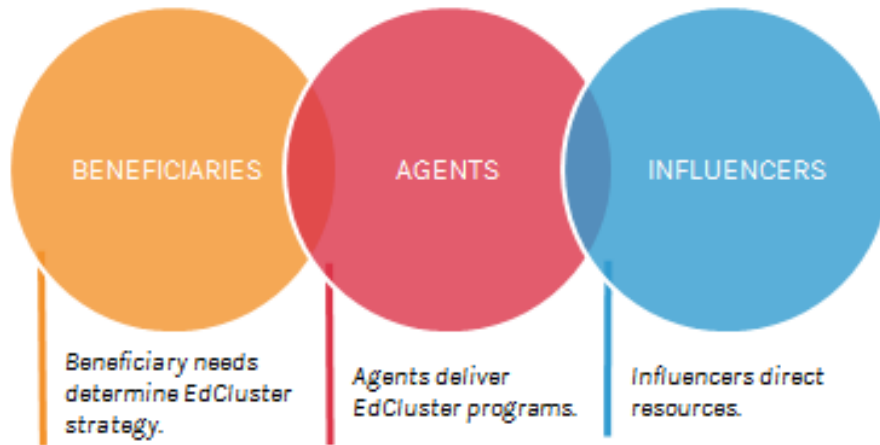# RESOURCE ONE-SHEETER: STAKEHOLDER ANALYSIS

Guiding Questions:

1. Who's in your community that could *potentially* be involved?
2. Who should be brought to the table?
   - *What sectors do they represent?*
   - *What competencies, capacities, influence, and commitment do they bring?*
3. What kind of common vision would bring these stakeholder groups together?

1. Who's in your community that could *potentially* be involved?

BENEFICIARIES — Beneficiary needs determine EdCluster strategy.

AGENTS — Agents deliver EdCluster programs.

INFLUENCERS — Influencers direct resources.

Beneficiaries	Agents	Influencers
Examples: • Students • Parents and families • Classroom teachers* • _____ • _____ • _____ • _____	Examples: • Educational services delivery organizations • Local non-profit offering afterschool programming • Classroom teachers* • _____ • _____ • _____ • _____	Examples: • Local superintendent • Mayor • Company CEO • Foundation director • _____ • _____ • _____ • _____

*Note: Stakeholders can fall into multiple categories

RESOURCE ONE-SHEETER: STAKEHOLDER ANALYSIS

2. Who should be brought to the table?
What sectors do they represent?

The Pillars of Education Innovation Clusters

RESEARCH PARTNERS conduct basic and applied research to ensure effective design of learning technologies.	FUNDING PARTNERS provide program funding and investment capital increasing the success and efficacy of new enterprises.	TECHNOLOGY PARTNERS develop new technologies to address problems and help scale and market successful implementations.	EDUCATOR PARTNERS provide the environment where emerging learning technologies can be piloted and solutions can be developed with student and teacher input.
Higher education institutions *Researchers* *Think-tank or research organization*	*Local business/ corporations* *Private investors* *Philanthropic organizations* *State or local government*	*Technology Developers* *Incubators/Accelerators*	*School-based leadership* *District leadership* *Charter management organization leadership* *Informal learning providers (e.g. libraries, museums, afterschool programs,)*

What competencies, capacities, influence, and commitment do they bring?

Core Competency	Capacity/Resources
How does this stakeholder uniquely add value to the field? How do their activities complement other stakeholders? Does the stakeholder connect to a key community or group whose voices may not always have been heard? *Example: Advocacy leader promoting early learning access; mobilizes network of early ed providers.*	Does the stakeholder have access to funding or relationships with potential investors? Do they have capacity to contribute administration, fundraising, or other functional support? *Example:* Capacity to serve as fiscal agent, provide warm introduction to community foundation.

Influence Level	Commitment Level
How important is the stakeholder's support to its success of the EdCluster? ☐ High: Stakeholder's support is critical for success ☐ Medium ☐ Low: Stakeholder has little influence over the desired outcome	How supportive is the stakeholder to the overall change? ☐ Strongly Supportive ☐ Supportive ☐ Neutral ☐ Opposed ☐ Strongly Opposed

3. What kind of common vision would bring these stakeholder groups together?
- What are some goals that would bring you together?
- What are some projects you are working on or could work on together?
- What are some problems or needs that would galvanize people?
- What are some solutions a range of stakeholders could get behind?