



CSIS
A FCMAT SERVICE



RACI – Responsibility Assignment Chart

RACI charts are simple charts which allow you to be transparent about expectations and assignments for all Team Members.

RACI stands for **R**esponsible, **A**ccountable, **C**onsulted, **I**nformed, which correspond to a level of task responsibility.

How to Build a RACI Chart:

Enter all project roles or team member names across the top row.

List all tasks, milestones, and decisions down the left column.

For each task, assign a responsibility value to each role or person on the team.

In a best-case scenario, the Data Team would meet to walk through the role assignments on each task. We all know, it is sometimes impossible to get everyone in one room.

Make sure all staff represented on your RACI chart have acknowledged and agreed to the roles and responsibilities you've laid out. More importantly, you want to check that your matrix eliminates any further project confusion.

Focus on project tasks, milestones, and decisions in the RACI matrix. Avoid generic or administrative to-dos like [team meetings](#) or status reports.

Align the tasks in your RACI chart with your project plan so there's no confusion about details and due dates.

Be sure to assign the proper team members to task and send calendar reminders.

Keep RACI definitions in your document or local Calendar because they can be tough to remember.

Once your RACI chart is complete, review it to be sure it follows these simple rules:

When to use a RACI Chart:

The decision-making or approval process could hold up the project.

There's conflict about task ownership or decision-making.

The project workload feels like it's not distributed evenly.

You experience turnover on a team and need to onboard someone quickly to a new role.

Quick tips for optimizing your RACI chart

Every task has at least one **Responsible** person.

There's only one **Accountable** party assigned to each task to allow for clear decision-making.

No team members are overloaded with too many **Responsible** tasks.

Every team member has a role on each task. (It's not uncommon for some folks to be **Informed** on most tasks.)

1. Roles and Responsibilities

In general, the data coordinators and data stewards manage the data. Roles and responsibilities for these and other staff members are detailed in Tables 1, 2 and 3.

Table 1: RACI definitions - Responsible, Accountable, Consulted and Informed

Role	Role Code	Definition
Responsible	R	This role completes the actual work and owns the problem; this role is the "Doer." There can be multiple R's.
Accountable	A	This role approves the completed work and is held accountable for it. "The bucks stop here." There should only be one A.
Consulted	C	This role has information and/or capability to complete the work. This role is "in the loop" as two-way communication occurs, usually between the "C" and the "R". There can be multiple C's.
Informed	I	This role is to be informed of progress and results. This role receives one-way communication, usually from the R. This role is "kept in the picture" but is not involved in creating it. There can be multiple I's.

Table 2 – Definitions of Roles for CALPADS Reporting

Roles	Definition
Superintendent	These individuals are responsible for 1) communicating the importance of making local data governance a priority and 2) providing final approval of any policies and procedures related to student-level data for student with disabilities.

Roles	Definition
Administrators	These individuals are responsible for 1) communicating the importance of making local data governance a priority and 2) providing final approval of any policies and procedures related to student-level data for student with disabilities.
Legal Staff	These individuals are responsible for providing legal advice regarding areas such as student data
Information Technology Specialist	These individuals provide technical expertise on system security and the SIS and or the SEDS (e.g., Aeries, SEIS)
Student Information Data Stewards	These individuals are the staff most familiar with student enrollment and demographic information in the SIS.
Special Education Data Stewards	These individuals are the staff most familiar with students with disabilities in the SEDS data (e.g., SEIS)
Special Education Program staff	These individuals provide expertise on the SEDS data(e.g., Aeries, SEIS)

Table 3 CASEMIS Transition RACI Matrix

Roles/Steps Involved in CASEMIS Transition	Superintendent	Administrators	Legal Staff	Information Specialist	Student Information Data Stewards	Special Education Data Stewards	Special Education Program Staff	Student Information Program Staff
1.0								
1.1 Develop a high level governance plan	A	R	C	C	C	C	I	I
1.2 Communicate this as a priority	A	R	I	C	I	I	I	I
1.3 Approve policies and procedures to be implemented by the LEA	A	C	R	C	C	C	I	I
1.4 Provide administrative support (designated staff and	A	R	R	C	R	R	I	I

Roles/Steps Involved in CASEMIS Transition	Superintendent	Administrators	Legal Staff	Information Specialist	Student Information Data Stewards	Special Education Data Stewards	Special Education Program Staff	Student Information Program Staff
financial resources) to implement, enforce and maintain these policies and procedures								
1.5 Review LEA data privacy and security policies to ensure compliance with state and federal privacy laws	A	C	R	R	R	R	R	R
1.6 Provide technical support to implement an effective security plan	A	C	C	R	R	R	I	I
1.7 Ensure protocols are in place for data security and privacy	A	A	C	R	C	C	I	C
1.8 Provide expertise on specific data that should be exchanged to and from the special education data system.	C	A	I	C	R	R	C	C
1.9 Provide information on the existing process for student data maintenance	A	C	I	I	R	R	I	C
1.10 Be involved in the development of a collaborative process for student data maintenance.	I	C	A	I	R	R	C	C
1.11 Provide training for all staff who interact with the student information system.	I	A	I	I	R	R	C	C
2.0 Preparing for System Integration								
2.1 Form a team representing both the special education and	A	R	I	C	C	C	C	C

Roles/Steps Involved in CASEMIS Transition	Superintendent	Administrators	Legal Staff	Information Specialist	Student Information Data Stewards	Special Education Data Stewards	Special Education Program Staff	Student Information Program Staff
student information systems that meets on a regular basis								
<p>2.2 Ensure that the data in each system are well defined and understood so that you ensure you're exchanging LIKE data</p> <p>E.g., Initial Entry Date (SEDS) = Program Start Date (SIS)</p>								
<p>2.3 Decide which data needs to be exchanged between the two systems for local use and state and federal reporting</p>								
<p>2.4 Define source system for different data that need to be exchanged between the SIS and the SEDS.</p> <p>E.g., which should be the system of record for Student First and Last Name? For Special Education Initial Entry Date?</p>								
<p>2.5 Document the CURRENT processes that each system uses to update any shared data.</p>								
<p>2.6 Analyze and refine current processes and identify any redundant processes, or processes that should change to improve or make the process more efficient.</p>								

Roles/Steps Involved in CASEMIS Transition	Superintendent	Administrators	Legal Staff	Information Specialist	Student Information Data Stewards	Special Education Data Stewards	Special Education Program Staff	Student Information Program Staff
2.7 Develop a new, collaborative process for maintaining data for students with disabilities.								
2.8 Ensure all staff understand their roles and responsibilities in the new process and are properly trained.								
3.0 Special Education Steward								
3.1 Be involved in the development of a collaborative process for student data maintenance.	I	A	I	I	R	R	R	R
3.2 Provide expertise on special education business rules (laws, regulations, or local policies) that may affect the population of student data for students with disabilities.	C	A	R	I	C	R	C	C
3.3 Schedule Training Sessions in Outlook and set up Meetings	I	I	I	C	R	R	C	C