# Appendix A.2 | stakeholder engagement plan template

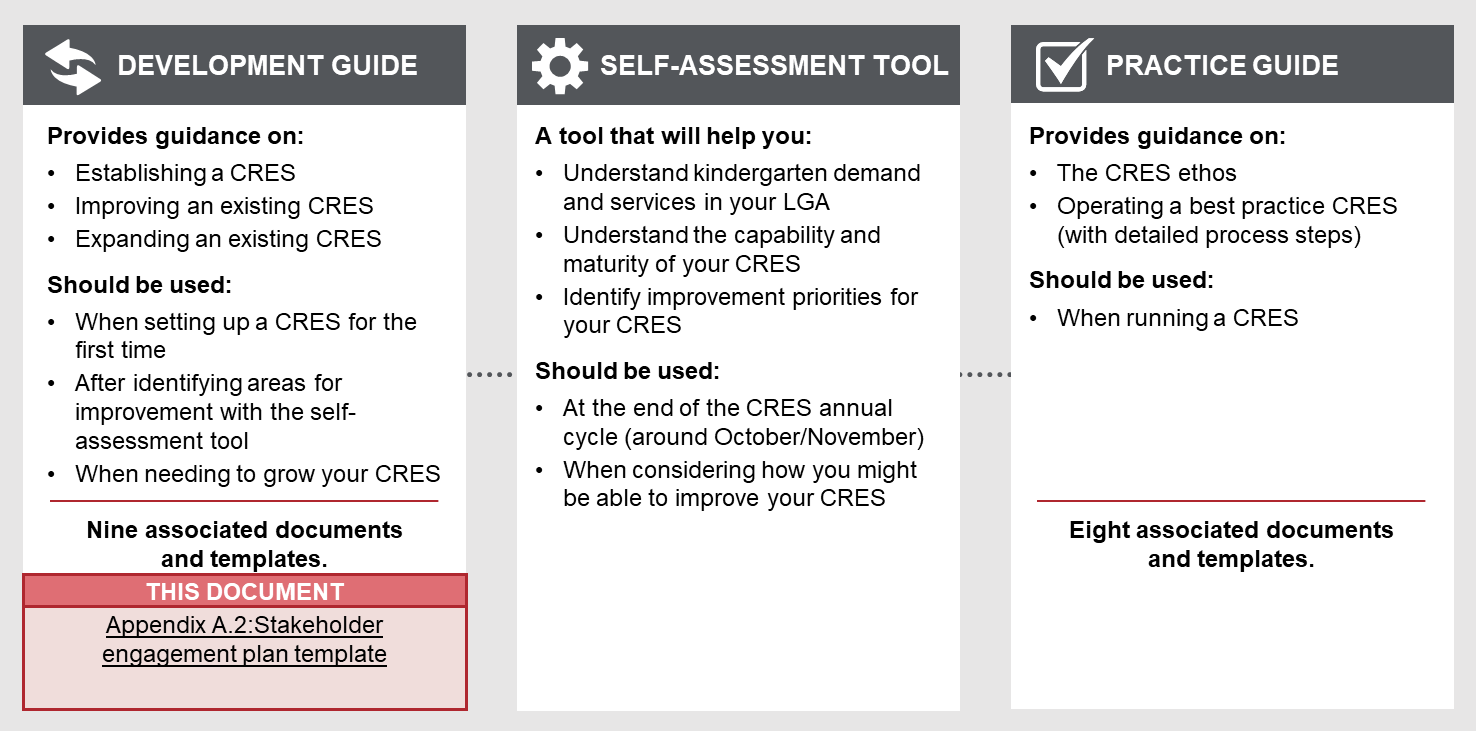
## About this template

Note: please remove these instruction pages when the template is complete

This template is intended as a starting point for councils wanting to establish a Central Registration and Enrolment Scheme (CRES) to plan their communication and engagement approach with key stakeholders. This template should be completed prior to developing the business case. Refer to section 3.1.2 of the **CRES Development Guide** for more information on this step in setting up a CRES.

This document is a part of a suite of CRES documents. Figure 1 below maps the relationship between the **Development Guide, Self-Assessment Tool, Practice Guide** and this document.

**Figure 1 | A map of CRES documents**



## To complete the stakeholder engagement plan

1. You should tailor the template to the needs and objectives of the council officer who will use the plan. Thoughtful additions, deletions and edits to the template content will strengthen your plan and make delivery simpler.
2. All template content can be tailored, but content highlighted in yellow must be updated to be relevant to your CRES. Consider your location and context, whether your CRES charges fees and whether you have additional local priority criteria. For example, “[council name]” must be replaced with the name of your council for content to make sense.
3. Check that the completed stakeholder engagement plan aligns with your council’s established stakeholder engagement policy.

|  |
| --- |
| Refer to the instructions listed in each section in these purple boxes. Once the text is complete, **delete all instruction boxes.** |

## How to use this plan when complete

The plan will be initially delivered by the council officer writing the business case for setting up a CRES. If the business case is approved and a project working group is established, that group will further develop and deliver the stakeholder engagement plan from that point forward.

.

# [Council name]

# Stakeholder engagement plan:

# Central Registration and Enrolment Scheme (CRES)

# Date: [date]

Version: [#]

Prepared by: [name]

# Purpose of this plan

On [Date], [council name] will decide on whether a business case will be prepared for a Central Registration and Enrolment Scheme (CRES). This document is the stakeholder engagement plan to support the preparation of that business case and, if the business case is approved, the establishment of a CRES.

A CRES is a centralised process generally managed by a municipality where parents and carers can register their children to be allocated a place at a kindergarten in the municipality. CRES Providers (either the council or a third-party contractor) assess all registrations and allocate children to available kindergarten places in a fair and equitable manner, in line with DET priority of access criteria.

The CRES at [council name] will be planned, developed and launched in partnership with the stakeholders who must continually collaborate to deliver the CRES, such as kindergarten services, MCH services and family support services. This plan includes three detailed sections for:

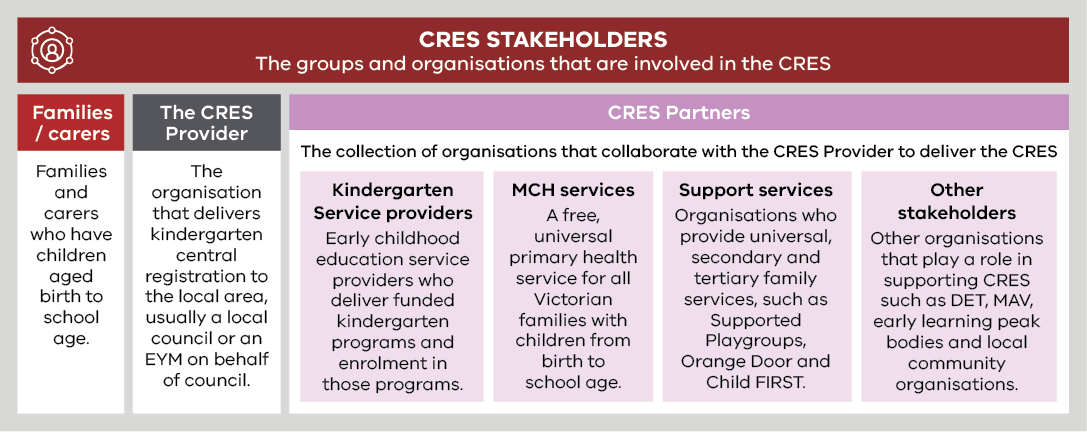
1. Stakeholder engagement approach, which is tailored to [council name]’s specific context and stakeholders and will continue to be refined as the project progresses
2. Key messaging, which will form the basis of communications with each stakeholder group
3. Detailed stakeholder engagement plan and timeline, which times the stakeholder engagement activities against the stages of setting up and improving or expanding a CRES, as set out in the **CRES Development Guide**.

The objectives of stakeholder engagement in setting up and delivering a CRES are:

* Engage CRES partners in a consultative and collaborative partnership from the beginning of the project
* Bring stakeholders along in the CRES journey to fully understand the value, benefits and activities of delivering a CRES in [LGA]
* Align all partners with consistent messaging about CRES from [council name].

The plan will be initially delivered by [staff member name/s, position/s] as the writer of the business case for setting up a CRES. If the business case is approved and a project working group is established, that group will further develop and deliver the stakeholder engagement plan from that point forward.

# Glossary of stakeholders and terminology



|  |  |
| --- | --- |
| Term | Definition |
| Central Registration and Enrolment Scheme (CRES) | A best-practice model that streamlines the process of registering and enrolling children in kindergarten for families and service providers, ensuring the process is simple, consistent, inclusive and equitable. |
| Central Enrolment (CE)/ Central Enrolment Scheme | A predecessor to CRES that has successfully improved the equitable and accessible allocation of kindergarten places to date but is implemented differently across the state. |
| Early Childhood Education and Care (ECEC) | Services provided to children in the years before primary school that develops a child’s social, emotional, cognitive and physical abilities, building a solid foundation for future learning. |
| Enrolment | In-depth information collection in line with state legislation for a child soon to begin kindergarten. This includes ensuring the service provider has the health and emergency information to provide a safe experience for children, and informs state government planning and subsidies. |
| Early Start Kindergarten (ESK) | The Early Start Kindergarten grants enable an eligible child to access a kindergarten program in the two years before school. There are two types of Early Start Kindergarten grants:   * Aboriginal Early Start Kindergarten grant * Early Start Kindergarten grant for children known to Child Protection.   Eligibility can be established in discussion with the family or services working with the family such as Maternal and Child Health nurses.  Children can be enrolled in a three-year-old group, a four-year-old group, a mixed age group or can be enrolled in a combination of groups delivered by a qualified early childhood teacher, to maximise their access to 15 hours of kindergarten.  Early Start Kindergarten grants are able to be used in combination with the Commonwealth Child Care Subsidy or Additional Child Care Subsidy to reduce costs to parents and carers and to promote inclusive practice in the service. |
| Early Years Management (EYM) | Formerly “Kindergarten Cluster Management”, Early Years Managers are local government and community-based organisations that provide professional leadership and centralised management to a group of kindergartens as the authorised service provider. EYM is a key strategy to build a stronger, responsive universal kindergarten system. |
| Kindergarten Fee Subsidy (KFS) | Promotes kindergarten participation by enabling eligible children in funded three- and four-year-old groups to access up to 15 hours of kindergarten delivered by a qualified early childhood teacher free of charge or at low cost.  A child enrolled in a long day care service is not eligible for KFS where approved Commonwealth Child Care subsidy is applied. |
| Kindergarten | An early childhood educational program delivered by a qualified early childhood teacher to children in the two years before school. The term “preschool” is used nationally and in some municipalities.  In Victoria, a “funded kindergarten program” complies with applicable requirements as set out in the [*Kindergarten Funding Guide*](https://www.education.vic.gov.au/childhood/providers/funding/Pages/kinderfundingcriteria.aspx) and provides a program in accordance with the *Victorian Early Years Learning and Development Framework*.  Funded kindergarten programs may operate in a variety of settings, including long day care centres, standalone services, schools or community centres, and is operated by a variety of service providers, including community organisations, local councils, schools, not-for-profit organisations or private providers. |
| LGA | Local Government Area. Often referred to as “council”. |
| Maternal and Child Health Service | A free, universal primary health service for all Victorian families with children from birth to school age. It includes the Universal MCH program, Enhanced MCH program and the MCH Line, a 24-hour telephone support service. |
| Registration | The process of families and carers giving initial information about their child to confirm their intention to enrol in kindergarten, administered by the CRES Provider. This includes collection of basic contact information, kindergarten preferences and any other details that may inform prioritised allocation in kindergarten. |
| Pre-Purchased Places | A Pre-Purchased Place (PPP) is a kindergarten place funded by DET and reserved for vulnerable or disadvantaged children who present outside normal enrolment periods. For each PPP, DET pays the service provider the full cost of a kindergarten place (per capita plus KFS) upfront.  PPPs can only be accessed by children who are eligible for Kindergarten Fee Subsidy, Early Start Kindergarten grants or Early Start Kindergarten extension grants. A state-wide Expression of Interest process is conducted by DET each year, to allocate PPPs for the following year in the areas and services where they are needed most. |
| Universal, secondary and tertiary support services | “Universal support services” are targeted at an entire population, to provide support and education before problems arise. Examples of universal support services include funded kindergarten programs, the Universal MCH program, community playgroups and libraries.  “Secondary support services” are targeted at families who may need more support to avoid problems escalating. An example of secondary support is Supported Playgroups.  “Tertiary services provide” interventions and treatment where a problem has already occurred. An example of a tertiary service is Child Protection. |

# Stakeholder engagement approach

|  |
| --- |
| This section defines **who** you will engage and **how** you will engage them. It is important to tailor all content in this section with your understanding of the stakeholders involved.   1. Start by allocating stakeholder groups to the four quadrants of Table 1. Think deeply about where each stakeholder belongs in terms of their influence and interest in CRES at all stages, as this is will impact the type, regularity and scale of stakeholder engagement. The placement of stakeholders in the template is a suggested arrangement and must be tailored. 2. Once this section is complete, tailor sections 3.1, 3.2, 3.3 and 3.4 to prioritise the most influential and interested stakeholders at the top of each table. Think about the best communication method for that individual and group and consider if you were that stakeholder, which engagement method would be best for you to achieve the engagement objective listed. |

Establishment, improvement or expansion of a CRES requires engagement with a varied group of internal and external stakeholders, listed in the high-level stakeholder analysis in Table 1.

Stakeholder engagement will focus on the stakeholder groups who have a level of interest in or influence over the planning, development and launch of the CRES at [council name]. As such, the high-level analysis has been completed against these characteristics:

* Stakeholders listed as “high influence” are able to impact the design and implementation of the CRES, while those defined as “low influence” are not.
* Stakeholders listed as “high interest” are motivated to engage with the design, implementation and eventual delivery of the CRES, while those defined at “low interest” are not.

**Table 1 | Analysis of CRES stakeholders in [council name]**

|  |  |
| --- | --- |
| **High influence, low interest** | **High influence, high interest** |
| * Councillors | * Executive team * Project Sponsor (executive member) * Early Years Council officers * Kindergarten service providers * MCH nurses and council officers * Support services * DET |
| **Stakeholder engagement approach:** Consult with and involve these stakeholders in the decisions about CRES that matter most to them.  These stakeholders will be engaged primarily in the early and launch stages of the CRES development project, and then annually to report on ongoing delivery of the CRES. | **Stakeholder engagement approach:** Collaborate with these stakeholders in planning, developing and launching the CRES and empower them to inform the process.  These stakeholders will be engaged at all stages of set up and ongoing delivery of the CRES. |
| **Low influence, low interest** | **Low influence, high interest** |
| * Families and carers * Council officers outside of the Early Years portfolio | * [insert stakeholder group here if relevant] |
| **Stakeholder engagement approach:** Inform these stakeholders of developments in the design and implementation of CRES.  These stakeholders will be engaged during the launch stage of the CRES. | **Stakeholder engagement approach:** Consult with these stakeholders where their opinions are helpful and inform them of changes that will impact their experience.  These stakeholders will be engaged during the launch stage and, if necessary, during the planning, development and ongoing delivery of the CRES project. |

Stakeholder engagement will be embedded in all stages of developing and delivering the CRES. This stakeholder engagement plan provides a detailed plan and approach for stakeholder engagement at each stage outlined in Table 2.

**Table 2 | CRES stages with stakeholder engagement**

|  |  |  |
| --- | --- | --- |
| Stage of CRES | Document reference | Objective of engagements |
| Develop and present a business case | **CRES Development Guide** Section 3.1.3 | Obtain in-principle support and begin to understand preferences of stakeholders in relation to the CRES. Appendix A.3: Promotional materials and Appendix A.4: Letter of Intent template will support these engagements. |
| Communicate decision to partners |  | Notify stakeholders of council decision to enlist support for CRES development stage |
| Develop CRES in consultation with partners | **CRES Development Guide** Section 3.2.3 | Understand stakeholder resources and/or limitations to deliver a CRES to inform the planning and development of the CRES components. |
| Prepare for launch | **CRES Development Guide** Section 3.2.5 | Make all stakeholders aware of the launch date and supporting frontline CRES partners, such as MCH nurses, support service case workers and service providers to distribute information to families and carers. |
| Ongoing CRES delivery | **CRES Practice Guide** | Collect reflections about experience of stakeholders to inform CRES improvements. |

## Engagements for the develop and present a business case stage

Engaging with stakeholders early will lay the foundations for a successful business case, CRES development and ongoing delivery. The objective of the engagements at this stage will be advocate for the CRES and understand preferences and constraints for these partners if a CRES was implemented. Refer to the **CRES Development Guide** Section 3.1.3 for more information about writing the business case.

Stakeholder engagement activities that will be delivered during this stage will introduce the CRES model and its value to stakeholders, garner commitment from internal stakeholders and in-principle support from external stakeholders. Methods for this engagement is detailed in Table 3, to be used in conjunction with specific messaging for each stakeholder group, included in Table 7.

**Table 3 | Stakeholder engagement for Develop and present a business case [note – suggestion only. This table must be tailored]**

|  |  |  |
| --- | --- | --- |
| **Stakeholder group** | **Engagement objective** | **Engagement method/s** |
| Executive group | * Communicate business case findings and recommendations. * Introduce the CRES model and its potential value for [LGA]. * Demonstrate value of investment in CRES. * Understand other concerns with or perceptions of CRES. * Obtain commitment to build a business case for CRES. * Obtain a commitment to planning, developing and launching a CRES. | * Monthly (minimum) update via email or face to face presentation * Write and present a business case |
| Councillors | If the executive group determines a policy decision must be made by Council to proceed with CRES:   * Introduce the CRES model and its potential value for [LGA]. * Explore policy implications or required changes. * Obtain a commitment to necessary policy changes to proceed with CRES. | * TBC by executive members |
| Early Years council officers | * Keep officers informed of decisions in presenting the and business case. * Highlight future opportunities to be involved in the development of CRES. | * Team / business unit meetings * Regular emails to team / business unit |
| MCH service officers | * Keep officers informed of decisions in presenting the business case. * Highlight future opportunities to be involved in the development of CRES. * Obtain in-principle support for MCH nurses to contribute to the CRES process. | * Face to face conversations / interviews * Personalised email communication |
| MCH nurses | * Highlight future opportunities to be involved in the development of CRES. * Understand potential pain points in frontline delivery of the CRES. | * Face to face conversations / interviews * Team email communication |
| Service providers | * Keep EYMs and all service providers (sessional, LDC, private, community-based etc.) informed of decisions in presenting the business case. * Highlight future opportunities to be involved in the development of CRES. **The CRES Development Guide** Appendix A.3: Promotional materialsprovides a basis for having conversations about the CRES and highlights the benefits of a CRES for service providers. * Get service providers to sign a Letter of Intent indicating that they are interested in a CRES being further investigated in the municipality. **The CRES Development Guide** Appendix A.5: Letter of Intent template provides a starting point for these letters. | * Face to face conversations / interviews * Personalised email communication |
| Service providers – teachers | * Highlight future opportunities to be involved in the development of CRES. * Understand potential pain points in frontline delivery of the CRES. | * Face to face conversations / interviews * Team email communication |
| Support services | * Keep support service staff informed of decisions in presenting the business case. * Highlight future opportunities to be involved in the development of CRES. * Understand potential pain points in frontline delivery of the CRES. * Obtain in-principle support for frontline support services staff to contribute to the CRES process. | * Face to face conversations / interviews * Personalised email communication |
| DET | * Keep regional DET staff informed of decisions in presenting the business case. * Scope options for DET to provide support to launch / operate a CRES at [council name] | * Face to face conversations * Personalised email communication |

## Engagements for the Develop CRES in consultation with partners stage

Engaging with stakeholders to understand their resources and / or limitations to deliver a CRES will inform the planning and development of the CRES components. Stakeholders will be active in the planning and development of the CRES to ensure the model can work in the local context. Methods for this engagement is detailed in Table 4, to be used in conjunction with specific messaging for each stakeholder group, included in Table 7. Refer to the **CRES Development Guide** Section 3.2.3 for more information about developing the CRES.

**Table 4 | Stakeholder engagement for Develop CRES in consultation with partners [note – these are suggestions only. This table must be tailored]**

|  |  |  |
| --- | --- | --- |
| **Stakeholder group** | **Engagement objective** | **Engagement method/s** |
| Project sponsor | * Keep Project Sponsor up to date with development of the model * Draw on Project Sponsor to navigate authorising environment | * Monthly project update emails and / or presentations |
| Early Years council officers | * Keep officers informed of project development * Gather officer input on any elements of the model that will impact them or require their buy in for success | * Team / business unit meetings * Regular emails to team / business unit * Interviews |
| MCH nurses and related officers | * Keep MCH nurses and officers informed of project development * Gather MCH nurses and officer input on any elements of the model that will impact them or require their buy in for success | * Face to face conversations / interviews * Personalised email communication * Monthly project update emails |
| Service providers | * Keep EYMs and all kindergarten services (sessional, LDC, private, community-based etc.) informed of project development * Gather EYMs, all kindergarten services and kindergarten teacher input on any elements of the model that will impact them or require their buy in for success | * Face to face conversations / interviews * Personalised email communication * Monthly project update emails |
| Support services | * Keep support services staff informed of project development * Gather support services staff input on any elements of the model that will impact them or require their buy in for success | * Face to face conversations / interviews * Personalised email communication * Monthly project update emails |
| DET | * Keep regional DET staff informed of project development * Gather DET input on their role in supporting the ongoing delivery of the CRES | * Face to face conversations / interviews * Personalised email communication |
| Families and carers | * Gather families and carer input on improving their carer experience through delivery of the CRES | * Face to face conversations / interviews |

## Engagements for the Prepare for launch stage

The final step of establishing a CRES is to prepare all CRES partners for launch and open registrations for the first year that children will be registered through CRES. Stakeholder engagement at this stage includes making all stakeholders aware of the launch date and supporting frontline CRES partners, such as MCH nurses, support service case workers and service providers to distribute information to families and carers about engaging with CRES. Methods for this engagement is detailed in Table 5, to be used in conjunction with specific messaging for each stakeholder group, included in Table 7. Refer to the **CRES Development Guide** Section 3.2.5 for more information about preparing to launch your CRES.

**Table 5 | Stakeholder engagement for Prepare for launch stage [note – suggestion only. This table must be tailored]**

|  |  |  |
| --- | --- | --- |
| **Stakeholder group** | **Engagement objective** | **Engagement method/s** |
| Project Sponsor | * Present the final CRES model, tailored for [council name] * Confirm the launch date for CRES * Engage sponsor in communication and celebration related to CRES launch | * Project report / presentation * Personalised email communication |
| Early Years council officers | * Present the final CRES model, tailored for [council name] * Provide any resources or training for officers to deliver the CRES to families and carers * Confirm the launch date for CRES * Engage officers in communication and celebration related to CRES launch | * Project report / presentation * Team / business unit meetings |
| MCH nurses and related officers | * Present the final CRES model, tailored for [council name] * Provide any resources or training for nurses and officers to inform families and carers about CRES, including by actively supporting them to register after the official launch * Confirm the launch date for CRES | * Project report / presentation * Team / business unit meetings * Regular emails to team / business unit * Marketing materials pack |
| Service providers | * Present the final CRES model, tailored for [council name] * Provide any resources or training for staff to inform families and carers of CRES, including by actively supporting them to register after the official launch * Confirm the launch date for CRES | * Project report / presentation * Team / business unit meetings * Regular emails to team / business unit * Marketing materials pack |
| Support services | * Present the final CRES model, tailored for [council name] * Provide any resources or training for staff to inform families and carers of CRES, including by actively supporting them to register after the official launch * Confirm the launch date for CRES | * Project report / presentation * Face to face meetings * Marketing materials pack |
| DET | * Present the final CRES model, tailored for [council name] * Confirm the launch date for CRES | * Project report / presentation * Personalised email communication |
| Community networks | * Inform leaders of the CRES launch date and relevant timelines for registration and enrolment * Persuade them to help spread the message among their community members | * Marketing materials pack * Personalised engagement via phone, internet or face to face communication |
| Families and carers | * Inform families and carers of the CRES launch date and relevant timelines for registration and enrolment as relevant to their child | * Marketing materials pack * Any engagement via phone, internet or face to face communication * Any engagement with service providers, MCH or support services * Any engagement with community networks |

## Engagements for Ongoing CRES delivery, evaluation and review

The annual CRES delivery cycle includes stakeholder engagement to evaluate the CRES and agree to improvements for the next year of delivery. Ongoing stakeholder engagement includes connecting with CRES Partners to:

* Collect their reflections on the last annual cycle and what improvements might be made in the coming annual cycle;
* Reporting on this to CRES management and senior leaders; and
* Advocating for any improvements or expansions that should be made.

The **CRES Self-Assessment Tool** provides a framework on how break down potential improvements to the CRES and can be a helpful to guide your conversations with stakeholders.

Methods for this engagement is detailed in Table 6 to be used in conjunction with specific messaging for each stakeholder group, included in Table 7

**Table 6 | Stakeholder engagement for Ongoing CRES delivery [note – suggestion only. This table must be tailored]**

|  |  |  |
| --- | --- | --- |
| **Stakeholder group** | **Engagement objective** | **Engagement method/s** |
| CRES management | * Provide a summary of feedback from CRES officers and partners, and recommendations for improvements to the scheme in the coming year * Prepare to advocate for funding if further investment in CRES is required | * Annual evaluation report / presentation * Personalised email communication |
| Executive members | * Provide a summary of feedback from CRES officers and partners, and recommendations for improvements to the scheme in the coming year * Obtain a commitment of funding and resources to expand or improve the CRES | * Annual evaluation report / presentation * Present business case or other documentation to request funding and/or resources |
| Councillors | If the executive group determines a policy decision must be made by Council to improve or expand the CRES:   * Provide a summary of feedback from CRES officers and partners, and recommendations for policy changes impacting the scheme in the coming year * Obtain a commitment to necessary policy changes to expand or improve the CRES | * TBC by executive |
| Early Years council officers | * Consult annually on the performance of the CRES and suggested improvements for the next year of delivery * Report on the performance of the CRES and potential improvements for the coming year * Provide training on delivering improvements to the CRES, including any changes to workload or responsibilities | * Team / business unit meetings * Annual evaluation report / presentation * Complete **CRES Self-Assessment** **Tool** collaboratively |
| MCH nurses and related officers | * Consult annually on the performance of the CRES and suggested improvements for the next year of delivery * Report on the performance of the CRES and potential improvements for the coming year * Provide resources, materials or training to support delivering improvements to the CRES, including any changes to workload or responsibilities | * Team / business unit meetings * Annual evaluation report / presentation * Interviews based on **CRES Self-Assessment** **Tool** * Survey based on **CRES Self-Assessment** **Tool** |
| Service providers | * Consult annually on the performance of the CRES and suggested improvements for the next year of delivery * Report on the performance of the CRES and potential improvements for the coming year * Provide resources, materials or training to support delivering improvements to the CRES, including any changes to workload or responsibilities | * Team / business unit meetings * Annual evaluation report / presentation * Interviews based on **CRES Self-Assessment** **Tool** * Survey based on **CRES Self-Assessment** **Tool** |
| Support services | * Consult annually on the performance of the CRES and suggested improvements for the next year of delivery * Report on the performance of the CRES and potential improvements for the coming year * Provide resources, materials or training to support delivering improvements to the CRES, including any changes to workload or responsibilities | * Team / business unit meetings * Annual evaluation report / presentation * Interviews based on **CRES Self-Assessment** **Tool** * Survey based on **CRES Self-Assessment** **Tool** |
| DET | * Respond to data collection requests from DET * Provide a summary of feedback from CRES officers and partners, and recommendations for improvements to the scheme in the coming year * Begin the conversation about funding options if further investment in CRES is required | * Annual evaluation report / presentation * Personalised email communication |
| Families and carers | * Inform families and carers of the CRES launch date and relevant timelines for registration and enrolment as relevant to their child each year | * Marketing materials pack * Any engagement via phone, internet or face to face communication * Any engagement with service providers, MCH or support services * Rates notices |

# Key messaging

|  |
| --- |
| This section defines **what** you will communicate with stakeholders when you engage with them. Key messages are the core messages you want your target audience to hear and remember. They create meaning and headline the issues you want to discuss with each stakeholder group. Producing a robust set of key messages allows you to control communications by ensuring your engagement is consistent and impactful and enhances relationships with stakeholders. |

Messaging included in Table 7 is tailored to meet each stakeholder group’s broad concerns or perceptions of CRES. Messaging will be tailored further as the project progresses and stakeholder concerns, perceptions and contexts and better understood through engagement.

**Table 7 | Key messaging for CRES stakeholder groups [note – recommended messaging only. This table must be tailored]**

|  |  |  |
| --- | --- | --- |
| **Stakeholder group** | **Characteristics** | **Messaging** |
| All | * Requires an introduction to CRES and the process for planning and delivering a CRES * Wants to understand the value of CRES to the LGA | * A CRES is a system that makes the kindergarten registration, allocation and enrolment process simple and accessible for all families and carers, service providers and support services. * CRES will help families and carers in our LGA understand and gain access to quality kindergarten programs so that children are set up to be future learners and positive contributors to society. * CRES helps families and carers, particularly those facing vulnerability, enrol in and start early childhood education to set them up for school and future learning. * [Council name] will be scoping the investment required and potential impact of planning and delivering a CRES in our municipality. * The CRES will be launched on [date] and registration for the [year] kindergarten year opens on [date]. |
| Project sponsor (executive member) | * High interest, high influence * Becomes the key advocate for the CRES at Council * Believes in the value of CRES * Requires necessary information and assets to bring other officers on the journey | * CRES is the next evolution for LGA to build on the great central enrolment/central registration scheme we already have OR A CRES is a local government-led program that aims to minimise any barriers for Victoria’s children accessing kindergarten. The CRES is a best-practice model that centralises kindergarten registration in our LGA. * CRES aligns with our council plan [insert details of specific objectives or measures]. * The Department of Education and Training and the Municipal Association of Victoria have designed a best practice CRES model that we can tailor to work at [council name]. * Your leadership is required in the scoping, planning and development of a CRES at [council name]. With your support, we will develop a business case, consult with stakeholders, tailor the best practice model to meet [council name]’s context, and deliver the CRES. * Your role is to champion the establishment of a CRES, work within the authorising environment for implementation and represent the project in reports to Councillors and/or the executive group. * We are confident that a CRES will deliver significant value to families and carers who live in the municipality, as in other councils. The first step in developing a CRES is to understand the potential investment and impact of the CRES in our local area. * A key element of the CRES cycle is annual evaluation and improvement. We have consulted with the partner organisations that deliver the CRES to complete the **CRES Self-Assessment** **Tool**. The tool identified the following strengths and weaknesses of the CRES at [council name]. * In response to feedback from CRES partners and based on achieving the CRES best practice model, we recommend the following improvements to the CRES for the coming annual cycle, and anticipate an investment of [$XX] will be required. |
| Executive members (other than project sponsor) | * High influence, low interest * May be required to approve the business case * CRES may not be a high priority to all executive members * Believes in the value of providing straightforward and valuable services to residents of the LGA * May be concerned about value for money and investment in CRES * May be concerned about potential changes to workload and responsibilities in their portfolio | * CRES is the next evolution for LGA to build on the great central enrolment/central registration scheme we already have OR A CRES is a local government-led program that aims to minimise any barriers for Victoria’s children accessing kindergarten. The CRES is a best-practice model that centralises kindergarten registration in our LGA. * CRES aligns with our council plan [insert details of specific objectives or measures]. * The Department of Education and Training and the Municipal Association of Victoria have designed a best practice CRES model that we can tailor to work at [council name]. * We are confident that a CRES will deliver significant value to families and carers who live in the municipality, as in other councils. The first step in developing a CRES is to understand the potential investment and impact of the CRES in our local area. * Your approval and support will be required to plan and deliver the CRES in [council name]. * With your support, we will develop a business case, consult with stakeholders, tailor the best practice model to meet [council name]’s context, and deliver the CRES. * A key element of the CRES cycle is annual evaluation and improvement. We have consulted with the partner organisations that deliver the CRES to complete the **CRES Self-Assessment** **Tool**. The Tool identified the following strengths and weaknesses of the CRES at [council name]. * In response to feedback from CRES partners and based on achieving the CRES best practice model, we recommend the following improvements to the CRES for the coming annual cycle and anticipate an investment of [$XX] will be required. |
| Councillors | * High influence, low interest * May be required to approve the business case * CRES may not be a high priority to all Councillors * Believes in the value of providing straightforward and valuable services to residents of the LGA * May be concerned about value for money and investment in CRES | If the executive determines a policy decision must be made by Council to proceed with CRES:   * CRES is the next evolution for LGA to build on the great central enrolment/central registration scheme we already have OR A CRES is a local government-led program that aims to minimise any barriers for Victoria’s children accessing kindergarten. The CRES is a best-practice model that centralises kindergarten registration in our LGA. * CRES aligns with our council plan [insert details of specific objectives or measures]. * The Department of Education and Training and the Municipal Association of Victoria have designed a best practice CRES model that we can will tailor to work at [council name]. * We are confident that a CRES will deliver significant value to families and carers who live in the municipality, as in other councils. * The policy changes that may be required to support the CRES are [insert] * In response to feedback from CRES partners and based on achieving the CRES best practice model, we recommend the following improvements to the CRES for the coming annual cycle, and anticipate the following policy change will be required [insert] |
| Early Years council officers | * High interest, high influence * Will deliver the CRES (if council will act as the CRES Provider) * Will be consulted with to plan and develop the CRES * May be concerned about potential changes to workload and responsibilities | * CRES is the next evolution for LGA to build on the great central enrolment/central registration scheme we already have OR A CRES is a local government-led program that aims to minimise any barriers for Victoria’s children accessing kindergarten. The CRES is a best-practice model that centralises kindergarten registration in our LGA. * CRES aligns with our council plan [insert details of specific objectives or measures]. * The Department of Education and Training and the Municipal Association of Victoria have designed a best practice CRES model that we can tailor to work at [council name]. We will consult with you on how the CRES will be delivered at [council name]. * We are confident that a CRES will deliver significant value to families and carers who live in the municipality, as in other councils. The first step in developing a CRES is to understand the potential investment and impact of the CRES in our local area. * If [council name] moves ahead with planning, launching and delivering a CRES, you will help with the planning and development of the CRES and/or ongoing deliver of the CRES. * When [council name] is eventually is ready to deliver CRES as core business, your role may change to include CRES delivery activities. Changes to your role will be discussed with you in advance and your workload will be managed to ensure you can complete all tasks to a high standard. * A key element of the CRES cycle is annual evaluation and improvement. The first step in evaluating our CRES is to complete the **CRES Self-Assessment Tool**. Members of the Early Years Team with direct experience with or an interest in the CRES can collaborate on completing the tool. * The **CRES Self-Assessment Tool** identified the following strengths and weaknesses of the CRES at [council name]. * In response to feedback from CRES partners and based on achieving the CRES best practice model, we recommend the following improvements to the CRES for the coming annual cycle, which may impact your role. |
| Kindergarten service providers and EYMs | * High interest, high influence * Will help deliver the CRES * Will distribute information about ECE and CRES to families and carers on the frontline * May be concerned about potential changes to workload and responsibilities * May be concerned about a lack of control over enrolments at their kindergarten | * CRES is the next evolution for LGA to build on the great central enrolment/central registration scheme we already have OR A CRES is a local government-led program that aims to minimise that barriers to getting Victoria’s children into kindergarten. The CRES is a best-practice model that centralises kindergarten registration in our LGA. * For service providers run by the Council: CRES aligns with our council plan [insert details of specific objectives or measures]. * The Department of Education and Training and the Municipal Association of Victoria have designed a best practice CRES model that we have tailored to work at [council name]. We will consult with you on how the CRES will be delivered at [council name]. * We are committed to ensuring the CRES is equitable for children and their families and carers, as well as for service providers. We will ensure there is an efficient process and not allow service providers to become overworked through enrolment and allocations. * We are confident that a CRES will deliver significant value to families and carers who live in the municipality, as in other councils. The first step in developing a CRES is to understand the potential council investment and impact of the CRES in our local area. * If [council name] moves ahead with planning, launching and delivering a CRES, we will seek your advice with the planning and development of the CRES and/or ongoing delivery of the CRES. * When [council name] is eventually is ready to deliver CRES as core business, your work will change to support families to engage with the CRES. We will provide communications resources and assets to support you in this task. * Specifically for different kinds of services/entities:   + *For services not run by council*: Allocation processes will be transparent and there will be no preferential treatment of any service providers.   + *For EYMs*: The CRES’ centralised system for allocating registrations will mean that you will not need parallel systems so you can streamline your operations.   + *For private service providers*: Families/carers will be asked to prioritise which services they would like their children to attend. A strong reputation will still be important for families/carers to select your service as their first choice.   + *For providers who are concerned about their operating budgets*: With more centralised information, children can be efficiently allocated to maximise kindergarten occupancy. This will minimise the number of children who register and are accepted to multiple kindergartens (who then only show up to one service, leading to a wasted place for another service).   + *For services that run LDC programs*: Information disseminated to families will explain the differences between LDC and sessional kindergarten, clearly communicate the value in both types of programs and discuss how both are funded differently. By participating the CRES you will also have an opportunity to negotiate how many places are opened to the CRES (and how many are retained for children moving through from day care services to funded kindergarten programs). * A key element of the CRES cycle is annual evaluation and improvement. The first step in evaluating our CRES is to complete the **CRES Self-Assessment Tool**, which we do in collaboration with you and other CRES partners. * The **CRES Self-Assessment Tool** identified the following strengths and weaknesses of the CRES at [council name]. * In response to feedback from CRES partners and based on achieving the CRES best practice model, we recommend the following improvements to the CRES for the coming annual cycle, which may impact your role. |
| MCH nurses and related officers | * High interest, high influence * Will help deliver the CRES * Will distribute information about ECE and CRES to families and carers on the frontline * May be concerned about potential changes to workload and responsibilities | * CRES is the next evolution for LGA to build on the great central enrolment/central registration scheme we already have OR A CRES is a local government-led program that aims to minimise any barriers for Victoria’s children accessing kindergarten. The CRES is a best-practice model that centralises kindergarten registration in our LGA. * For MCH services run by the Council: CRES aligns with our council plan [insert details of specific objectives or measures]. * The Department of Education and Training and the Municipal Association of Victoria have designed a best practice CRES model that we can will tailor to work at [council name]. We will consult with you on how the CRES will be delivered at [council name]. * We are confident that a CRES will deliver significant value to families and carers who live in the municipality, as in other councils. The first step in developing a CRES is to understand the potential investment and impact of the CRES in our local area. * If [council name] moves ahead with planning, launching and delivering a CRES, you will help with the planning and development of the CRES and/or ongoing delivery of the CRES. * When [council name] is eventually is ready to deliver CRES as core business, your work will change to support families to engage with the CRES. We will provide communications resources and assets to support you in this task. * A key element of the CRES cycle is annual evaluation and improvement. The first step in evaluating our CRES is to complete the **CRES Self-Assessment Tool**, which we do in collaboration with you and other CRES partners. * The **CRES Self-Assessment Tool** identified the following strengths and weaknesses of the CRES at [council name]. * In response to feedback from CRES partners and based on achieving the CRES best practice model, we recommend the following improvements to the CRES for the coming annual cycle, which may impact your role. |
| Support services | * High interest, high influence * Will help deliver the CRES * Will distribute information about ECE and CRES to families and carers on the frontline * May be concerned about potential changes to workload and responsibilities | * CRES is the next evolution for LGA to build on the great central enrolment/central registration scheme we already have OR A CRES is a local government-led program that aims to minimise any barriers for Victoria’s children accessing kindergarten. The CRES is a best-practice model that centralises kindergarten registration in our LGA. * The Department of Education and Training and the Municipal Association of Australia have designed a best practice CRES model that we can will tailor to work at [council name]. We will consult with you on how the CRES will be delivered at [council name]. * We are confident that a CRES will deliver significant value to families and carers who live in the municipality, as in other councils. The CRES is a collaborative model that will have a range of support services work with the CRES Provider, kindergartens and EYMs to make kindergarten registration simpler, more transparent, inclusive and consistent for families and carers. * If [council name] moves ahead with planning, launching and delivering a CRES, you will help with the planning and development of the CRES and/or ongoing delivery of the CRES. * When [council name] is eventually is ready to deliver CRES as core business, your work will change to support families to engage with the CRES. We will provide communications resources and assets to support you in this task. * A key element of the CRES cycle is annual evaluation and improvement. The first step in evaluating our CRES is to complete the **CRES Self-Assessment Tool**, which we do in collaboration with you and other CRES partners. * The **CRES Self-Assessment Tool** identified the following strengths and weaknesses of the CRES at [council name]. * In response to feedback from CRES partners and based on achieving the CRES best practice model, we recommend the following improvements to the CRES for the coming annual cycle, which may impact your role. |
| DET | * High interest, high influence * Highly supportive of council planning, developing and delivering a CRES * Will support council to deliver a CRES through guidance and funding * May be constrained by funding and capacity | * [Council name] has elected to scope out the potential investment and impact of delivering a CRES in our municipality. * We are confident that a CRES will deliver significant value to families and carers who live in the municipality, as in other councils. The first step in developing a CRES is to understand the potential investment and impact of the CRES in our local area. * We will be using the best practice CRES model designed by the Department of Education and Training and the Municipal Association of Victoria to establish the best model for delivering a CRES at [council name]. * We are seeking the funding support of the Department to scope, develop and deliver a CRES at [council name]. * We are interested in any connections with other councils of a similar size or location who have planned, developed and delivered a CRES, or any guidance we can provide. We have completed the **CRES Self-Assessment Tool** and need support in [insert enablers to improve here]. * We have consulted with the partner organisations that deliver the CRES to complete the **CRES Self-Assessment Tool**. The tool identified the following strengths and weaknesses of the CRES at [council name]. * In response to feedback from CRES partners and based on achieving the CRES best practice model, we recommend the following improvements to the CRES for the coming annual cycle and anticipate an investment of [$XX] will be required. |
| Community networks | * Low influence, high interest * Will not directly interact with CRES but can distribute information effectively to community members * May have low or no understanding of CRES or other kindergarten enrolment processes * May have low or no understanding of the value of ECE | * [Council name] is making kindergarten enrolment simpler in [LGA] by delivering central registration and allocation for all kindergarten places in the municipality. * We are confident that a CRES will make enrolment simpler and easier for families and carers who live and work in the municipality, as it has in other councils. * It is really important that children go to kindergarten and we have designed a system that will equitably allocate children a kindergarten place. This system prioritises children who are experiencing vulnerability or disadvantage, or who may need different types of information/support to access kindergarten (e.g. interpreters) * We would appreciate it if you could help us spread the word about the importance of kindergarten to your community members and encourage them to register their child through [LGA]’s CRES. |
| Families and carers | * Low influence, high interest * Will interact with CRES for all registration and enrolment * May have low or no understanding of CRES or other kindergarten enrolment processes * May have low or no understanding of the value of ECE * May be concerned about lack of control over where their child is enrolled | * [Council name] is making kindergarten enrolment simpler in [LGA] by delivering central registration and allocation for all kindergarten places in the municipality. * We are confident that a CRES will make enrolment simpler and easier for families and carers who live and work in the municipality, as it has in other councils. * CRES will help all kindergarten-aged children in [LGA], particularly those facing vulnerability or disadvantage, and it designed for the equitable allocation of children to kindergarten places. * As a family or carer of a child who will become kindergarten-aged, and lives or works in [LGA], you will be required to register and enrol your child in kindergarten through the CRES for the [year] kindergarten year. * We aim to deliver a simple and enjoyable experience for you while registering and enrolling your child in kindergarten. Feedback is always appreciated and can be provided via [insert feedback method here]. |
| Council officers outside of the Early Years portfolio | * Low influence, low interest * May direct families and carers to engage with CRES where appropriate (if council will act as the CRES Provider) * Believes in the value of providing straightforward and valuable services to residents of the LGA | * [Council name] is making kindergarten enrolment simpler in [LGA] by delivering central registration and allocation for all kindergarten places in the municipality. * CRES is the valuable next step for our council to build on our work in central enrolment, OR, CRES is a best practice model for our council to take up to enrolment of children in kindergarten in our LGA. * CRES aligns with our council plan [insert details of specific objectives or measures]. * We are confident that a CRES will deliver significant value to families and carers who live in the municipality, as in other councils. The first step in developing a CRES is to understand the potential investment and impact of the CRES in our local area. * We aim to deliver a simple and enjoyable experience for you while registering and enrolling your child in kindergarten. Feedback is always appreciated and can be provided via [insert feedback method here]. |

# Detailed stakeholder engagement plan and timeline

|  |
| --- |
| Shade in boxes in this detailed project plan to demonstrate when work will be completed. The stakeholder engagement plan and timeline should align with the proposed dates in the overall project plan setting up or delivering your CRES, which will be developed in the business case. |

Stakeholder engagement will be delivered alongside the CRES establishment project. The project plan below aligns with the stages listed in the full project plan and provides additional detail on timing for engagement with each stakeholder group. Engagements with external stakeholders will not be conducted until the approval of the communications team and [relevant senior decision makers].

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Apr** | **May** | **Jun** | **Jul** | **Aug** | **Sep** | **Oct** | **Nov** | **Dec** | **Jan** | **Feb** | **Mar** |
| **1. Develop and present business case** | | | | | | | | | | | | | |
| Consult with service providers, MCH and support services |  |  |  |  |  |  |  |  |  |  |  |  |
| Write and deliver a business case |  |  |  |  |  |  |  |  |  |  |  |  |
| Monthly project update sent to Project Sponsor |  |  |  |  |  |  |  |  |  |  |  |  |
| Project update for Early Years officers |  |  |  |  |  |  |  |  |  |  |  |  |
| Project update sent to service providers, MCH and support services |  |  |  |  |  |  |  |  |  |  |  |  |
| **2. Develop the CRES in consultation with partners** | | | | | | | | | | | | | |
| Monthly project update sent to Project Sponsor |  |  |  |  |  |  |  |  |  |  |  |  |
| Interviews with service providers, MCH and support services |  |  |  |  |  |  |  |  |  |  |  |  |
| Monthly project update sent to Project Sponsor |  |  |  |  |  |  |  |  |  |  |  |  |
| Project update for Early Years officers |  |  |  |  |  |  |  |  |  |  |  |  |
| Project update sent to service providers, MCH and support services |  |  |  |  |  |  |  |  |  |  |  |  |
| **3. Prepare for launch** | | | | | | | | | | | | | |
| Communicate launch date with all stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |
| Provide marketing materials for families and carers to all frontline stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |
| Inform families and carers of CRES launch and relevant dates |  |  |  |  |  |  |  |  |  |  |  |  |
| Launch the CRES |  |  |  |  |  |  |  |  |  |  |  |  |
| **4. Ongoing CRES delivery** | | | | | | | | | | | | | |
| Consult on performance of the CRES |  |  |  |  |  |  |  |  |  |  |  |  |
| Complete **CRES Self-Assessment Tool** |  |  |  |  |  |  |  |  |  |  |  |  | |
| Distribute annual evaluation report |  |  |  |  |  |  |  |  |  |  |  |  |