are the people who provide or support services and maybe they even work for your agency. They are people who do or could receive services. They are also people and organizations who feel the effects of the operational or policy decisions.
- Look for multiple perspectives. Consider the diversity of the group you invite by thinking about culture, race and ethnicity, communities, and the different perspectives they bring (e.g., family member, child care provider, community member).

How Do You Engage Stakeholders in Your Research?

You can engage stakeholders in many ways. You will want to fit what you do to the specific goals and limitations of your research, and the needs and cultures of your stakeholders.

- Treat stakeholders with fairness and respect.
- Create a safe environment for sharing.
- Know your government's rules for including stakeholders in research and public meetings.

Glossary

Case study: an all-inclusive approach to getting data and telling a story. For agencies, it usually focuses on how a program works or how decisions are made. It focuses on how the program parts fit together to form the whole. Collecting data for case studies involves reading agency documents and talking to people with many different perspectives (through interviews or focus groups) and may include reviewing program data.

Disparities: we use the definition found in the report *Identifying Racial and Ethnic Disparities in Human Services: A Conceptual Framework and Literature Review* (McDaniel et al. 2017). It says that a difference is not a disparity. A disparity occurs where individuals or groups with the same needs, preferences, or eligibility are systematically doing worse.

Engagement: listening to, meeting with, and learning from stakeholders. CCDF Lead Agencies are required to engage with stakeholders as they plan activities. The focus of this brief is not on these required engagements, although readers may find some of the information in this brief useful in planning for those engagements as well.[9]

Informed consent: a process to ensure that participants in research understand the purpose, benefits, and risks of the research before they participate. Before collecting information from people, ethical researchers try to be sure people understand the reasons they have been asked to participate, how the information they provide will be used, and if they might suffer consequences. Potential participants are asked to formally agree (e.g., consent) to participate, and participation is always a choice.

Research: deciding on questions, searching for answers, and drawing conclusions in an orderly way. Your agency might use the research to help you make policy or operational decisions. The research might be for a formal study or planning purposes. We use this broad definition to include the many strategies CCDF Lead Agencies use to make their decisions.

Stakeholders: people who feel the effects of the operational and policy decisions that result from the research.

Semi-structured interview: a planned discussion between a researcher and a single participant. The goal is for it to feel like people are telling a story. The interviewer may change the order or wording of the **open-ended questions**.

Structured interview: a planned discussion between a researcher and a single participant. All the questions are asked in the same order and the same way every time.

Closed-ended questions: questions that have a list of response options (e.g., yes/no; strongly agree, agree, neutral, disagree, strongly disagree).

Open-ended questions: questions that invite respondents to answer in their own words.

Respondent: a person who answers questions; this word is typically used when referring to people answering surveys. Participant is the word typically used when discussing people answering interview, focus group, or listening session questions.

Notes

[1] The Degree of Collaboration Abacus Tool (Doberneck and Dann 2019) was designed to help universities improve their research practices by providing them with a way of thinking about how to balance university research voices and community stakeholder voices in the responsibilities of conducting research. CCDF Lead Agencies should think of themselves as being the university in figure 1. If a CCDF Lead Agency is contracting with a university or research firm to conduct the research for them, they may want to think about dividing voice and responsibility between the research partner, agency, and community. An August 24, 2020, web session for the Child Care and Early Education Policy Research Consortium (CCEEPRC) ("Making it Real: Stakeholder Engagement in the Real World," https://www.researchconnections.org/content/childcare/federal/cceeprc-meeting-2020.html) discusses the Abacus Tool and challenges and solutions to engagement.

[2] The University of Alaska Anchorage (UAA) Center for Community Engagement and Learning has a Selkregg Community Engagement and Service Learning Award that encourages researchers to form community partnerships. In 2018, Professor Hattie Harvey was recognized for her work with the Cook Inlet Native Head Start: "2018 Selkregg Award: Hattie Harvey," UAA, August 9, 2019, https://www.youtube.com/watch?app=desktop&v=sCNu2ojAcpI&feature=youtu.be. In the YouTube video, the Head Start director talks about the previous harm and current healing of western education and research institutions around native Alaskan languages. Professor Harvey talks about how she values the time she can spend building relationships with program staff, families, and children as she helps them develop strategies to support native Alaskan language use in the Head Start program.

[3] This longer-term relationship is discussed in the webinar "Using Child Care Provider Surveys to Inform Policy Responses to COVID-19," Urban Institute, July 30, 2020, https://www.acf.hhs.gov/opre/report/using-child-care-provider-surveys-inform-policy-responses-covid-19 .

[4] We use the definition found in the report Identifying Racial and Ethnic Disparities in Human Services: A Conceptual Framework and Literature Review (McDaniel et al. 2017). It says a disparity occurs where individuals or groups with the same needs, preferences, or eligibility systematically do worse. Engaging with stakeholders is one way to uncover reasons for the differences you see in the data. The webinar "Answering More Child Care Policy Questions: Pairing Stakeholder Perspectives with Your Data" (Gina Adams, Julia Henly, Teresa Derrick-Mills, and Linda Satterfield, "Answering More Child Care Policy Questions: Pairing Stakeholder Perspectives with Your Data," HHS, ACF, Office of Planning, Research, and Evaluation, February 26, 2020, https://www.acf.hhs.gov/opre/resource/answering-more-child-care-policy-questions-pairing-stakeholder-perspectives-with-your-data) discusses examples of issues you can uncover through stakeholder conversations that provide new insights on your data.

[5] We understand that not everyone considers getting data from stakeholders as "authentic" engagement. We include it here because stakeholder engagement can come in many shapes and sizes. Including even a small amount of engagement may make a difference. Community-based participatory research (CBPR) is a term that refers to a highly engaged research process where communities help shape the research from the start; PolicyLink and the School of Public Health at the University of California, Berkeley, have a CBPR guide that you may find useful for understanding that approach.

[6] "Assessing Community Needs and Resources," Community Tool Box, accessed September 29, 2020, https://ctb.ku.edu/en/assessing-community-needs-and-resources.

[7] ICTworks ("How to Add Informed Consent to Your Responsible Data Practices," May 15, 2019, https://www.ictworks.org/informed-consent-responsible-data/#.X3OVdMJKgdV) provides an overview of what informed consent means, some of the challenges in making sure your participants truly understand what they are agreeing to do, and some tips for doing it.

[8] See also Government in the Sunshine Act (1976) (29 CFR 1612, https://mtsu.edu/first-amendment/article/1244/government-in-the-sunshine-act) and Judy Nadler and Miriam Schulman, "Open Meetings, Open Records, and Transparency in Government," Markkula Center for Applied Ethics at Santa Clara University, October 23, 2015, https://www.scu.edu/government-ethics/resources/what-is-government-ethics/open-meetings-open-records-transparency-government/.

[9] See some tips for CCDF Administrators on stakeholder engagement from the Early Childhood Training and Technical Assistance System (ECTTAS): "Benefits of Communicating and Engaging with Stakeholders," ECTTAS, accessed January 1, 2021, https://childcareta.acf.hhs.gov/systemsbuilding/systems-guides/stakeholder-communications/benefits-communicating-and-engaging.

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Additional Resources

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