Critical Criteria Update

EAAC

April 26, 2023

Purpose of the project: The purpose of this project is to develop a clear understanding of how to integrate the use the Critical Criteria in planning, design, and implementation of all major programs, initiatives, and district plans. The end deliverable will be recommendations to the superintendent with likely implications for Procedure 0130P and/or Critical Criteria Exhibit A.

Goals and objectives: District Staff and Board Directors share a common understanding of:

1. How the Critical Criteria will be integrated into how we approach our work
2. How the role and use of the Critical Criteria process will be documented and shared with the Board and Community
3. How, when, and to what degree stakeholder engagement is needed for different types of work

Scope of work: Recommendations to the superintendent, including:

1. The "why" behind the Critical Criteria
2. A step-by-step process that describes how to integrate the Critical Criteria and what to do with the results
3. Guidelines for stakeholder engagement
4. Examples
5. List of key initiatives to practice the Critical Criteria process in 2023-24

Note: SCAC is looking at community engagement broadly and will provide a recommendation in April 2023. Community engagement in making major district decisions is a focus.

Project Core Team

- John Harrison, Executive Director of District and Community Affairs
- Shomari Jones, Director of Strategic Equity and Family Engagement
- Melanie McGee, Director of Program Management Office
- Dr. Randy Nunez, Equity Specialist
- Jill Rock, BEA President
- Dr. Paul Sutton, Associate Professor of Education, Pacific Lutheran University
- Monica Webster, Access to Care FIT Manager", WA State Health Care Authority.

Timeline

Plan
(March)

Roles and Responsibilities

Critical Criteria Core Team

Provides strategic direction, subject matter expertise and functional ownership and accountability to deliver a successful product/solution/service. Effectively uses and applies critical criteria to ensure the needs of their stakeholders are represented throughout the lifecycle of the project. Key decision makers who are consulted at various stages for input and approval.

Equity Advisory and Advocacy Collaborative (EAAC)

Subject matter experts familiar with the history and original intent of the Critical Criteria. Many served on the EAG and co-developed the current Equity and Accountability Policy and Procedure. Key stakeholders who are consulted at various stages for input and approval.

Superintendent

Collectively, with the School Board, sets the vision and guides strategic direction. Operationalizes policies, procedures, and district plans. Has decision-making authority for spending, resource allocation, and change management.

School Board

Collectively, with the superintendent, sets vision and direction. Approves policies, budgets, and strategic plans. Supports and holds the superintendent accountable for following through on policies, procedures, and operationalizing district plans.

Update So Far…

- Centered on the "what" and "why" of Critical Criteria
- Identified a need to develop a process for integrating Critical Criteria into the way we work
- It's more than just a technical tool or template. It's about culture and building our equity practice (developing habits and systems that center on equity)
- Started a DRAFT User Guide
- "Trying out" the process with Executive Team as they develop the 2023-24 Budget
- Thinking about continuous improvement for each project/initiative and for the system as a whole

DRAFT Components of User Guide

- Welcome/Introduction, Background, and Purpose
  - Joint Letter from Superintendent and Board reaffirming our commitment to equity and accountability
  - Equity and Accountability Policy 0130 and Procedure 0130P
  - Purpose of this Guide
  - Definitions
- Steps to integrating Critical Criteria into the way we do the work
  - Rationale for the Process (including a visual and description)
  - How to Use Critical Criteria

Draft Steps to Integrate Critical Criteria into the Way We Work (1 of 2)

- Pre-Condition: Grounding (self-work)
  - Personal, local, immediate. Lived experiences, biases.
  - Recognize power dynamics and who is at the table.
- Step 1: Expectation Setting
  - Identify the problem and the constraints.
  - Determine who needs to be engaged, at what level, and for what purpose.
- Step 2: Consider Students and Stakeholders (note: may choose to go to Step 3 first)
  - Engage stakeholders and identify impacts (benefits, harms, risks, unintended consequences) to all students and stakeholders.
  - Develop mitigating strategies.
- Step 3: Align to Values and Define Success
  - Align with BSD values, historic realities, and current contexts
  - Define "what does success look like."

Draft Steps to Integrate Critical Criteria into the Way We Work (2 of 2)

- Step 4: Create Accountability within Implementation
  - Develop progress monitoring cycles.
  - Provide support for implementation, measurable outcomes, and realistic timelines.
- Step 5: Reflect and Review
  - Continually reflect on intent of process vs. impact of rollout (of the program/initiative).
  - Review and adjust.
- Step 6: Build Equity Leadership Practice and Accountability
  - Continually reflect and review the extent to which we are dismantling inequities and strengthening our practice/culture in becoming an equity-driven organization.
  - Adjust tools, templates, guides accordingly.

Level of Decision (Example)

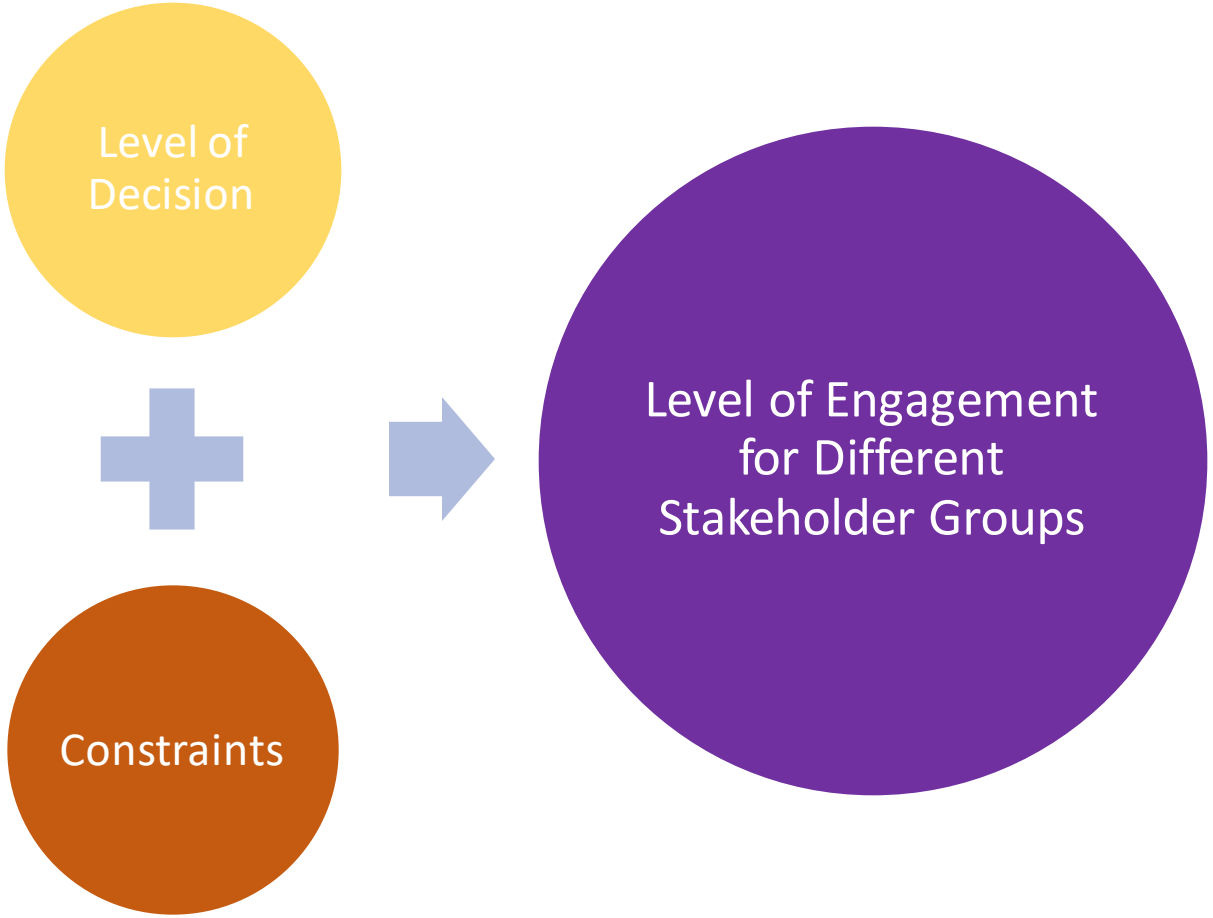
Level of Decision	Level 1	Level 2	Level 3	Level 4	Level 5
Who is impacted?	Individual(s)	Classroom(s) or Team(s)	Individual School (majority of school will be impacted) or Individual Department	Multiple Schools or Multiple District Departments	District-wide (all schools and central office)
Budget implications	None	Low	Medium	High	Very High
Changes needed	None	Some technical changes, no adaptive changes	Some technical and/or some adaptive changes	Significant technical OR significant adaptive changes	Significant technical AND significant adaptive changes
Potential impact on historically marginalized	None	Low	Medium	High	Very High
How much time is available to decide	Very little time; decision needed quickly (< 1 month)	Little time (1-3 months)	Some time (3-6 months)	More time (6-12 months)	Plenty of time; decision is not time-sensitive (1+ years)
(what else?)					
Who needs to be engaged in development and design	This work will be done by a lead team or lead individual. They will let staff and community know when the work begins and will share the product of the work and the rationale broadly when they are done.		This work will be done by the lead team or lead individual; however, unlike Levels 1 and 2, before making a final decision or implementing at scale, the lead(s) will test their best idea with relevant stakeholders and refine, if needed. Lead(s) will still communicate the product of the work and the rationale broadly when they are done.		In inclusive coalition, comprised of multiple, diverse stakeholders is formed. Together, they either represent or seek stakeholder input, design a solution, test solutions with stakeholders and ultimately communicate broadly about the product of their work and the rationale.

Levels of Engagement (Example)

Increasing Impact on Decision-Making and Implementation

Levels of Engagement*	**Informing**	**Consulting**	**Involving**	**Collaborating**	**Empowering**
WHAT is happening?	Providing balanced and objective information about new programs or services, and about the reasons for choosing them.	Inviting feedback on alternative analysis, and decisions related to new programs and services.	Working with community members to ensure that their aspirations and concerns are considered at every stage of planning.	Enabling community members to participate in every aspect of planning and decision making for new programs or services.	Giving community members sole decision-making authority over new programs or services, and lead work to implement solutions.
WHO is responsible?	District Leadership will keep Stakeholders informed.	District Leadership will keep Stakeholders informed, listen to their feedback, and let them know their ideas and concerns have influenced decisions.	District Leadership will ensure Stakeholder input and feedback is directly reflected in alternatives. They will engage Stakeholders as partners to implement.	District Leadership will co-create solutions with Stakeholders. Stakeholders will be true partners implementing decisions for the community.	Stakeholders. District Leadership will support Stakeholders' decisions and work to implement solutions
HOW will Stakeholders be involved / receive information?	Fact sheets, newsletters, websites, open houses.	Surveys, focus groups, community meetings, forums.	Community organizing, leadership development, workshops.	Advisory boards, seats on governing boards, engaging, and funding as partners.	Support full governance, leadership, and partnership.
WHO is involved?	District Leadership	District Leadership / Staff/ Students / Community	District Leadership / Staff/ Students / Community	Staff/ Students / Community	Staff/ Students / Community

<u>Recommendation:</u> Consider the level of decision being made as well as the constraints of the project, and match levels of engagement accordingly (to the greatest extent possible). The higher the level of decision, the higher the level of engagement should be for impacted groups. When in doubt, default to a higher degree of engagement (involving, collaborating, or empowering)…..



Proposed 23-24 Initiatives to Practice the Formal Critical Criteria Process

- 2023-24 Budget
- 5-Year Strategic Plan
- Reimagining Middle School Implementation
- Middle School Consolidation
- Special Education & Advanced Learning Policy Review
- (others?)

Next Steps

- Study Session with the School Board on May 4th
- Incorporate input from Board Directors and EAAC into Draft User Guide
- Propose recommendations for revisions (if any) to Procedure 0130P or Exhibit A
- Practice Critical Criteria with identified initiatives next school year

Ideate and Prototype

(May - June)

- Board Study Session
- Develop step by step process
- Propose revisions Procedure 0130P

Codify

(June - July)

- Receive feedback
- Finalize language in Procedure 0130P