Revive, Refresh, Refine: Maximizing Accountability Committees

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• Lisa Steffen
Senior Consultant, CO Department of Education

• Dr. Darcy Hutchins
Director of Family Partnerships, CO Department of Education
• INTRODUCE YOURSELF and your connection to SAC/DACs

• At your tables, please discuss:
  • From your point of view, what is the purpose of
    • School and District Accountability Committees?
  • How does (or how could) having a SAC or DAC benefit your work?
Overview of Colorado Law – Governance

Attracting and Retaining Membership

Structures and Considerations

Follow Up & Next Steps
Agenda

- Overview of Colorado Law – Governance
- Attracting and Retaining Membership
- Structures and Considerations
- Follow Up & Next Steps
Governance - Why We are Here

• Legal foundations (e.g., statute, regulations, policy)
  • Provide authority and direction
• Vision, mission or purpose
  • Provide guidance and set a direction
• Enforceable decision making
  • Organizational structure and authority for making program, policy, fiscal and standards decisions and implementing best practices

Turn and Talk
How does the law set the stage for your vision?
• Meet at least quarterly
• Review progress on Improvement Plan throughout year
• Budget and priorities
• Priority Improvement/Turnaround
  • Public Hearing
  • Review of UIP and recommendations to board
• Principal development to DAC (e.g., provide principal feedback on their support of SAC)
• Recruitment
• Family Engagement Policy Implementation
• Recommendation on READ, ICAP, Truancy

Composition
• Parent chair (1)
• Parent (2+)
• Principal or designee
• Teacher (1+)
• PTA/PTO (1+)
• Community (1+)

Representatives must:
• Reflect student population
• Not be employed by the district/school
# Overview of Law – School vs District

**DAC**
- Reports to **School Board**
- Charter Applications
- Determine areas of study & recommendation

**SAC**
- Reports to **Principal**
- Rec to School Board re: schools on clock
- Rec to DAC re: principal development plans

**SAC & DAC**
- Budget
- Review UIP
- Parent Engagement
- Policy
- READ Plan, ICAP, Truancy
Benefits of Accountability Committees

<table>
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<tr>
<th>For Families</th>
<th>For Ed Professionals</th>
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<tbody>
<tr>
<td>• Awareness and input on policies</td>
<td>• Awareness of community values</td>
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<tr>
<td>• Feeling of ownership</td>
<td>• Increased confidence and ability to partner with families</td>
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<tr>
<td>• Shared experiences and connections with professionals and other families</td>
<td>• Utilization of family representatives in leadership roles</td>
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Overview of Colorado Law – Governance

Attracting and Retaining Membership

Structures and Considerations

Follow Up & Next Steps
Attracting and Retaining Members

- Who are you recruiting?
  - Parents, Teachers, Community, Students
  - Leverage existing groups and structures

- Define the benefit
  - What is in it for me? What is the value? How is everyone “paid?”

- Advertise
  - Direct invitations in the spring for the following year
  - Use networks – what is already bringing families in? Who do they know?
  - Utilize multiple communication pathways (facebook, email, website, text)

- Structure for Retention
  - How will communication take place before, during and after?
  - Design mutual accountability structures (attendance, preparation)
  - Incentivize attendance (ask – what makes you want to attend)
  - What is the opportunity for leadership and growth?
Attracting and Retaining Members

• Ensure timely and easily understood communication in multiple languages, formats and media
• Provide food and childcare
• Offer flexible options for participation (days, times, locations)
• Gather/use perception data to guide the work and the norms
• Ensure direct outreach to under-represented groups
• Provide training
• Change the name of the committee
• Capitalize on and support social networks

Turn and Talk
How are you overcoming challenges with recruiting and retention?
What ideas can you take away?
Composition and Culture

Equity Alliance ASU
## Preparing for Engaging Families

<table>
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<tr>
<th>Before</th>
<th>During</th>
<th>After</th>
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| • Articulate the purpose of the work, decision or discussion  
• Describe the role of stakeholders  
• Provide resources to build background knowledge on implementation and related data that will be discussed during meetings | • Invite unique perspectives  
• Provide a safe forum to ask questions, share information and confirm understandings  
• Use effective techniques for leading group discussion to ensure each voice is heard | • Close the loop – communicate decisions and provide rationale  
• Identify areas of needed improvement and strategies for addressing those areas in a timely and effective manner |

@ECPPCenter
Welcome new members
  • Provide opportunities for groups to get to know each other
  • Provide time for members to share stories
  • Ice breakers
  • Help members find things in common

Ongoing training for all members
  • Orientation for new members
  • Mentorships

Communication Plan
  • Group website or handbook
  • Using group email/other tech to communicate outside the meeting

Make it fun!

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Challenge-Go-Round

1. Work with your team to identify a challenge to recruiting and retaining membership

2. At the signal, rotate clockwise to the next poster and write one solution

3. Repeat until each challenge has 3 solutions

4. Return to the poster with your challenge and determine which solution you like best
Break!
Overview of Colorado Law – Governance

Attracting and Retaining Membership

Structures and Considerations

Follow Up & Next Steps
Accountability Committee Design and Scope

• Logistics
  • When/where/how long are meetings
  • Communication – before, after
  • Who sets and shares agenda
  • Note keeping

• Decision-making
  • What will be done with decisions
  • How will decisions be shared out

• What the DAC/SAC does vs what it doesn't do
  • E.g., Not PTA/PTO
  • Does influence improvement plan, spending, programs

Turn and Talk
How do Accountability Committees operate in your district or school?
Shared Decision Making

- Chair/Co-chair expectations
- Principal Expectations/Role
  - Two way communication
  - Person to person interaction
- Feedback
- Roberts Rules
- Shared decision making framework
- Integrating Minority Opinion

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Professional Expertise

Data & Evidence Based Research

Values Experiences and Preferences
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Accountability Committee Design and Scope

• How can your SAC or DAC help you?

• Charge your committee to:
  • Collect survey information or focus groups in the community
  • Information ambassadors
  • Receive feedback on policy or school improvement
  • Research issues such as low student attendance, after school programs, bullying, student safety, traffic

• Consider bringing in an outside facilitator
  • Responsible for coordinating and facilitating projects, follow up
  • Technical or research design, accessing resources

Turn and Talk

What are some other ways a parent led committee could help you?

Beyond the Bake Sale 2007, Henderson, Mapp, Johnson, Davies
• Agenda Setting
  • State expectations
  • What do members want to discuss
• Minimum 4 meetings a year
• Unified Improvement Plan
  • October – Recommended Approval by Principal or Board
  • January 15 – Accountability Clock and On Watch Due
  • April 15 – All Plans Due
  ▪ District budget timeline
  ▪ Recruitment calendar & timeline
Developing/Improving Bylaws

- Mission
- Membership
  - Duration of service, resignation, vacancies, attendance
  - Official roles and responsibilities
- Selection guidelines
  - Knowledge, skills, demographics, community ties
- Logistics
  - Communication, meeting details, agenda setting, notice, decision-making
- Interaction with governance board

**Turn and Talk**

What are the goals of bylaws?  
Do you have bylaws?  
Do they need to be revisited?
Training: What to Cover

• District offered/school offered
• Major programs at schools (MTSS, PBIS, BFI, ICAP, READ)
• Acronyms (Para/PERA)
• Improvement Planning
• State and Federal Accountability
• Local Data Analysis
• Budget

Turn and Talk
How do your schools and districts train their membership?
Training: Preparing Parents to be Effective Members

• Give committee members staff support and resources to do their work (computers, copies)
• Make sure issues addressed are important
• Share timely and honest information about budgets, policies, student achievement
• Encourage SAC/DAC to make connections with other parents
• Make sure committee recommendations are taken seriously
Evaluation

• When will evaluation happen
  • End of year
  • Mid stream

• Who will evaluate
  • Chair? Member? School staff?

• Goals of evaluation
  • What do you want to evaluate?
  • What will be done with the results?
Unproductive Meetings

• Participants aren’t prepared
• No agenda in advance
• Group doesn’t follow agenda
• Not everyone considers themselves “participants”
• Data is lacking or decisions made not based on data
• No action items highlighted
• No timelines, deadlines, follow ups set

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Productive Meetings

• Be prepared as a group
• Start and end on time
• Have information needed to make decisions in advance
• Make sure you aren’t missing someone critical
• Follow a meeting agenda
• Clear direction, path, guidance
• Appropriate follow up

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Resources from CDE

- SAC and DAC Resources
  - http://www.cde.state.co.us/uip/sac_dac

- Family Engagement
  - http://www.cde.state.co.us/uip/familyengagement

- Promising Partnership Practices
  - http://www.cde.state.co.us/uip/promising
Follow Up and Next Steps

• Statewide SAC/DAC Training
  • June 2020

• SAC/DAC specific trainings on:
  • Improvement Planning
  • Budgeting
  • Low Performing Systems
  • Family Engagement Policy
  • Stakeholder Engagement School/District-wide
  • Recruitment