



State Advisory Council for Parent Involvement in Education

SACPIE Quarterly Meeting
February 11, 2025
Meeting Minutes

Members Present: Kimberly Chapman, Sara Hanselin, Jess Welch, Ami Prichard, Roxanne Aviles, Mary McNeill, Stacey Vanhoy, Kate Garvin, Brooke Cote, Michelle Zeles-Hahn, Jason Taylor, Carrie Olson, Kristine Greer, Twyla Esquibel, Heidi Haines, Liz Wilson, Angie Frank, Sherrell Lang

Guests: Darcy Hutchins, Jes Stroope, Yazmine Patino, Lisa Steffen

9:05 Welcome and Business

Jess Welch opened the meeting and welcomed everyone.

Jess Welch motioned to approve November minutes. Seconded. All in favor. November minutes approved.

Darcy Hutchins shared that the Annual Report is available online for review.

9:10 Get to Know SACPIE Members

Members participated in a gathering activity.

9:25 Updated Operating Procedures

Darcy Hutchins presented the updated operating procedures, which are updated when SACPIE is reauthorized. The updated procedures were sent out to members last week and again yesterday for review. Most changes are cut and paste from legislation but there is updated language regarding the Early Childhood Department representative, changes around legislative responsibilities, and additions based on questions posed in the past specifically around public comments and parent roles. Public comments were changed to be written and there is clarification, a parent's needs to live in the congressional district represented, and yearly check-ins to ensure parent representatives are members of either a SAC or DAC. The Department of Early Childhood representative will be Sena Harjo.

Darcy shared that state board appointments are for three years and term limited to two consecutive three-year terms per role. If members choose to serve a second three-year term, they will need to go back to the board for reappointment. All department representatives are not term limited and are appointed by the head of those departments.

Jason motioned to approve the updated operating procedures. Seconded. All in favor. Procedures approved.

9:35 School and District Accountability Resource Revisions

Lisa Steffan presented an overview of the accountability committees, which are required by law for families to have input and are meant to be parent led with majority parent members. Committees may include teachers, school administrators, and business community members and should reflect the student population. Members cannot be employed by the district or school. Lisa also provided an overview of the policies and priorities surrounding accountability committees, including meeting schedules, Improvement Plan review, budget review, principal feedback, recruitment, family engagement policy implementation, and recommendations on READ, ICAP, and Truancy. Lisa shared the differences and similarities between school and district accountability committees. She also reviewed SACPIE legislative requirements specific to the support the committee must provide around school and district accountability committees. Darcy then shared that SACPIE's goal for this school year is focusing on relational trust.

A member asked what parents should do if they don't feel their DAC reflects the student population and whether there are safeguards in place to prevent this. Darcy shared that the district leads facilitation and recruitment for these committees and suggested community members and parents provide feedback to the Department of Education and to board members. Members shared that they've heard from the community that this may not be a recruitment issue, but a selection issue and that SACs and DACs have been weaponized. Darcy shared that there is very little the department can do to mitigate these issues.

Another member asked if there is training available on relational trust. Darcy shared that there are none available now, but she requested members add this feedback to the Google Sheet, including suggestions on what the training can look like.

For the first small group discussion, members were asked to review the current SAC/DAC website and discuss the following questions: what do you find useful, what ideas do you have for content improvement, and how can we improve the navigation. Members were asked to write ideas in tab 1 of the Google Sheet linked.

Once back together, the members shared the following feedback: The basics available on the webpage are helpful, including the timelines and dates. However, how do people know any of this if they aren't getting this information from their districts. The webpage should also focus on communication rather than resources. It would be helpful to create a tips and tricks document, a document listing recommendation for things committees should do at the beginning of each year, resources on best practices, or a SAC or DAC for dummies guide that is visually appealing. There are also outdated resources that need updating. There should be emphasis on the advisory group aspect of SACPIE. Editable resources that can act as shells or templates for the committees to use, which can mitigate some of the weaponization that occurs, would be helpful. The website doesn't appear to be built for a parent; there are too many resources and there's a lot on that page. Regarding the navigation piece, adding navigation options by different roles or levels (parent vs. teacher) would be nice. Again, there is a lot of information to dig through, but it can be difficult to return to previous information. Questions to consider would be "What would it look like to navigate the webpage as a parent, DAC leader, etc.?" and "How are people getting to the webpage?". The examples at the bottom of the webpage are helpful. The Information provided is excellent but can be too much at once which may be intimidating. For formatting, the updated FSCP landing webpage can be used as an example for the SAC/DAC webpage. The webpage should also be made more accessible for the average community member, specifically thinking of language justice (providing information in languages other than English and Spanish). Lastly, the webpage should be reframed to emphasize how the resources can help/support students instead of

focusing on the accountability piece.

For the second small group discussion, members were assigned to role-based groups and asked to answer the following questions: What can SACPIE as a whole do to support new SAC/DAC resource development? What can SACPIE do to help distribute information about SACs and DACs? Members were asked to write ideas in tab 2 of the Google Sheet linked.

Once back together, the members shared the following responses: Twyla Esquibel shared that SACPIE members should have training time or provided suggested trainings to be completed and then have a conversation around these trainings during SACPIE meetings. SACPIE members can then share resources and information learned as they interact with SAC and DAC groups. SAC and DAC can also be brought into foundational parent leadership spaces or places of entry for parents, for example PTAs. Additionally, resources from personal SACs and DACs can be shared during SACPIE.

Lisa shared that in Fall 2024, there were 1,700 hits on the SAC/DAC webpage. Lisa and Darcy will come back in May to share updates and changes made.

10:38 Break

10:50 CDE Updates

Darcy Hutchins provided an FSCP report, including Office of FSCP updates. The office's theme for this year is "FSCP: that thing you do". The theme for next year will be "FSCP: I told you so". Within the state-level leadership bucket of work, FSCP has been working on an internal CDE FSCP Implementation Plan, convening an FSCP CoP comprised of CDE members (50 people have signed up from 25 offices across the department, and working on a set of core competencies for state education agency employees

Within the direct facilitation of districts bucket of work, FSCP hosted the first Think Tank (participation from 30 districts), has been working on a district facing website of the trail map to be completed by May 1st, has been preparing for the FSCP retreat on May 1st-2nd, and has been developing other supports upon request. Darcy also shared she has been asked to lead the FSCP portion of the CDE Strategic Plan.

Jess presented on the modified Delphi method (multiple rounds of surveys until a consensus is reached) that will be used for the development of the FSCP Core Competencies for State Education Agency staff. Round 1 has been completed. For the next round, the 27 competencies currently drafted will be shared for feedback to be kept, deleted, or edited. The following round will include fewer than 15 competencies, and surveys will continue until a consensus is reached. The goal is 8-10 competencies. The deadline for feedback on the 27 competencies will be Monday, February 24th. Darcy will send an email to SACPIE members with the task on February 13th. The focus will be on state-level leadership competencies of those who may not have consistent and direct contact with families.

The goal of FSCP is to identify three offices within CDE to embed family engagement into their work. By creating a set of core competencies for CDE staff, what can we do to build the readiness for these three offices? The competencies will help shift mindsets and capacities to elevate family engagement and build the readiness for these three offices. Jess shared that these competencies should be ideals and things to strive for agency staff members.

Members can reach out to Darcy with questions.

11:05 Promising Partnership Practices: Exploration and Ideas for 2025

Darcy Hutchins presented on the verbiage around SACPIE's role regarding the collection of promising partnership practices. She also reminded members that promising practices cannot highlight community

organizations unless they highlight how these organizations are working with schools and districts.

In small groups, members were assigned one of the Promising Partnership Practices Standards to discuss the following questions: what practices can you contribute to the 2025 edition, how do you plan to share the call for submissions with your networks, and how can you share these resources with your networks. Members were asked to write ideas in tab 3 of the Google Sheet linked. Prior to beginning group discussions, Liz Wilson shared that the grade levels available in the Google Sheet are not inclusive of all levels existing in schools and districts. Jes shared that the form used by schools and districts to submit promising practices does not ask for a grade level distinction.

Once back together, members shared the following: Roxanne Aviles shared that they reviewed practices for standards 1, 2, and 5. She shared Jess Welch's example from New American School in Aurora where the principal uses AI to provide school resources in various languages. Jess then shared that she annually sends promising practices to the 45 school SAC committees. Kim shared about the DPS Black Excellence Initiative that is currently being piloted in six DPS schools. Representatives from each school recently attended a training and brought back things learned to their schools. The current work also focuses on inherit biases.

Jess Welch asked team members for ideas on how SACPIE can increase engagement from schools and districts for promising practices submissions. Jason Taylor shared how Darcy interviewed him in the past for a promising practice and suggested SACPIE members can interview others to increase engagement. Jes Stroope shared that there is an interview questionnaire that can be shared with SACPIE members. She also shared that upon publication, schools and districts do receive a certificate that can be displayed. Darcy Hutchins asked that members share any suggestions for how questions can be asked on the form. Kate Garvin suggested discussing how promising practices can be promoted via social media and incorporated into professional settings to increase interactions.

12:00 Lunch Break

12:30 Strategies for SACPIE Recruitment and Onboarding

Jess Welch shared her reflection on the 100 Day Challenge discussed during November's meeting and asked other members to share their own reflections. Jess shared that incorporating work sessions during meetings is more realistic than asking members to devote time outside for SACPIE work. Mary McNeill shared that with workloads outside of SACPIE, it may be difficult to think of SACPIE day-to-day. Darcy Hutchins asked members for their thoughts on their quarterly meeting format preferences (in-person versus virtual). Kim Chapman shared she prefers in-person meetings but asked that a repository with everyone's contact information and role be shared. Roxanne Aviles also prefers in-person meetings and appreciates work time but also appreciates at home time to internalize discussions. Darcy asked members for their thoughts on external speakers. Ami shared that external speakers are helpful depending on the subject. Jess Welch asked members to continue sharing their thoughts with either her or Darcy to continue evolving SACPIE to meet the needs of the community.

Jess Welch then began the presentation on updating or expanding recruitment and onboarding strategies, asking members to think specifically about the five current vacancies. Darcy Hutchins provided an overview of the current recruitment strategies, which largely rely on word of mouth.

Liz Wilson shared HR recruitment strategies she's done with her clients for increasing and diversifying applicants. To begin the conversation, Liz asked members to think about the current and upcoming vacancies and the characteristics, skills, talents, interests, etc. of the people that might be a good fit for these positions who may not think they are a good fit. Jess also asked members to consider what it is

about this group that seems to be working now and how this can be distilled into a message.

Members shared the following characteristics: they are passionate; participation in SACPIE is not a stretch (i.e. they are not being asked to do something that isn't already part of or similar to their work); they speak up and communicate but are respectful; they have a network of people they are speaking for; they want to grow and have an opportunity to use these skills in a broader sense, like SAC or DAC; they have teaching experience or admin experience, have had kids or have kids, understands the different angles of how this organization works, in general, the more touch points the better; someone who is able to listen to diverse perspectives but be grounded in SACPIE's purpose, which is supporting families and schools; they are constructive and looking to work with others to make it better rather than tear it down; someone with a variety of networks to spread the word in a lot of spaces; and they increase SACPIE's diversity (gender, ethnic/race, etc.). Members shared that SACPIE should be a cross-section of the people in the state.

Liz then asked members to consider some of the life experiences that are currently missing among SACPIE members. As shared by members, these missing life experiences included foster parents or anyone raising someone else's children, community members from rural district, and refugee and immigrant voices. Darcy Hutchins noted SACPIE does have geographic representation through parent representatives and shared that there is funding available to reimburse mileage and accommodations. However, SACPIE is not allowed to stipend parent members.

Jason Taylor shared that people may have difficulties participating in SACPIE due to socioeconomic status. Liz Wilson noted that socioeconomic status may be a problem that can potentially become a marketing solution. For example, if one of the challenges is that folks that have a certain type of job (hourly, strict attendance requirements, etc.), Liz asked members to consider how the opportunity to join SACPIE can be shared through decision makers who can remove this barrier to participation. Jess Welch added that members don't have to go so far outside their network but can think about PARAs, janitorial staff, food workers, etc. where they can speak to principals. Stacey Van Hoy suggested members consider school and district family engagement departments. Darcy Hutchins reminded members that community members can participate in SACPIE so long as they have a child in the congressional district they wish to serve.

Roxanne Aviles suggested presenting to school boards to increase understanding of SACPIE and SACPIE's roles and responsibilities. Mary McNeill added that it would be nice to have a one-pager to share out. Ami Prichard shared concerns regarding the district having a role in selecting committee members, which changes the focus of the committee from grass root to a district advocacy group and pointed out the importance of having SACPIE be a more parent generated group. Kim Chapman suggested leaning on districts to send out vacancy announcements. Another member suggested going through existing DACs.

Liz Wilson reminded members of the importance of not having many people that work for school or district in DACs and SACs, and shared that these groups can also have barriers to entry and may be attracting the same types of people that already are part of SACPIE. Stacey Van Hoy suggested looking towards family liaisons, who are trained and are working with families. They can help identify potential applicants. They also don't necessarily work with the district and instead can work through the district. Roxanne Aviles shared that when she spoke to her principal about attending SACPIE, the principal did ask how they can include the family liaison.

Liz Wilson then asked members to think about what kind of resources or tools can be used to effectively communicate these vacancies, aside from the traditional emails and newsletters, like social media and texts, to expand the pool of applicants and ideally increase diversity. Visuals and videos work best. Sara

shared information on her current project, a lived experience database, that provides a space where committees and groups can share opportunities for parent involvement. The database isn't launched yet, but Sara is hoping to launch it by June 30th. Mary McNeill suggested Facebook and social media to reach a large number of people. Jess Welch asked members to think back to the characteristics discussed earlier in the conversation and think of a one-page resource, like an elevator pitch, that can be used for outreach (flyers, social media posts, etc.). Common talking points related to the type of participants SACPIE is looking for are needed. The opportunity to have multi-modal forms of communication for vacancies is important to have multiple applicants for each. Darcy Hutchins also asked SACPIE members to consider why they like being a part of SACPIE and what they get out of it to add quotes to the recruitment materials.

A member asked if there any clauses that requires members to help a find replacement for their position prior to finishing their term. Darcy Hutchins shared that there is no clause, but it often happens this way. However, there may be something in the operating procedures. Jess Welch suggested discussing offboarding procedures. Stacey Van Hoy added that a real deadline and a real application would also show that SACPIE matters.

Liz Wilson then moved the conversation to onboarding, sharing her thoughts, including the importance of being clear and giving people the tools upfront. Liz asked members to consider the following questions: With all the resources already available, is SACPIE leveraging those resources as much as possible with onboarding? If so, what resources are being leveraged? What was great with members' own onboarding and what could have made it better? Darcy Hutchins shared that there is no official onboarding. Stacey Van Hoy shared that it was good to have something, documentation, procedures, etc., that showed this is a real group with real expectations. These don't have to be lengthy. Mary McNeill shared that depending on your role it may be challenging to link all pieces together. Ami Prichard shared that she was unprepared for how collaborative SACPIE is rather than it being advocacy based. SACPIE is a collaborative decision-making advisory group which doesn't come across in current resources. Having those that had the seat before them share what to expect and what their role is can be helpful along with having Darcy reach out. It would also be helpful to have a list of members ahead of time. Roxanne Aviles shared that it would be helpful to experience SACPIE prior to signing up or applying.

Darcy Hutchins then asked members to think about what form would make the most sense for an official onboarding packet. Jason Taylor suggested including a half hour prior to the official meeting start time for new members to connect with Darcy. Liz Wilson suggested asking newer team members to complete the five modules of training already on the SACPIE website. SACPIE can also provide a checklist of all the resources on the website that they should read prior to the meeting and assign mentors. Mary McNeill added that mentors may work better than reviewing the five modules, since it can be difficult already to encourage parents to participate in DACs or SACs due to the time commitment. Jess Welch suggested developing an onboarding checklist. Jason Taylor pointed out that it can be hard to complete the onboarding checklist, so any way of incorporating these things into the SACPIE meetings would increase the completion rate. Devoting part of the meetings to continuously learning and re-reviewing resources for all members would be helpful. Ami Prichard added that having a mentor to connect with, sit next to during meetings, answer questions prior to the first meeting, etc. would make SACPIE less intimidating. Roxanne Aviles added that choosing mentors now can allow potential applicants to reach out to these mentors for any questions prior to applying.

As next steps, Jess Welch listed creating a more formalized mentor structure, leaning toward opting out instead of in, developing a more consistent approach to formal documentation (suggested trainings and

resources for review if time allows); and developing a member contact list. The topic will be added to the May meeting to review the outcomes from today's conversation and determine how to put them into practice. Darcy Hutchins and team will be responsible for these next steps.

1:30 Member Resource Sharing

Sara Hanselin shared the 2-1-1 Resource Navigation line, which the state has recently passed a grant to take over as one of four pathways to access. Sara will share a one-pager and all other outreach material with Darcy to be shared with SACPIE members.

Ami Prichard reminded members about the Colorado Parent Teacher Association conference on April 26-27 in Lakewood. If anyone is interested in attending, exhibiting, or speaking, they can reach out to Ami.

Twyla Esquibel shared that there will be an educator financial aid training on Thursday, February 13th and another on Friday, February 28th, which will include a training on FAFSA and CASFA training. Twyla will share the information with Darcy to be shared with the group. The CASFA application is open for 20245-26. They have received questions from mixed status families whether to submit a FAFSA and have encouraged families to make their own decision on whether to submit the FAFSA because it's not clear whether the data is secure at this time.

1:40 Wrap-Up

Darcy Hutchins reminded members that the next meeting will be on May 6th, with additional meetings on August 26th and November 18th. Location is still to be determined.

1:42 pm Adjourn