



VANCOUVER PUBLIC SCHOOLS
RFP #2020-078: Equity Audit

Submitted jointly by: The Valbrun Consulting Group & UPD Consulting

October 27, 2020

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Cover Letter

Dear Members of the VPS Selection Team,

The Valbrun Consulting Group (“TVCG”), along with UPD Consulting is pleased to submit this joint proposal to Vancouver Public Schools (“VPS”) in response to RFP No. 20-GPS-1002, Diversity, Equity, and Inclusion Audit (“DEI Audit”).

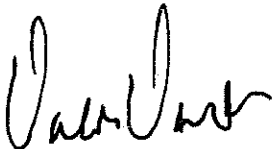
We offer our services aligned to your specific needs, delivered in collaboration with your leadership and personnel, through our team of professionals with proven experience in district and school leadership and organizational strategy management. This submission outlines a summary of our ability to provide the services requested, as well as our willingness to maintain flexibility in our approach, using a co-design model to best align to the needs, goals, and budget of your organization.

The Valbrun Consulting Group is an Educational Consulting firm that offers support in the areas of strategic planning, strategy management and organizational development. We are comprised of highly skilled education practitioners with relevant experience in school and district leadership, and we work specifically to build the capacity of district and school leaders and staff to lead for equity, create equitable environments, mitigate opportunity gaps, implement systems for improvement, and manage change for results that improve outcomes for underrepresented populations of students.

For this proposed project, we have partnered with UPD Consulting (“UPD”). They are a Maryland-based, minority-owned public sector management consulting firm with broad experience with large, urban school districts across the country in organizational change management, strategic and action planning, and implementation support. UPD has conducted several districtwide needs assessments, and they are currently conducting an organization-wide anti-racism audit for Teach for America.

I will serve as the lead auditor for our team. Together, we have leveraged the combined expertise and experience of our two organizations to develop the following proposal to support VPS’s goals and look forward to the opportunity to partner with VPS to advance its commitment to policies and practices that are authentically equitable, inclusive and anti-racist.

Best,



Valda Valbrun
Chief Executive Officer

My teammate, Joel Harris, UPD’s Director of Strategic Partnerships, will serve as the point of contact for questions and concerns regarding this proposal. He can be reached at (210) 872-4437 or by email at jharris@updconsulting.com.

Statement of Qualifications

The Valbrun Consulting Group

The Valbrun Consulting Group (TVCG) located in Charlotte, North Carolina, is a Minority, Women's Business Enterprise that brings over 25 years of experience working in school environments with diverse populations. Founded by CEO, Valda Valbrun, our staff is an insightful, diverse and unique team of educators that are personally and professionally committed to equity and inclusion and have received extensive training to support districts and clients as they advance equitable and inclusive practices and align strategic initiatives for student achievement.

As equity specialists we are trained and qualified administrators of The Intercultural Development Inventory® (IDI®) which assesses intercultural competence and readiness to address issues of race and class. As IDI qualified administrators, we are certified to administer the IDI to others, as well as apply the IDI to our own work, both in how we demonstrate cross cultural knowledge and navigate cultural differences, and in how we support schools and districts as they advance equity initiatives to address challenges, increase cultural understanding, and support the accomplishment of equity and anti-racist goals. The IDI Guided Development Framework serves as a tool to gauge the current context of institutionalized and systemic racism and supports an organization's capacity to address structural racism and forms of oppression and/or marginalization.

Additionally, members of the team are trained and certified in Facilitative Leadership for Social Change to help our clients as they manage issues of race, culture, class, and equity and confront systems that threaten inclusive practices. Specifically, training in Facilitative Leadership for Social Change is designed to help lead the conversations to get diverse community groups to shared goals by using collaborative processes, frameworks, skills, resources, and tools designed to gather and understand diverse perspectives.

TVCG's team of highly qualified practitioners have the expertise and experience working in many capacities with skills to execute our Anti-racism Audit process. Our team of Senior Consultant's backgrounds, experience, and first-hand knowledge make them uniquely positioned to identify and provide support and guidance in the development of comprehensive strategies for addressing inequities in educational settings.

The Valbrun Consulting Group uses a consultancy model to bring together individuals with specialized training and clear understanding of client needs to drive results. Our Senior Consultants have access to broad networks of resources, bring diversity of thought and expertise and a wealth of practical knowledge. As practitioners, these consultants know and understand the work of advancing equity initiatives, having served in many roles across the trajectory from that of a teacher to superintendent. We bring considerable human, organizational, technical, and professional resources to the proposed work and use an efficient staffing structure that streamlines costs and ensures that we meet your specific needs.

UPD Consulting

UPD Consulting ("UPD") is a committed, performance-focused team of change agents. Based in Baltimore, UPD is a black-owned public sector management consulting firm that provides services to state and local governments, school districts, non-profits, and foundations that support public sector transformation. UPD is a certified Minority Business Enterprise in the 12 states, including Maryland, and several localities. We provide a comprehensive array of services with a focus on technology and data use, organizational transformation, and continuous improvement. And we rely on our deep expertise in leadership, change



management, organizational design, and large scale implementation to find and implement the right solutions for our clients.

Since 2006, UPD has completed successful engagements in over 34 states and the District of Columbia. One of the keys to our success is the fact that our people have recent senior and executive level experience working in large agencies and nonprofits, not just as consultants, but also as managers and leaders inside those organizations. This hands-on experience informs our approach so that our work translates into improved outcomes.

The consulting services UPD offers that are relevant to this proposed project include

- Strategic planning and stakeholder engagement
- Action planning and metric selection
- Organizational and cultural alignment
- Performance management and continuous improvement design and facilitation
- Design and implementation of improvement networks
- Implementation services, including project management and staff augmentation
- Data analytics and visualization

Because UPD works almost exclusively in large, urban areas in the community services sector, virtually all of our experience involves work with diverse populations that are disproportionately comprised of black and brown people and people in poverty. Our mission is to help public agencies improve the life outcomes of the people they are charged with serving. As an organization, we have been purposeful about our hiring, professional development and advancement policies and practices to ensure our company reflects the communities in which we work, and we are proud of the level of diversity we have achieved at every level throughout UPD.

Statement of District Results

Tulsa Public Schools

UPD consultants are supporting the reopening planning and implementation team at Tulsa Public Schools (TPS) as they navigate the competing demands of (re)envisioning transformative and equitable educational structures amidst a pandemic while simultaneously working through the overwhelming task of planning for continually changing reopening scenarios. Like educators across the country, the TPS team has been working at a breakneck pace to figure out how to deliver against their five priorities — Safety, Well-being, Supporting Educators and Staff, Grade-level Learning, and Family Engagement. Our support has been anchored in the collaborative development of Strategy Maps that include a clear Theory of Action for each priority and identify the specific implementation metrics that they will need in the fall as they engage in continuous improvement. While this effort focused on articulating the big picture, it has been critical in identifying missing specific activities necessary for school reopening and for providing an anchor for the teams amid shifting guidance on reopening scenarios. We are also supporting the district's data team to plan for and manage the collection and analysis of data being used in their district-wide continuous improvement efforts.

Hartford County Public Schools

Beginning in August 2020, the UPD team has been supporting the Superintendent and Cabinet of Hartford Public Schools to develop Strategy Maps for key district priorities, as well as providing action planning and data



capacity-building support for key priority team members. UPD will also be supporting the onboarding and coaching of the incoming Chief Performance Officer around continuous improvement practices.

Mid-Atlantic Equity Consortium (MAEC)

In 2019, UPD began work with MAEC to build internal capacity for leaders to plan for, collect, analyze and use data that enable impactful data-driven continuous improvement around their Networks for School Improvement strategy. UPD supported MAEC in building their capacity around: (1) Data used primarily in the setup of continuous improvement processes (e.g. exploratory data used to conduct root cause analyses, create driver diagrams, examine variation in performance, and shape initial improvement strategies); (2) Metrics that help teams track progress towards goals (i.e. short-term outcome metrics); and (3) Formative metrics that describe implementation of the major improvement strategies being tried by teams (i.e. fidelity of implementation metrics). UPD worked with MAEC in developing use cases around commonly-understood data needed both internal to the organization, and for the equity-focused continuous improvement work they were doing. Currently, UPD provides ongoing data visualization and data management coaching to key leadership team members to support their ongoing efforts around their Networks for School Improvement.

References

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*See the attached list of 18 district-level clients we are currently serving with similar size and scope projects.

Proposed Research-Based Audit Frameworks

Public Education Leadership Project (PELP) Framework for Coherence

Drawing on research and best and promising practices, we will utilize the Public Education Leadership Project (PELP) Framework to ensure organizational alignment and interdependence as we support the development of a coherent and comprehensive DEI Audit.



This framework ensures the integrated execution of strategic action deliberately designed to improve the quality of teaching and learning at VPS, while taking intentional account of the existing systems and structures, organizational culture, impact and influence of stakeholders, as well as available and needed resources to enact upon the identified strategic priorities for Equity.

Intercultural Development Inventory (IDI) for Measurement & Competency Development

To prepare for the successful implementation of an organizational approach to building capacity for racial equity, some work must be done in advance to create the conditions for success. To ensure a differentiated approach that directly meets the needs of your organization, our recommendation is to utilize the **Intercultural Development Inventory (IDI)** to assess both individual and organizational cross-cultural competence and readiness for racial justice. Cross-cultural competence is the ability to discern when misunderstandings and conflicts are due to cultural differences, the ability to work toward a solution that takes various worldviews into account; and the ability to maximize cultural differences for better, longer lasting, and more creative and effective solutions.

“The IDI is more than a measurement tool. It also provides guidelines on the kinds of learning interventions that most effectively and efficiently build intercultural competence that leads to equity. Further, there is a growing body of research that clearly demonstrates that with appropriate learning interventions based on IDI profile results, individuals and groups can greatly increase their intercultural competence and implement that increased cross-cultural capability in ways that accomplish key educational and organizational goals.”¹

We will help the VPS articulate its existing work, clarify connections across initiatives and assess progress made to date. Working together to determine the current state, we will gather and analyze evidence, unpack successes, and identify (perceived or real) causes of challenges related to Diversity, Equity, and Inclusion. This gap analysis will help to determine the VPS’s core competencies and capabilities. This also allows us to meet people where they are, rather than apply a one size fits all model that does not honor where people are in their personal development.

Work Plan & Technical Approach

Summary

There’s a popular quote in management: “Every system is perfectly designed to get the results it gets.” Undoubtedly, VPS is a system perfectly designed to achieve both today’s successes and today’s failures. Fortunately, VPS has made a deep commitment to a change regime to become radically inclusive, equitable and diverse, making the DEI Audit the first step. Obvious to all is the fact that this work requires unmistakable DEI, instructional, content, and pedagogy expertise. What is less evident is the work that is the most difficult, discomfiting and absolutely critical to success: *change management*. This is our core competency and the key differentiator to our approach. We will use each deliverable, each interaction, and the audit itself to prepare VPS to do the difficult but necessary work of managing change after the audit is complete.

Unique focus on Iterative Learning & Implementation: Our approach is entirely focused on what it takes to deliver sustainable change for school districts. We apply a persistent use of data to all of the items in the Scope

¹ Mitchell Hammer, Ph.D, “Why should you consider using the Intercultural Development Inventory (IDI)?”, IDI, LLC, 2015.

of Services: to inform the DEI Audit, leverage audit findings to facilitate a meaningful discussion around deliverables, and a proposed Continuous Improvement Routine to manage implementation. We have designed the DEI Audit as a journey with checkpoints throughout the process as an engagement and learning tool for VPS.

Leadership and Expectations. Valda Valbrun will serve in the role of Lead Auditor, managing the audit team (Travis Jones and Michaelle Pope). Ann Willmessen will serve as the overall project manager, and contribute to the audit team alongside John Ray and Christopher King. All team bios, qualifications, and roles are described in the Team Biographies section. We apply a co-design model to this work, requiring the establishment of a VPS Co-Design Team to engage around all aspects: planning, learning, processing, and communication. With all of our engagements, we dive in fully, considering ourselves as partners in aspiration. As such, VPS can expect rapid responses to all inquiries from both Valda and Ann. Our proposal is an interconnected sequence of phases that intentionally build on and inform each other and are captured with the associated deliverables in the chart below:

Phase	Key Activities	Timeframe	Deliverables
Phase 1	<ol style="list-style-type: none"> 1. Data Analysis 2. Financial Resource Distribution 3. Literature Review 4. Focus Groups 5. Review of Curriculum 6. Review of Policies & practices 7. Preliminary Findings Report 	10 Weeks Dec. - Feb. 2021 Sessions scheduled in collaboration with the Co-Design Team	<ul style="list-style-type: none"> • Data analysis disaggregations & visualizations • 5 Recommendations Reports and Checkpoint Discussions • Focus group report • Preliminary findings report and presentation to Equity Advisory Committee • Staff training on best practices & preliminary findings
Phase 2	<ol style="list-style-type: none"> 8. Assess Leadership Readiness & PD Offerings 9. Review Efforts to Recruit & Retain a Diverse Workforce 10. Review Targeted Intervention Supports for Academic, SEL, & Behavioral Needs 11. Review Family & Community Engagement Practices 12. Final Audit Report 	9 Weeks Feb. - April 2021 Sessions scheduled in collaboration with the Co-Design Team	<ul style="list-style-type: none"> • 4 Recommendations Reports and Checkpoint Discussions • Final Audit Report • Final Audit Presentation

Unstoppable commitment to this work. It is also clear that time is of the essence. Given the urgency of this work, our approach assumes that it is better to forge ahead with this work now and plan for a virtual delivery of the work than to delay in hopes of changed conditions that may allow for in-person delivery. We have years of experience, even well before COVID-19, of delivering interactive engagement, training and planning activities remotely, and we are confident we can deliver this project at the highest quality in a virtual format. We are planning ahead, despite the uncertainty of the pandemic, and we have included a separate travel



budget in the pricing proposal. In the event that conditions allow, this block of fund will be submitted for reimbursement only when funds are used for consultant travel.

How the approach is organized. The work plan and technical approach below is organized in a manner that addresses each of the items listed in the RFP Scope of Services. The audit areas are split into two phases and in a way that we have found most effective for first establishing a baseline through data and documents, then observing practice and engaging stakeholder voices, and then transitioning to specific conversations with leaders and the wider community. As such, the reader will notice that the sequence of activities is different from the sequence of the RFP, but, to orient the reader, we have labeled how each scope item connects back to the original RFP. Last, at the end of the technical proposal we have included a proposal for developing a comprehensive plan to address audit findings and manage a comprehensive change process for VPS to consider.

Phase 1

1. Detailed Data Analysis

Data Extracts & Analysis in Six Domains to Deliver Disaggregated Visualizations in Three Weeks

Note: The data analysis approach described below addresses items 9 and 10 in the RFP Scope of Services. We have sequenced it first in our audit process because we find that the data analysis findings create inquiry pathways to further interrogate in all of the other audit activities.

The Consulting Team has broad experience and deep expertise in metric setting, data collection and analysis, reporting and visualization, and the applied use of data for district transformation. We have supported schools and districts tackling issues of college access, attendance, discipline, teacher instructional practice, student learning and engagement, program access and intervention use in places as diverse as Shelby County Schools in Tennessee, Miami-Dade and Palm Beach Counties in Florida, and Charlotte-Mecklenburg Schools in North Carolina, among many others. We've worked with school leaders, district academic and research departments, and technology teams around collecting, analyzing and reporting a wide range of data in schools, and are confident in our ability to increase Pivot Learning's capacity to navigate around and through the many complexities of education data in the K-12 system. We are eager to partner with VPS and deliver this core competency of ours to achieve the district's desired outcomes of a radically equitable, inclusive, and diverse environment.

VPS undoubtedly collects and uses a wide range of data. We will conduct an extensive review of the district's existing data to identify current and past performance against metrics that specifically relate to each of the inquiry areas listed below. The Consulting Team will develop a preliminary list of metrics that should help paint a picture of how well the district is doing at achieving equitable outcomes for each examination area. We will vet that list with the VPS Co-Design Team and modify the lists accordingly. We will analyze and document the results going back as many as five years if the longitudinal data is available. This analysis will be used to shape the areas of emphasis and specific lines of questioning for stakeholder focus groups and interviews. The analysis will also be used to help identify areas in need of prioritized attention.

Overarching questions to explore might include:

- **What conditions contribute to the problem?**
- **What policies, practices and decisions exacerbate existing racial disparities?**

Proposed Timeline for All Project Activities

The following chart shows the high level, estimated timelines by project strand (red) and estimated deliverable completion windows (orange). We will create a comprehensive and detailed project plan with the Co-Design Team at the project outset that leverages opportunities in the district and school calendars for project activities.

#	Statement of Work Items & Deliverables	2020		2021				
		Dec	Jan	Feb	Mar	Apr	May	
	Project Kick-Off & Project Plan Development							
	Ongoing project management							
Phase 1								
1	Data Analysis (SOS Items 9-10)							
2	Assess Financial Resource Distribution (SOS Item 3)							
1&2	Deliverable: Data Analysis (including Financials), Disaggregations & Visualizations							
3	Review Literature on Institutional Racism in Public Ed (SOS Item 5)							
3	Deliverable: recommendations highlighting best practices.							
4	Focus Groups (SOS Item 1)							
4	Deliverable: detailed report on common themes from focus groups							
5	Review Curriculum (SOS Item 7)							
5	Deliverable: recommendations for additional professional learning, and increasing diversity in advanced classes.							
6	Review of Policies & Practices (SOS Item 2)							
6	Deliverable: recommendations based on best practice research							
7	Preliminary Findings Report (SOS Item 12)							
7	Deliverable (A): presentation of preliminary findings to Equity Advisory Committee							
7	Deliverable (B): initial staff training of best practices and preliminary findings.							
Phase 2								
8	Assess Leadership Readiness, PD Offerings (SOS Item 4)							
8	Deliverable: recommendations for improving programs to support staff and leader readiness.							
9	Review Efforts to Recruit & Retain a Diverse Workforce (SOS Item 8)							
9	Deliverable: Recommendations for successful practices to increase staff diversity.							
10	Review Targeted Intervention Supports for Academic, SEL, & Behavioral Needs (SOS Item 8)							
11	Review Family & Community Engagement Practices (SOS Item 10)							
11	Deliverable: recommendations on strategies for creating a safe and welcoming environment for diverse families							
12	The Final Audit Report (SOS Item 13)							
12	Deliverable: Present final report to Equity Advisory Committee & VPS leadership							



- What existing norms maintain and justify the problem?

What follows is a list of each data examination area, the key questions we will be asking of the data, and the most likely data elements we will consult.

Student Achievement & Gaps:

Is VPS making year over year gains in addressing achievement gaps between subpopulations? Are there specific grades and/or subjects where we persistently see gaps beginning to emerge? Are our students learning? Are they learning enough? How do we know? If not, why not?

To respond to these essential questions the following data sources must be interrogated from the last five years:

- Course offerings, access, and selection for BIPOC students
- Attendance
- AP enrollment and completion
- State assessments
- Number of Students identified as McKinney Vento
- Student academic growth disaggregated by subpopulation, subject areas, and grades
- Student proficiency rates in Reading and Math disaggregated by subpopulation, subject areas, and grades
- Distribution of student grades, promotion rates, and retention rates disaggregated by grade level

Student Discipline & School Culture:

Are we holistically taking a proactive approach to teaching our students and staff about the harm of racism and hate bias? How are we strategically creating equitable and antiracist school cultures?

To respond to these essential questions the following data sources must be interrogated over the last five years:

- Suspension/expulsion rates
- Referral and discipline rates
- Consequence and rewards systems
- Police-involved incidents

Student Diversity in Extracurriculars:

Do we have diverse and accessible participation in our extracurricular offerings? Which extracurricular activities are the most diverse? The least diverse? Are there extracurricular activities with higher levels of churn by student subpopulation?

To respond to these essential questions the following data sources must be interrogated over the last three years:

- Count of participants in all extracurricular activities by ethnicity, gender, and subpopulation category
- Persistence in extracurricular activities by ethnicity, gender, and subpopulation category
- Ethnicity and gender of staff leading extracurricular activities

**Over/under Representation by Ethnicity in Special Populations:**

What are the trends in our special populations by ethnicity and gender? Are we over or under identifying in any specific category?

To respond to these essential questions the following special population data sources must be interrogated through the lens of ethnicity and gender over the last five years:

- Special education participation, date identified, date exited
- English Language Learners/English as a Second Language, date identified, date exited
- Talented and Gifted, date identified, date exited
- Magnet Programs and Schools of Choice: enrollment, demographics, persistence, socioeconomic status, special populations

Workforce Diversity:

Are we hiring for quality, expertise, and diversity in all areas of VPS? Do we have equitable and inclusive practices for retaining high quality and diverse staff? Do we have a work environment in every office, division, and school that is astute to creating an environment that acknowledges and addresses the complexities around race, diversity, and inclusion and how these factors impact a person's physical, psychological, and emotional wellbeing?

To respond to these essential questions the following data sources must be interrogated:

- Number of candidates, their ethnicity, gender, and ages interviewed by job category
- Offer rate/ Acceptance rate their ethnicity, gender, and ages
- Initial pay rate disaggregated by ethnicity, gender and ages
- Time to promotion and promotions by ethnicity, gender and ages
- Recruitment/retention for staff of color
- Staff Turnover rate
- Number of grievances (by and against)
- Leadership diversity
- Allocation of PD resources

Deliverable:

The Consulting Team will deliver visualizations of data disaggregations by race/ethnicity, gender, socioeconomic status, disability and English language proficiency (examples from previous district level projects pictured below). The deliverable will also include recommendations for developing a DEI plan and managing change. The Consulting Team will schedule a 60 minute Checkpoint Discussion with VPS to review the deliverable.

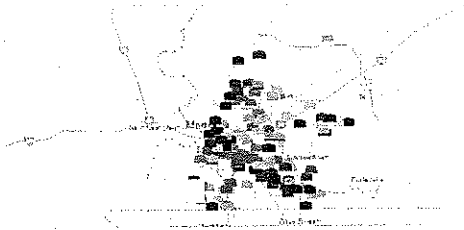
SCS Observation Scores Monitoring Dashboard

Updated: 10/13/14

Welcome.

How to see your data: Click on a filter below to view data by a particular criteria. Alternatively, you can click on any individual school on the map to filter by building, or click on any IID to filter by Zone/IID.

How to download raw data: Right-click on any bar to access and select "View Data" to access a downloadable spreadsheet.



Zone	Observer Name	% Complete
Zone 1	Long, James	7%
Zone 2	Brown, Terry	12%
Zone 3	White, Angela	9%
Zone 4	Battle, Catherine	9%
Zone 5	Manning, Lequita	9%
Zone 6	Everson, Felicia	10%
Zone 7	Jackson, Reggie	9%
Zone 8	Smith, Monica	1%
Zone 9	Holloway, Carla	9%
Zone 10	Lowe, Maylene	9%
Zone 11	Sengcharnvorngorn	7%
Zone 12	Cooper, Tonya	13%
Zone 13	Griffin, Sharon	9%
Zone 14	Roy, Jane	9%
Zone 15	Miles, Carol	9%

24% Overall Completion Goal

Select Filter Criteria:

Form: All
 IID: 2014-15
 AR
 Zone: All
 School Name: 1415
 AR
 Teacher Eval Type: All

How are teachers being rated overall?

2014-15 Observation Composite Scores to Date, by Teacher Eval Type



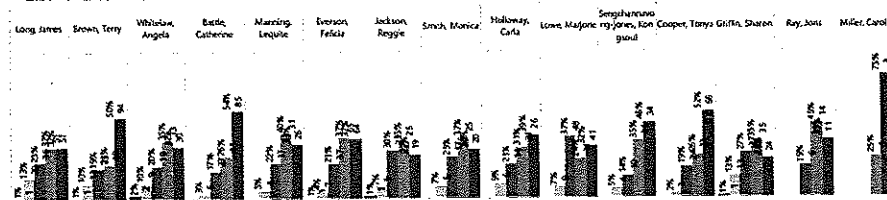
Who is rating teachers?

2014-15 Observer Types



How are teachers being rated overall, across all zones?

2014-15 Observation Scores to Date, by Zone and IID



Who are your struggling observers?

Measures of Norming

SCS uses three measures to flag observers for norming interventions:

- 1) Standard deviation
- 2) Video norming check-points
- 3) Inter-rater agreement

Meets Calibration Benchmark
 Does Not Meet Calibration Benchmark
 Meets Calibration Benchmark

Passed Last Norming FAX
 No
 Yes

No Benchmarks Not Passed
 1 OR 0
 2

Name/Zone	School Name	No. of Observations Conducted	Passed latest norming training?	Met calibration benchmark in last norming training?	Met standard deviation benchmark?	# of benchmarks not met
Acker, Zone 12	RICHLAND ELEMENTARY	11	No	Does Not Meet Calibration Benchmark	Does Not Meet S.D. Benchmark	2
Adler, Zone 6	BOSTON HIGH	7	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2
Alexander, Zone 8	WILLOW OAKS ELEMENT.	1	No	Meets Calibration benchmark	Meets S.D. benchmark	1 OR 0
Allen, Zone 3	CHAMBERLAIN ELEMENTARY	2	Yes	Meets Calibration Benchmark	Meets S.D. benchmark	1 OR 0
Anderson, Zone 4	KINGSBURY ELEMENTARY	5	No	Does Not Meet Calibration Benchmark	Does Not Meet S.D. Benchmark	2
Andrews, Zone 9	CHIMNEYROCK ELEMEN.	5	Yes	Meets Calibration Benchmark	Meets S.D. benchmark	1 OR 0
Applewhite, Zone 1	CENTRAL HIGH	6	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2
Arnott, Zone 4	WELLS STATION ELEMEN.	5	Yes	Meets Calibration benchmark	Does Not Meet S.D. Benchmark	1 OR 0
Asklew, Zone 4	WILLIAM HERBERT BRAW.	6	Yes	Meets Calibration benchmark	Meets S.D. benchmark	1 OR 0
Ayers, Zone 2	KATE BEYOND MIDDLE	3	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2
Bachlor, Zone 1	CORDOVA HIGH	5	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2
Bachlor, Zone 13	GIESTER MIDDLE SCHOOL	3	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2
Baker, Zone 1	WHITE STATION HIGH	2	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2
Balf, Zone 14	SCS PRDP SCHOOL - SO.	4	No	Does Not Meet Calibration benchmark	Does Not Meet S.D. Benchmark	2
Bates, Zone 7	HIGHLAND OAKS MIDDLE	4	Yes	Meets Calibration Benchmark	Meets S.D. benchmark	1 OR 0
Bates, Zone 10	HAVENVIEW MIDDLE SC.	2	Yes	Meets Calibration Benchmark	Meets S.D. benchmark	1 OR 0
Bates, Zone 14	IDA B WELLS ACADEMY	5	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2
Beach, Zone 2	CORDOVA MIDDLE	5	Yes	Meets Calibration benchmark	Does Not Meet S.D. Benchmark	1 OR 0
Beard, Zone 7	KINGSBURY ELEMENTARY	1	No	Does Not Meet Calibration Benchmark	Meets S.D. Benchmark	2
Beard, Zone 5	BALMORAL ROADWAY E.	3	Yes	Meets Calibration benchmark	Does Not Meet S.D. Benchmark	1 OR 0
Boston, Zone 1	CORDOVA HIGH	4	No	Does Not Meet Calibration benchmark	Does Not Meet S.D. Benchmark	2
Bell-Clarke, Zone 13	MERIDIAN HIGH SCHOOL	4	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2
Bilbrey, Zone 6	OVERTON HIGH SCHOOL	3	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2
...millsick, Zone 6	AVON LENOX SCHOOL	3	Yes	Meets Calibration benchmark	Meets S.D. benchmark	1 OR 0
...rd-jones, Zone 12	BETHLE GROVE ELEMENT.	5	Yes	Meets Calibration benchmark	Does Not Meet S.D. Benchmark	1 OR 0
...jerry-parks, Zone 18	SOUTHBRIDGE HIGH SCH.	9	No	Does Not Meet Calibration benchmark	Does Not Meet S.D. Benchmark	2
...kenn, Zone 1	WOODSTOCK MIDDLE H.	7	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2
...lowen, Zone 6	SALESIGH EGYPT HIGH SCH.	5	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2
...lowe, Zone 6	OVERTON HIGH SCHOOL	1	No	Does Not Meet Calibration benchmark	Meets S.D. benchmark	2



GranddunesISD
Showing seniors of 2020 who have earned Associate Degree

AP	IB	College Ready	Career Ready	Military Ready	Application Complete	Financial Aid	Min
Joshua Ciavarella		Ready	Ready	Ready	Yes	Yes	No
Adan Thornby		Ready	Ready	Ready	Yes	Yes	No
Edmond Pizarro		Ready	Ready	Ready	Yes	Yes	No
Rodger Delgado		Ready	Ready	Ready	Yes	Yes	No
Shane Hayden		Ready	Ready	Ready	Yes	Yes	No
Cortez Redner		Ready	Ready	Ready	Yes	Yes	No
Leonard Row		Ready	Ready	Ready	Yes	Yes	No
David Sturgart		Ready	Ready	Ready	Yes	Yes	No
Jared Kayabali		Ready	Ready	Ready	Yes	Yes	No
Daron Derah		Ready	Ready	Ready	Yes	Yes	No

AP or IB	
AP ≥ 3	
IB ≥ 4	
Dual Credits	
On Ramps Dual Enrollment	
Associate Degree Earned	
Industry-Based Certification	
Level I/Level II Certificate	
Military Enlistment (Intent)	
IEP in Workforce Readiness	
Special Ed Graduate	

2. Assess Financial Resource Distribution

Note: The assessment of financial resources described below addresses item 3 in the RFP Scope of Services. We will audit these areas in conjunction with the broader data analysis scope described above.

Fiscal & Human Resource Distribution

How does VPS make fiscal decisions about allocations to programs, schools, students, staff, and stakeholders? Is there an equitable distribution of funds for programs that serve special populations? Are staff placements equitable and matching to student populations or higher areas of need? Does VPS appropriate highly effective teachers to underperforming student populations?

To respond to these essential questions the following data sources must be interrogated:

- District budget
- School budgets
- Special program budgets
- Extracurricular budgets
- Distribution of teaching staff according to school demographics and achievement levels
- Staffing Models

Collecting all of the data elements for the review will require close coordination between our Consulting Team and the VPS data management staff. Having provided comprehensive data services for state agencies and districts of all sizes for over a decade, our Consulting Team adheres to the strictest security protocols for data extracts, transfers, and storage. We estimate that the data extracts, analysis, and review will take three weeks and conclude with a presentation of our analysis to VPS leadership, the Co-Design Team, and stakeholders. The presentation will outline what the analysis indicates on the Intercultural Development Continuum, identify new questions, any areas for immediate attention, and detail indicators for further inquiry during the next step - the curriculum review.

Deliverable:

As a part of the deliverable for the data analysis (described above), the Consulting Team will provide VPS with analysis, visualizations, and recommendations on equitable funding practices for schools. The Consulting Team will schedule a 60 minute Checkpoint Discussion with VPS to review the deliverable.



3. Review Literature on Institutional Racism in Public Ed

Two Week Review of Literature, Effective Practices to Create Clear Recommendations

Note: The review of literature on institutional racism in public education (proposed approach below) addresses item 5 in the RFP Scope of Services. We will complete this review simultaneous to the data analysis and fiscal analysis.

Over the course of two weeks, the Consulting Team will review literature and evaluate antiracism, diversity, equity, and inclusion (“A DEI”) practices in other districts. Using the IDI framework, we will synthesize our research to frame the following for VPS leadership, stakeholders and the Equity Advisory Committee:

- A DEI research to address, process, and heal the emotional toll of harmful practices
- System redesign to reverse institutional inequitable, non-inclusive, racist practices
- Effective staff, student, and stakeholder education (training) to advance districts along the continuum
- At least three examples of districts of similar size and demographics that applied an A DEI agenda - their processes and progress

Deliverable:

The Consulting Team will synthesize a wide range of literature and implementable best practices from districts similar in demographics and size to provide clear recommendations for VPS. The Consulting Team will schedule a 60 minute Checkpoint Discussion with VPS to review the deliverable.

Note: The initial staff training requested in Scope of Services item 5 will be delivered at the completion of Phase 1.

4. Focus Groups

Eight Facilitated Focus Group including all VPS Stakeholder Groups over Five Weeks

In coordination with the VPS Co-Design Team, we will develop a schedule, scope, and sequence for focus groups as follows:

Group Composition	Administration Process	Perception Prompts
Three student focus groups: grades K-2, 3-5, and 6-12	The Consulting Team will work with VPS to organize three separate, 45 minute focus group discussions with students in grade bands K-2, 3-5, and 6-12.	Open-ended examples of student experiences with <ul style="list-style-type: none"> • Diversity and inclusion • Cultural awareness and action • Sense of belonging
Three staff focus groups: teachers, administrators, and non-instructional staff	The Consulting Team will work with VPS to organize three separate, 60-90 minute focus groups with representative samples in groups of no more than 10 of the following: i) K-12	Open-ended examples of staff experiences with <ul style="list-style-type: none"> • Diversity and inclusion



	teachers; ii) administrators in different role-types across grade bands; and iii) non-instructional staff across various district departments. These focus groups will be administered during regular school/district meeting structures (e.g. PLCs, PD, planning times, etc.) to minimize pull-out time.	<ul style="list-style-type: none"> • Cultural awareness and action • Sense of belonging
Two focus groups - one with parents and one with community members	The Consulting Team will engage VPS to utilize existing meeting structures with parents and community members (Parent/Teacher Organizations, Regular Community Engagement sessions, etc.) to facilitate two focus groups. The first will be a group of no more than ten parents representing all school divisions - elementary, middle, and high schools. The second will be an opt-in group of community members from a proposed list of school support organizations, civic organizations, nonprofits, and district partners.	Open-ended examples of experiences with: <ul style="list-style-type: none"> • School Fit • Levels of Family Support • Learning Behaviors • School Climate and Safety • Barriers to Engagement

These focus groups will provide richer context to help us understand how antiracism, diversity, equity, and inclusion is perceived by staff at all levels of the organization, students in their classes and activities, refine our preliminary assessment around any unique conditions, and situate this effort relative to “the moment” we are in.

Select Interviews

Because of the sensitive nature of the focus group conversations, we will provide opportunities for staff members, parents, and/or community members to opt-in to one-on-one interviews with two members of the Consulting Team. Some stakeholders may not feel comfortable discussing the District’s and specific departments’ track record, culture, or personal experience even in small peer groups, and we want to make sure we don’t just hear from those who are comfortable speaking openly about these issues. In addition, we will want to interview key leaders in the organization to understand commitment, alignment, and readiness throughout the district.

Deliverable:

The Consulting Team will deliver a detailed report on common themes from focus groups according to the Continuum on Becoming an Anti-Racist Institution (below). The deliverable will also include recommendations for professional learning, stakeholder engagement, and managing change. The Consulting Team will schedule a 60 minute Checkpoint Discussion with VPS to review the deliverable.



Continuum on Becoming an Anti-Racist Multicultural Organization

MONOCULTURAL ==> MULTICULTURAL ==> ANTI-RACIST ==> ANTI-RACIST MULTICULTURAL					
Racial and Cultural Differences Seen as Deficits ==> Tolerant of Racial and Cultural Differences ==> Racial and Cultural Differences Seen as Assets					
Exclusive	2. Passive	3. Symbolic Change	4. Identity Change	5. Structural Change	6. Fully Inclusive Anti-Racist Multicultural Organization in a Transformed Society
An Exclusionary Institution	A "Club" Institution	A Compliance Organization	An Affirming Institution	A Transforming Institution	
<ul style="list-style-type: none"> Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos, and Asian Americans Intentionally and publicly enforces the racist status quo throughout institution Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels Usually has similar intentional policies and practices toward other socially oppressed groups such as women, gays and lesbians, Third World citizens, etc. Openly maintains the dominant group's power and privilege 	<ul style="list-style-type: none"> Tolerant of a limited number of "token" People of Color and members from other social identity groups allowed in with "proper" perspective and credentials. May still secretly limit or exclude People of Color in contradiction to public policies Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life Often declares, "We don't have a problem." Monocultural norms, policies and procedures of dominant culture viewed as the "right" way "business as usual" Engages issues of diversity and social justice only on club member's terms and within their comfort zone. 	<ul style="list-style-type: none"> Makes official policy pronouncements regarding multicultural diversity Sees itself as "non-racist" institution with open doors to People of Color Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff Expanding view of diversity includes other socially oppressed groups <p><i>But...</i></p> <ul style="list-style-type: none"> "Not those who make waves" Little or no contextual change in culture, policies, and decision making Is still relatively unaware of continuing patterns of privilege, paternalism and control Token placements in staff positions: must assimilate into organizational culture 	<ul style="list-style-type: none"> Growing understanding of racism as barrier to effective diversity Develops analysis of systemic racism Sponsors programs of anti-racism training New consciousness of institutionalized white power and privilege Develops intentional identity as an "anti-racist" institution Begins to develop accountability to racially oppressed communities Increasing commitment to dismantle racism and eliminate inherent white advantage Actively recruits and promotes members of groups have been historically denied access and opportunity <p><i>But...</i></p> <ul style="list-style-type: none"> Institutional structures and culture that maintain white power and privilege still intact and relatively untouched 	<ul style="list-style-type: none"> Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world-view, culture and lifestyles Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institutions life and work Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities Anti-racist multicultural diversity becomes an institutionalized asset Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments 	<ul style="list-style-type: none"> Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression. Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest A sense of restored community and mutual caring Allies with others in combating all forms of social oppression Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.

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5. Review Curriculum

Three Week Review of Core Content Curricula (grades K-12) to create Recommendations

Note: The curriculum audit described below addresses item 7 in the RFP Scope of Services. We have intentionally sequenced it within Phase 1.

In coordination with VPS curriculum leaders, the Consulting Team will complete a high level review of instructional materials for grades K-12 in the core content areas: English, Math, Science, and Social Studies. Our Team will use two frameworks for evaluating the selected curriculum: i) edreports.org for an assessment of whether the identified curriculum is culturally relevant and ii) the IDI framework to determine the developmental level of the K-12 curriculum as a whole.

K-12 Curriculum:

How does our curriculum provide interconnected and interdisciplinary learning experiences for students, preK-12, that strengthens students' sense of racial, ethnic, and tribal identities, helps students understand and resist systems of oppression, and empowers students to see themselves as change agents?



To respond to these essential questions the following data sources must be interrogated:

- Available scholarly research on specific curricula in use by VPS
- Edreports.org
- Use of Anti-racist and Anti-oppression pedagogy/Culturally Responsive Teaching Practices

We estimate that the curriculum review will take three weeks to complete. We will synthesize our findings by grade level, subject area, and instructional resource, and code them red, yellow, or green. This score card will identify the relative strength or weakness of each curriculum item in categories of high expectations for all students, whether materials encourage teachers to draw upon home language/culture of students, and whether materials encourage contextual connections. We will present our findings at the end of the three week curriculum review process, identifying a rating within the Intercultural Development Continuum in the aggregate.

Deliverable:

Recommendations for alternate curriculum options, additional professional learning, and increasing diversity in advanced classes. The deliverable will also include recommendations for tuning professional learning around instructional materials and how to manage change with instructional staff. The Consulting Team will schedule a 60 minute Checkpoint Discussion with VPS to review the deliverable.

6. Review of Policies & Practices

Three Week Review of Policies & District, School, & Classroom Practices through Observation Walkthroughs

The Consulting Team will review and annotate all relevant operations, policy, planning, and management documents VPS is open to sharing. The list of documents to be reviewed will be determined with the Co-Design Team, but we anticipate the inclusion of items such as: PD plans, staff and student handbooks, district/administrative policies, school-level documented procedures, socioeconomic mapping (as applicable), student enrollment requirements, and other documents as requested.

We will attempt to identify any bias in these documents that might be contributing to inequitable outcomes. Reviewing the full spectrum of these documents and mapping their relevance to the internal practices and processes of VPS will help reveal and explain the trends of motivations and past work as they have affected DEI outcomes in the past. This effort is not a literature review. Rather it is a “field mapping” of reflection and engagement in the internal strategic direction and inquiry of the VPS.

Once the Consulting Team has reviewed VPS documents, curriculum, and perception data, it is critical to see essential district functions in practice. Over the course of three weeks and in close collaboration with D20, our team will conduct eight total days of walkthroughs split up as follows:

- Classroom walkthroughs to observe instructional delivery: 3 full days organized by school divisions (elementary, middle, and high school).
 - Our Consulting Team will use the Instructional Practice Guide developed by Student Achievement Partners for 10-20 minute classroom observations and focus on the following areas:
 - Instructional practices for communicating high expectations and rigor for all students, cultural connections, ensuring shared power, and appropriate grouping strategies.
- Professional Learning: 3 full days organized by availability of sessions.



- We will identify Professional Learning Communities, Grade Level or Subject Area Meetings, Whole-Group (School) Professional Development Sessions, and District-Level Professional Development as applicable.

Collecting all of the documents for the review will require close coordination between our Consulting Team and VPS district staff. We estimate that the document review and observation of practices will take three weeks and conclude with a presentation at the Preliminary Findings Report of our findings to VPS leadership, Equity Advisory Committee and stakeholders. The presentation will outline findings on the Intercultural Development Continuum, identify new questions, any areas for immediate attention, and detail indicators for further inquiry during the next phase.

In conjunction with this review of policies and practices, the Consulting Team will work closely with the VPS Co-Design team and Equity Advisory Committee to begin scoping the Initial Staff Training. Together, we will establish the timing, size, scope, and sequence for the training. The Consulting Team will develop an outline of the content which will blend to-date audit findings, best practice research, ADEI content, and provide space for processing difficult emotions.

Deliverable:

Recommendations in a wide range of categories (district systems, professional learning, classroom instruction, HR, etc.) based on observations and best practice research. In addition, the deliverable will highlight change management practices necessary to convert findings into discrete and measurable action steps. The Consulting Team will schedule a 60 minute Checkpoint Discussion with VPS to review the deliverable.

7. Preliminary Findings Report

Presentation of the Synthesis of Phase 1 Findings & Recommendations + Initial Staff Training

Note: The preliminary findings report to the Equity Advisory Committee described below addresses item 12 in the RFP Scope of Services.

The Preliminary Findings Report and presentation to VPS leadership, the Equity Advisory Committee and stakeholders, is a pivotal moment in the life of this project. At this stage in the audit, our team will have clear findings in the following areas:

- Financial, district, school, and classroom data
- Voices and experiences from every category of stakeholder
- Observed district, school, and classroom practices and their connection to stated policies

Deliverables: The Consulting Team will develop a written Preliminary Findings Report of our findings and our prioritized recommendations for programmatic modifications that would positively impact antiracism, diversity, equity, and inclusion outcomes. The draft report will be shared in advance with the PS leadership, the Equity Advisory Committee and stakeholders, and we will schedule a meeting to review the report and any modifications necessary for its completion. We will discuss the recommendations considering current budget constraints, allowing us to refine the recommendations and ensure that there is capacity for implementation of recommendations. In this session, we will also identify the high-leverage focus areas to pursue in Phase 2. Upon completion of this feedback discussion, we will revise and finalize the Findings and Recommendations document so that it can be used as a guiding document for VPS planning purposes.



One component of the Preliminary Findings Report and presentation will be an overview of the rollout plan, content for and desired outcomes of the initial staff training, developed with the VPS Co-Design Team.

After the presentation of the Preliminary Findings Report and according to the plans for the Initial Staff Training created with the Co-Design team, we will begin training using Facilitative Leadership for Social Change. These trainings will engage staff in conversations around preliminary findings, consider best practice research, and facilitate participants towards shared goals by using collaborative processes, frameworks, skills, resources, and tools designed to gather and understand diverse perspectives. The Consulting Team has provided a wide range of trainings for superintendents, district administrators, school administrators, and instructional staff across the US for the last fourteen years. If approved and with participant consent, we will record the trainings and convert them into shorter modules for VPS to continue to use the content beyond the life of this project.

Phase 2

8. Assess Leadership Readiness

Ten Interviews in Two Weeks

Note: The leadership readiness assessment and review of PD offerings addresses item 7 in the RFP Scope of Services.

The Consulting Team will apply the Continuum on Becoming an Anti-Racist Institution to assess leadership readiness to make sustainable changes towards a radically inclusive, equitable, and diverse district. The continuum details the behaviors, practices and beliefs necessary to take an asset based approach to capitalize on the rich racial and cultural differences at VPS in ways that move the district from symbolic to structural change that is fully inclusive, reflects shared power in policy and practice, and that supports full participation in decision-making and gathers allies in combating all forms of racial and social oppression.

To assess leadership readiness along the Continuum on Becoming an Anti-Racist Institution, the Consulting Team will conduct up to ten interviews with VPS district leaders and school leaders, scheduled in collaboration with the Co-Design Team in the two weeks following the Preliminary Audit Presentation. As part of the review of policies and practices, described above, the Consulting Team will have reviewed topics, agendas, content and delivery of previous and planned PD offerings. This review will hone our interview questions that will measure the following individual and organizational dispositions:

- Fear zone: Does the individual avoid difficult questions around race, diversity, equity, and inclusion? Does the individual perceive that VPS avoids or denies ADEI organizational challenges?
- Learning zone: Does the individual understand privilege, recognize institutional power, implicit bias, and structural racism? Does the individual perceive that VPS recognizes or attempts to recognize these issues, the impact on all stakeholders?
- Growth zone: Does the individual promote ADEI policies/practices, speak out, educate peers, accept mistakes, move forward in discomfort, yield power, and actively work towards diversity? Are these activities and positions VPS takes as an organization, in which ways?

We will complete the interviews over the course of two weeks. The results from the individuals will be anonymized and placed on the Intercultural Development Continuum.

**Deliverable:**

An assessment and recommendations for improving programs to support staff and leader readiness according to the IDI framework. The Consulting Team will schedule a 60 minute Checkpoint Discussion with VPS to review the deliverable.

9. Review Efforts to Recruit & Retain a Diverse Workforce

One Week to Observe HR Practices & Develop Recommendations

Note: The review of efforts to recruit and retain a diverse workforce addresses item 6 in the RFP Scope of Services.

Leveraging data analysis and patterns identified in Phase 1, the Consulting team will observe human resources practices, district cultural norms, and traditions to assess the role DEI plays in recruiting, retaining, and strengthening a diverse workforce. Our Consulting will schedule observations to review teacher and non-instructional staff onboarding practices, review professional growth plans, interview HR staff and building level administrators to understand how growth plans are implemented, and, ultimately how (or whether) these practices are facilitating continued learning in DEI competence.

Deliverable:

Recommendations for improving staff recruitment and strategies to support a diverse, welcoming environment and recommendations for successful practices to increase staff diversity (recruitment, onboarding, cohort development, retention, and engaging unions). The Consulting Team will schedule a 60 minute Checkpoint Discussion with VPS to review the deliverable.

10. Review Targeted Intervention Supports for Academic, SEL, & Behavioral Needs

One Week + Five Interviews to Review Targeted Interventions for Special Populations

Note: The review of targeted interventions addresses item 8 in the RFP Scope of Services.

Based on patterns recognized in Phase 1 (data analysis, focus groups, etc.) and in collaboration with the Co-Design Team, we will schedule five interviews with i) education specialists, ii) school psychologists, iii) families with students receiving targeted interventions, and iv) students receiving targeted interventions. The themes from these interviews, strengths, challenges, opportunities, and effectiveness will be described in the final report.

11. Review Family & Community Engagement Practices

One Week to Observe Engagement Practices

Again, leveraging patterns, themes, and analysis from Phase 1, the Consulting Team will attend 3-5 family and community engagement events provided by VPS and at individual schools. Themes from these observations will be synthesized as a basis for our research-based recommendations making VPS extraordinarily welcoming for diverse families, and proactively engaging community members.

Deliverable:

Recommendations on strategies for creating a safe and welcoming environment for diverse families. The Consulting Team will schedule a 60 minute Checkpoint Discussion with VPS to review the deliverable.

12. The Final Audit Report

Overall Rating | Audit Findings | Research Based Recommendation / Ranking

There are countless examples of consulting projects that end in thick and detailed reports that do little more than collect dust - our process delivers a completely different result. For us, the Final Audit Report is a launch pad for VPS action. The intent behind the design of the frequent presentations and recommendations at the completion of each element of the audit is to engage VPS leaders and stakeholders in a learning journey spread throughout the length of the project within which the district has been regularly reviewing the results of the inquiry and reflecting. The concluding Final Audit Report and Presentation will be organized as follows:

- Ranking on the IDI: This is a current state summary ranking along the IDI continuum (examples below).
- Audit findings with supporting evidence in each examination area
- Research-based recommendations from what works according to each finding
- A ranking in terms of the level of urgency and importance for deciding on which findings to address and when

Our team will provide the Audit Report to VPS leaders and stakeholders as a pre-read to a three hour final presentation. The final presentation will allow the district to question and clarify the findings, and then shift to the most important aspect of the entire audit activity: *what we do next*.

The presentation will engage VPS leaders and stakeholders around four essential questions:

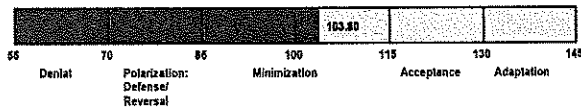
1. Where is VPS now along the Intercultural Development Continuum?
2. Where does VPS *want to be*?
3. At a high level, *how* will VPS progress towards the desired state?
4. How will VPS know when it gets to the desired state?

Examples from previous final audit presentations follow.

IDI District Rating

The Intercultural Development Inventory

Developmental Orientation (DO)



Intercultural Development Inventory Group Profile Aggregate (n=30) Developmental Orientation score indicates that the groups primary orientation towards cultural differences is within MINIMIZATION, reflecting a tendency to highlight commonalities across cultures that can mask important cultural differences in values, perceptions, and behaviors.

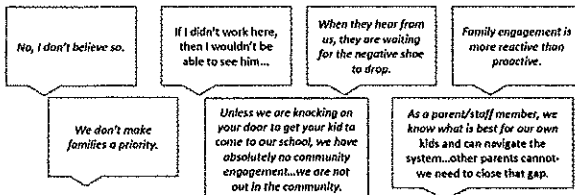
Example of Findings & Recommendations

Key Findings

There are perceived deficiencies of the non-dominant (predominantly African American) family community that **we** serves, and as such there is limited positive engagement with families and community stakeholders that demonstrates a lack of value and understanding of the diversity and social capital of the community.

This perpetuates a monolithic narrative of lower socio-economic communities of color in St. Louis and a lack of receptivity to partnering to address student needs, assuming the **we** way is better and that **we** knows what is best for students.

Are educational decisions for your student made with parent input? Do you feel welcome in your student's school/classroom?



What do we do after the audit? See the attachment for additional technical assistance offerings!

Project Management

At the initiation of the project we will conduct a project kick-off session to clearly define roles/responsibilities, overarching goals, interim check-points, and document a project charter. At this time we will clearly establish the VPS representatives for the Co-Design Team. As stated above, this Team is a crucial lever for navigating all forms of project logistics and, most importantly, develop ADEI knowledge, fluency, and common language to embed practice beyond the scope of this project. Within 10 days of the kick-off our Consulting Team will deliver a detailed and interactive project plan (e.g. Smartsheet, Google Sheets, etc.) that will allow all stakeholders to see the progress in real time. Our project team will conduct weekly project check-ins with D20 project sponsors and monthly progress updates leadership to review status, timelines, highlight risks, escalate conflicts, and agree upon any adjustments or remedies.

Team Biographies

Ms. Valda Valbrun. Lead Auditor. Ms. Valbrun is the CEO of The Valbrun Consulting Group. As an established educational leader, she is known for passion toward inclusive, research-based, data-driven pedagogy. She is a system change facilitator with a proven track record of supporting schools and districts to change and manage educational practices and establish systems for achievement. Prior to founding her company, she was a school and district leader in both the Montgomery County and Frederick County, Maryland School Districts, a Director of Professional Learning at ASCD, and Executive Director of Organizational Management with Charlotte-Mecklenburg Schools. She is a strategic partner and principal strategist to The Winter's Group, Inc., and a consulting partner to FourPoint Education Partners. She also serves as an Executive Board Member of Teach for Haiti. Ms. Valbrun is an Intercultural Development Inventory (IDI) Qualified Administrator and holds a certificate as a Facilitative Leader for Social Change. *Ms. Valbrun will serve as the lead auditor overseeing each audit area for this engagement.*

Opportunities for Growth and Improvement Recommendations

Organizational Culture of compliance does not support collaboration for change

- Establish and communicate a case for change: Who does **we** want to be?
- Assign realistic workloads; revise existing job descriptions as appropriate
- Communicate transparently
- Take responsibility; Explore patterns of leadership conduct that directly threatens the organizational culture
- Formally seek and embrace employee feedback- top down and bottom up
- Examine the organizations values, and determine if employees are treated solely as cogs and not as people
- Plan a (relationship) repair strategy
- Create an empowering culture with earned and shared autonomy



Mr. Travis Jones. Auditor. Mr. Jones is a strategist whose specialty areas include race, religion, cultural competency, and leadership. He leverages social science research to address issues of organizational culture both on the individual and group level. His commitment to evidenced-based practice means he tries to marry the best of the humanities and social science research with the evidence of our everyday experience to inform content design, facilitation, and consulting services across a wide array of organizations in both the public and private sector. Mr. Jones is an Intercultural Development Inventory (IDI) Qualified Administrator and holds a certificate as a Facilitative Leader for Social Change. *Mr. Jones will serve as an auditor for this engagement, assessing each audit area for this engagement.*

Ms. Michaelle Pope. Auditor. is an experienced district leader with 30 years of leadership in Broward County Schools, the sixth largest public-school system. Known for strategy management for effective coordination of district and community resources and educational and wrap-around services for students and families, Ms. Pope has successfully led initiatives that support student's academic and social emotional needs, preparing them for learning, for college, careers and for life success. Her expertise includes coordinating the resources and practices of multiple agencies for improved outcomes in the areas of equity and academic attainment, diversity, and inclusion, eliminating disproportional minority representation in school discipline and disrupting the school-to-prison pipeline. Ms. Pope is an Intercultural Development Inventory (IDI) Qualified Administrator and holds a certificate as a Facilitative Leader for Social Change. *Ms. Pope will serve as an auditor for this engagement, assessing each audit area for this engagement.*

Douglass Austin. Account Executive, Quality Assurance. Mr. Austin is the founder, President and CEO of UPD and has led and participated in several stakeholder facilitation and strategic planning projects over the company's history, including engagements with the Baltimore Community Foundation, the Annie E. Casey Foundation, Maryland CAN (Charter School Task Force), Parks & People Foundation, Empower Baltimore Management Corporation, and the school districts of Jersey City, Dallas, Omaha, and others. As Chief of Staff of the Baltimore City Public Schools, Doug facilitated several stakeholder engagement sessions as part of the district's "Facility Solutions" process, and as Deputy Commissioner for Development at Baltimore Housing he was the lead facilitator of the master plan for the Uplands redevelopment, a process that involved stakeholders from 13 neighborhoods, the business community and an adjacent mega church. And he is an expert in performance management and continuous improvement processes in the public sector. *Mr. Austin will serve as the account executive for this engagement and will be accountable for client satisfaction, timely delivery of all deliverables, and overall quality.*

Ann Willemsen. Project Manager. Mrs. Willemsen is a Director at UPD with expertise in strategic planning and performance management. She was the Project Manager for several strategic planning projects including Parks & People Foundation of Baltimore and the Newark Department of Economic and Housing Development. Prior to joining UPD, Ann worked for the government of the District of Columbia implementing the CapStat performance management process and other strategic initiatives with a variety of agencies including education, employment services, transportation, public works, and the public library. *Ms. Willemsen will serve as the project manager for this engagement and will be managing all aspects of the project. She will take the primary on-the-ground responsibility for client satisfaction, timely delivery of all deliverables, and overall quality.*

John Ray. Consultant. Mr. Ray is a Senior Consultant at UPD, and an experienced facilitator trained in Design Thinking. He is a skilled education specialist providing services to underrepresented children and families, organizations, and school districts in the planning, implementation, and assessment of virtual/hybrid learning curriculum, programming, and models. For nearly a year, John facilitated Diversity, Equity, and Inclusion conversations with a cohort of over 20 Teach for America teachers across the country, applying DEI strategies through content, virtual sessions, learning opportunities, and coaching. John is also a former classroom



teacher in Detroit, MI, and Houston, TX. Mr. Ray will serve as the consultant for this engagement and will be responsible for drafting reports, developing visuals, research, logistics, and analysis.

Christopher King. Analyst. Mr. King is a Consultant at UPD. He has led several teams in planning, research, facilitation, and anti-racism initiatives across different sectors. His engagements include the City University of New York, City Council of NYC, the City Fund and Public School Allies, Intel Corporation, District of Columbia Public Schools, City bridge Education Foundation, MoveOn.org, the National Institute of Health, Howard University School of Business, and Victory Education Partners. As Strategist for the New York City Council, he led stakeholder engagement across 10 city council districts as part of a civic engagement pilot on discretionary funding which attracted 10,000+ voters to engage in capital budgeting in their neighborhoods. Fourteen languages were represented on ballots during this campaign. Mr. King will serve as the chief analysis for this engagement. He will be responsible for managing everything data-related as well as writing, creating visuals, logistics, and supporting all of the members of the project team.

Price Proposal

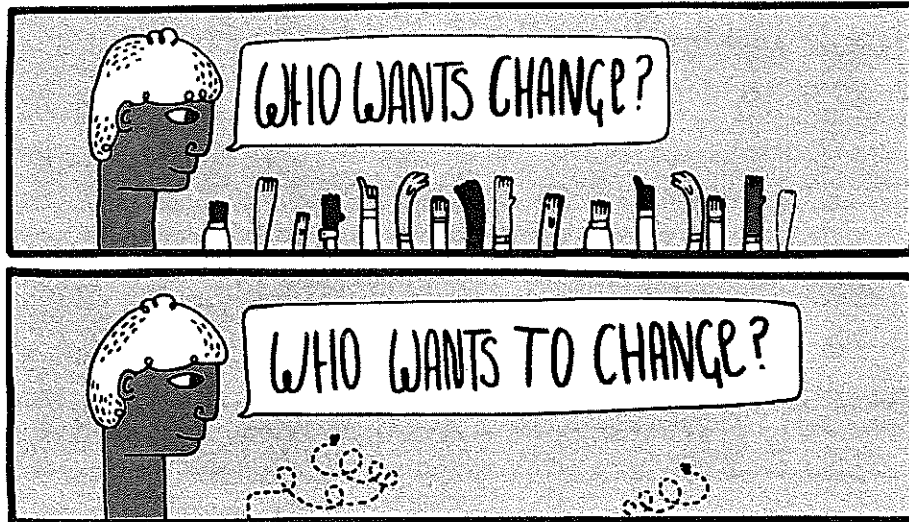
The total fixed price for services to address all items in the Statement of Work is **\$219,065** for over 20 weeks of work, spanning between December 2020 and into May 2021. The estimated hours by item, consultant rates, and travel assumptions (as applicable) are included in the table below.

Item Rates	Doug \$225	Ann \$175	John \$165	King \$165	Valda \$225	Travis \$175	Pop e \$175	Total Est. Hrs	Total
Phase 1									
<i>Est. Hours</i>	5	74	132	199	130	131	119	790	\$138,705
Phase 2									
<i>Est. Hours</i>	7	47	62	41	68	56	32	313	\$56,880
Proj Mgmt									
<i>Est. Hours</i>	2	34	22	6	34	22	6	126	\$47,995
Grand Total	14	155	216	246	232	209	157	1229	\$219,065
Travel Budget									
<i>Unit Cost: \$2,000 pp</i>								24	\$48,000

*Travel Budget will be charged only as needed and submitted for reimbursement only when funds are used for consultant travel.



Attachment: Proposed Approach for Managing Change at VPS



How serious is VPS about change? We believe that the DEI Audit is simply the first step. We can be certain that the audit will surface experiences, practices, and a way of being that VPS will feel compelled to address immediately. Warning! Without a thoughtful change management process, VPS could easily fall into the habit of so many other education organizations: *perpetual firefighting with no real change*. As you see in the cartoon, most people say they want change but few are willing to do the work of change. For this reason, we have included a description of our processes for planning for change, managing change, and technical assistance for implementation. The Consulting Team will provide pricing upon request for the services below if VPS is interested in expert support to implement recommendations from the DEI Audit.

Professional Learning Planning

Theory of Action

The first step is building a Theory of Action around a concrete DEI vision that is informed by the DEI Audit, tied to explicit impact goals, and then tying these goals to a coherent arc of adult learning, associated measures that the VPS’s leaders, staff, Task Force, and/or other stakeholders believe are most critical and will be most impactful for the organization’s impact goals if done well. The Consulting Team will build this with the VPS Co-Design Team.

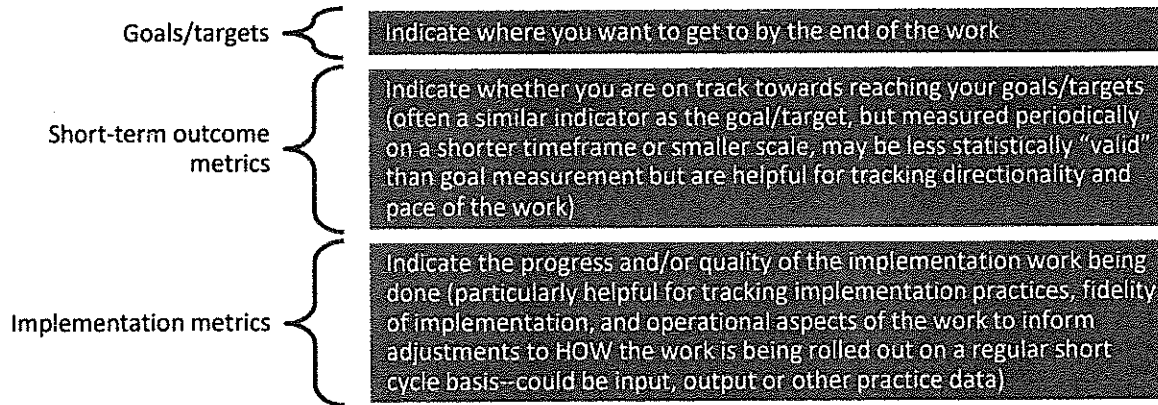
Arc of Learning

Once we have established the Theory of Action, we will build the Arc of Learning in the areas of cultural competence for each level of the organization. The Arc of Learning development process will detail the course of learning for each staff level, outline learning activities, describe DEI learning outcomes, and propose methods of assessing whether learning outcomes are met. We will develop the Arc of Learning in close collaboration with the VPS Co-Design team in order to leverage existing district structures and routines for professional learning. The Consulting Team will provide recommendations for DEI training content, curriculum, activities, and resources to deliver on the adult learning objectives.



Strategy Map

The next step is to develop the Strategy Map process, which dials in what it will take and how we will measure implementation. We structure the metrics for continuous improvement using the following categories:



Strategy maps provide the structure necessary to identify short- and long-term impact measures within each strategic lever as well as specific metrics necessary for understanding the progress and quality of implementation for use in continuous improvement routines. **Often these two components (theories of change and improvement metrics) are artificially separated from each other.** In our approach, the process of defining metrics typically leads to clarifications and refinement of the strategic levers themselves (the "if we..." bullets from the theory of change). We start with developing clarity and consensus on the "big picture" and the work that will enable a team to actualize their vision, but **along the way our process surfaces critical gaps** in activities and approaches as well as lack of clarity around what certain programmatic work entails. All of this is processed through a lens of organizational change management and the systems, processes, and resources necessary for success.

Over the years, our team has facilitated groups of many sizes across diverse organizations in K-12 education to develop the content reflecting their work. We bring a tested process for engaging stakeholders, specifically schools and individual departments, over a series of sessions to integrate new voices and reach consensus on each of the components as well as the data infrastructure necessary in a way that results in collective commitment to the final result.

Metrics Matrix

Once the Strategy Map is complete, our analysts use another tool (called a "Metrics Matrix") to **clearly articulate the data sources, owners, collection needs, and calculation considerations for each metric in the Strategy Map.** Our team also provides guidance on data collection and management practices and are committed to addressing context-specific questions and needs around data capacity generally.

The following screenshot is from the work-in-progress Metrics Matrix associated with the attached "well-being" strategy map example. While we don't usually share in-process documents, it is helpful to see the kinds of fields we include, as well as some of the questions and unknowns that the team must work through in order to develop clarity on the data access component of the work. There are many more fields in the spreadsheet that are not shown in the image below, but these are some of the most critical to work through.



Success Indicator/Strategic Lever	Metric	Data Owner (role, office/dept?)	Data Source System	Update Frequency	Calculation
Success Indicator	Student attendance rates	PowerSchool Administrators - Data entered by school admins- this is currently in flux due to the changing definition of "present" in a distance learning scenario	PowerSchool & Data Dashboards		
Data	Quantity of data entered in the wellness tracker	SFSS & Data team	PowerSchool - can potentially include on the data dashboards		
Resources	% of schools with identified wellness team	SFSS	Qualtrics maybe? There was a google form last year, but would need to be updated		
Data	% of students screened using the Wellness Check in Form (relative to expected #s)				
Data	# of staff by role trained on using the Wellness Check-in Form and the Wellness Data System				
Success Indicator	% of students with discipline referrals (by tier and by infraction)	PowerSchool Administrators - Data entered by school admins	PowerSchool & Data Dashboards	Nightly	unique # of currently enrolled students who have been suspended at least once during the current school year / # of students currently enrolled
Tiered SEL support for students	% of interventions completed (by type of intervention)		There are intervention progress ratings on the data dashboards		
Resources	% of training participants who agree the training was valuable	SFSS	Qualtrics		
Resources	Frequency of wellness team meetings by school (use notes submitted via google form?)				
Success Indicator	% of students with a positive perception of belonging	Educator Effectiveness & Data Team	Panorama	Biannually	# of respondents who answer favorably / # of total respondents

The culmination of the process will be a detailed PL Plan for all VPS staff that easily articulates the vision for change, the learning outcomes, the methods for reaching them, the sequence of offerings, and the metrics to measure change. All this planning will only deliver on value if it is implemented in an adaptive manner through a dedicated learning process - our Continuous Improvement Routine.

*NOTE: In the Additional Technical Assistance section below, we propose services for delivering trainings on culturally relevant pedagogy, developing cultural competence for instructional leaders, and reinventing district systems for equity and inclusivity.

Continuous Improvement Routine for Implementation

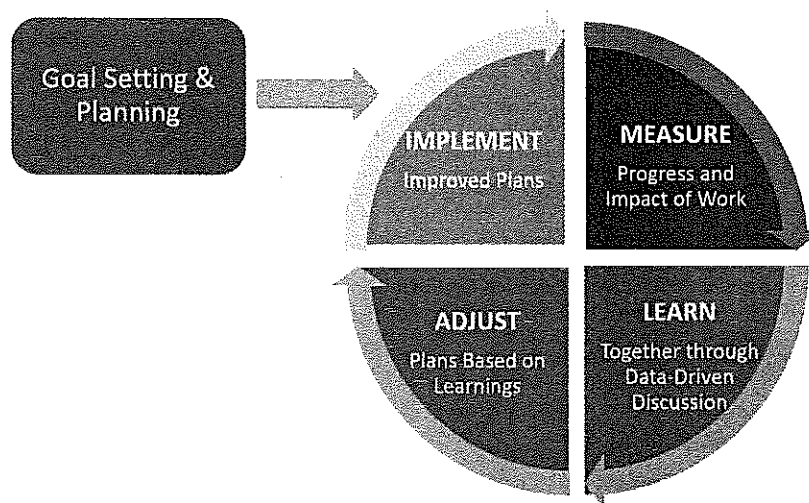
We cannot scale what we cannot measure, and to scale, we need to learn fast, fail fast, and improve quickly. The cornerstone of developing a PL Plan is committing to a learning-oriented implementation process. Our Consulting Team will facilitate a Continuous Improvement Routine in which district leaders, school-level administrators and instructional coaches participate as peers in ongoing facilitated meetings during an approximately quarterly cycle where they use data from the Metrics Matrix above as the entry point for structured discussions about challenges, strategies to address the challenges, and next steps for improving outcomes aligned with organizational or project goals. Continuous Improvement is another term for regimented learning cycles, all intent on building the capacity of school and district leaders to not only use data, but become comfortable with using multiple sources of data to triangulate progress and quality of implementation. This style of continuous improvement process as a means of driving implementation and impact has numerous benefits:



1. Fast and ongoing identification of project risks and group collaboration on developing mitigation solutions
2. Empowerment of stakeholder as owners of the work (distributed leadership)
3. Building organizational data use capacity
4. Clear processes for sharing communications and gathering input
5. Clarity around roles and expectations

How it Works

UPD's learning cycles support teams to IMPLEMENT DEI Plans, MEASURE progress and impact, LEARN together through evidence-driven discussion, and ADJUST plans based on learnings. In LEARN sessions, participants discuss what the data tell us about what is happening NOW, options for what to do NEXT, and confirm what they NEED to do going forward. Cycles continue throughout implementation, adjusting focus depending on the stage of work and implementation realities.



Using data in collaborative spaces at multiple levels (teachers, administrators, district support teams) is critical to creating focus, aligning efforts and driving progress, but it is not easy and is often uncomfortable (especially at the beginning when herculean efforts often are not achieving desired results). Participants learn the core tenets of continuous improvement, practice the routines of learning cycles, and begin planning to manage change independently within their areas of accountability.

The list below describes some key actions typical of a performance management process that UPD will provide.

- Support key staff in **outlining the goals for the individual session**, focusing on the desired improvement actions and decisions desired from the session.
- Support staff to **analyze the data** (both outcome and fidelity of implementation metrics) looking for patterns and trends and creating data visualizations that point to clear takeaways to set up robust performance conversations.
- Coach key managers on techniques both to **drive toward insights** using the data and shift the mindset of the participants toward data-driven decision making.
- Provide thought partnership and coaching to teams as they **create session materials** (i.e., slide deck or memo) and plan for **session facilitation**.

Additionally, UPD can provide ongoing **Executive Leadership Coaching** to ensure leaders are ready for transformational change. Select members of our team serve as thought partners experienced in change



management and provide our district leaders (e.g., superintendents, principals) with skilled, honest, unbiased “critical friend” support for effectively leading large scale and impactful change. This support is tailored to the individual leader and can include creating individual development plans, observation and feedback in leadership contexts, modeling effective meeting facilitation or difficult conversations, serving as a thought partner in complex decision making, analyzing data together, co-creating long- and short-term strategy plans, and supporting the management of these efforts.

Additional Technical Assistance

Our Consulting Team is well suited to provide additional technical assistance in the following areas:

- 1. Facilitating surveys with staff, students, parents, and community members.**

Our team regularly facilitates survey development, administration, results analysis, and presenting findings to a variety of district stakeholders. This is a core part of our approach to the DEI Audit, a regular element in our delivery to district clients over the last fourteen years, and an area in which we are eager to provide consulting support at the strategic, research, and tactical levels.
- 2. Consulting and support with creating a district-wide equity framework.**

We recommend that VPS adapt the IDI (described above) as the district-wide equity framework. It is the framework we will apply for the DEI Audit, it is developmental, provides actionable results, it is rigorously validated, and it has wide applicability across a variety of cultures. The VPS Co-Design Team will engage regularly with the IDI throughout this project. This work will force VPS leaders to carefully examine disproportionality data and create measurable steps to address these gaps. Not only is our team certified in the IDI methodology, but also we are well-suited to provide additional technical assistance, training, support, and coaching to help VPS implement the framework.
- 3. Conducting community forums.**

After completing the DEI Audit, Task Force facilitation, and developing a sustainable PL plan, the Consulting Team will be positioned to conduct community forums as an extremely well-informed, objective third party. We will work with the VPS Co-Design Team to establish a schedule of parent and community engagement activities with small group facilitators that prompt questions and scribe responses.
- 4. Consulting with schools and departments around the next steps.**

The Consulting Team has extensive previous experience in roles as district administrators, school leaders, and we have provided coaching and consulting support to a variety of districts, schools, and departments implementing new DEI policies, practices, and trainings. We will eagerly engage with schools and departments around the next steps in implementing the DEI framework, the PL Plan, and other steps necessary in support of VPS’s goals to become a more equitable, more inclusive district.
- 5. DEI Trainings for teachers, administrators, and district managers.**

Although not directly requested in the RFP Statement of Work, we also offer a wide range of professional learning training sessions in culturally relevant pedagogy (instructional staff and coaches), leading with cultural competence (administrators), and leading district system redesign for equity and inclusivity (district managers).



The Consulting Team will work with VPS leadership and the Co-Design Team to clearly define the scope, deliverables, associated timelines, and separate pricing for any additional technical assistance relating to items 1-5 above.

Attachment: Current Client List

The lists below reflect the district-level, equity-oriented change management projects delivered by both TVCG and UPD for districts similar in size and scope to the VPS request.

The Valbrun Consulting Group

- **Champaign (IL) Unit 4 Schools:** Diversity, Equity and Inclusion Planning, Support and Professional Development
- **New Teacher Center (National):** Equity and Anti-Racism Consultation
- **Charlotte Lab (Charter) School (NC):** Diversity, Equity and Inclusion Planning, Support and Professional Development
- **KIPP St. Louis Charter Region (MO):** Diversity, Equity and Inclusion Planning, Support and Professional Development
- **Charlotte Mecklenburg Schools (NC):** Leadership Development, Diversity, Equity and Inclusion Planning, Support and Professional Development, Community Equity Committee Facilitation
- **St. John College High School (DC):** Diversity, Equity and Inclusion Planning, Support and Professional Development
- **Aurora (CO) Schools:** Leadership Development, Equity Support for University of VA Partnership for Leaders in Education
- **Kyrene (AZ) Schools:** Leadership Development, Equity Support for University of VA Partnership for Leaders in Education
- **Aurora (CO) Schools:** Leadership Development, Equity Support for University of VA Partnership for Leaders in Education
- **New Haven (CT) Public Schools:** Diversity, Equity and Inclusion Planning, Support and Professional Development

UPD Consulting

- **Teach for America (National):** Organization-wide Antiracism Audit
- **Tulsa Public Schools (OK):** Ed-Fi Implementation, Management support for school reopening, and Continuous Improvement support
- **Cambridge Public Schools (MA):** Tiger Team support for reopening of schools
- **North Allegheny School District (PA):** Ed-Fi implementation support
- **Hartford Public Schools (CT):** Continuous Improvement Design and Leadership Coaching
- **Petersburg City Public Schools (VA):** Student Support Analysis
- **Humboldt County School District (NV):** School Improvement Tools and Supports
- **Rhode Island Nurses Institute (RI):** Continuous Improvement supports



Attachments



DOUGLASS AUSTIN
 president & ceo

RELEVANT EXPERTISE:

- Management Reform
- Organizational Design and Implementation
- Process Analysis and Reengineering
- CitiStat and SchoolStat Development, Implementation & Management
- Public Sector Finance
- Public-Private Partnerships

YEARS OF EXPERIENCE: 25

EDUCATION:

- Master of Public Policy, Goldman School of Public Policy, University of California at Berkeley, 1993
- Bachelor of Arts, Princeton University, 1986

As the founder of UPD Consulting, Doug's engagements have included large-scale management reform projects for a multitude of school systems, non-profit organizations, and public sector agencies. Those projects range from a top-to-bottom restructuring of the Detroit Public Schools, to the process design of a workforce development database, to the establishment of policies and procedures for DC's state education agency.

Doug is an expert in public sector change management and he has been involved in the implementation of several change initiatives including revamping the Baltimore City Public School System's special education division, developing and implementing Hawaii's educator evaluation system, and the reorganization of Baltimore's Empowerment Zone.

Doug's expertise was developed as an executive leader within local government agencies. Prior to starting UPD, he was the Chief of Staff of the Baltimore City Public Schools and the Deputy Commissioner of Baltimore Housing.

WORK EXPERIENCE:

UPD CONSULTING Baltimore, MD	President & CEO, 1996-2002 President & CEO, 2006-Present
BALTIMORE CITY PUBLIC SCHOOL SYSTEM, Baltimore, MD	Chief of Staff 2005-2006
DEPARTMENT OF HOUSING & COMMUNITY DEVELOPMENT Baltimore, MD	Deputy Commissioner of Development 2002-2005
OFFICE OF THE CITY MANAGER Oakland, CA	Management Analyst 1995
AKL CONSULTING SERVICES Oakland, CA	Principal 1993-1995
ROSS PEROT PETITION COMMITTEE Dallas, TX	Urban Issues Policy Analyst 1992
URBAN PROFILE MAGAZINE Baltimore, MD	Founding Editor 1987-1991
CARRIER CORPORATION Syracuse, NY	Domestic Credit Manager 1988-1990
CHEMICAL BANK New York, NY	Commercial Credit Analyst 1986-1988



ANN WILLEMSEN
director

RELEVANT EXPERTISE:

- Change Management Practices
- Data Use/Metric Development
- Performance Management
- Continuous Improvement
- Strategic Planning
- Project Planning

EDUCATION:

- Master of Public Policy, University of California at Berkeley, Goldman School of Public Policy, 2006
- Bachelor of Arts, Oberlin College, 2001
- Hansen Prize for Outstanding Achievement in Economics; Jerome Davis Grant for Economic Research, 2001

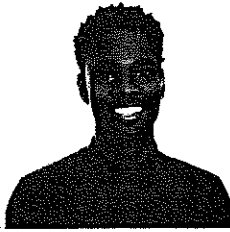
Ann directs UPD's organizational transformation work, helping clients identify, navigate, and sustain large change initiatives in the public sector. She also directs UPD's public sector equity projects that fall outside the traditional education scope. All of her work centers on how we can better use data to improve people's lives. And key to the success of this data work is addressing the human-side of the transformation equal to the attention on system and process improvements. To support this goal, she has helped clients place greater emphasis on early and frequent stakeholder engagement, thoughtful vision of change articulation, data governance improvements, and quality user adoption approaches.

Recent projects include a year-long organizational transformation project with the New Mexico Public Education Department's IT division and continuous improvement implementation for nine turnaround schools in Virginia.

Prior to joining UPD, Ann worked for the City Administrator of the District of Columbia implementing strategic initiatives for employment services, transportation, public works, and libraries, and led performance improvement projects for DC's Office of the State Superintendent of Education. She also worked for the U.S. Department of Agriculture on their low-income nutrition programs.

WORK EXPERIENCE:

<p>UPD CONSULTING Baltimore, MD</p>	<p>Director 2018-Present</p> <p>Senior Consultant 2012-2018</p>
<p>OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION, DISTRICT OF COLUMBIA GOVERNMENT Washington, D.C.</p>	<p>Program Officer, Office of the Director 2010-2012</p>
<p>OFFICE OF THE CITY ADMINISTRATOR, DISTRICT OF COLUMBIA GOVERNMENT Washington, D.C.</p>	<p>Program Analyst 2008-2010</p>
<p>UNITED STATES DEPARTMENT OF AGRICULTURE Washington, D.C.</p>	<p>Program Analyst, Office of Budget and Program Analysis 2006-2008</p>
<p>SAN FRANCISCO BOARD OF SUPERVISORS, OFFICE OF THE BUDGET ANALYST San Francisco, CA</p>	<p>Budget Analyst 2005</p>
<p>ZENON DANCE COMPANY AND SCHOOL Minneapolis, MN</p>	<p>Managing Director 2002-2004</p>
<p>AMERICAN COMPOSERS FORUM Saint Paul, MN</p>	<p>Executive Assistant 2001-2002</p>



JOHN RAY

consultant

RELEVANT EXPERTISE:

Teach for America
Experienced teacher
Data collection and analysis

EDUCATION:

Masters of Education in
Leadership, University of St
Thomas, Houston, TX May
2012

Bachelor of Arts in
Communication Studies and
Sociology, University of
Michigan, Ann Arbor, MI,
May 2010

John specializes in data collection, analysis, and presentation at UPD. He holds experience in fashioning and implementing stakeholder sessions with a design thinking approach to truly engage clients. John has worked with Baltimore City Public Schools to increase user adoption of a district-wide online assessment system. In Shelby County Schools, he has worked with various departments at the district-level to increase performance through the Stat process. John has assisted in the design and implementation of a student academic data system and a talent management data system for district-wide use in Memphis.

Additionally, he has designed a project plan that included a school-wide data inventory and aims to develop a more efficient system to measure student achievement and a framework for student learning objectives. Prior to this engagement, John held a position as an administrator at a local school in Detroit. He has experience as a classroom teacher in Detroit, MI and Houston, TX.

WORK EXPERIENCE:

UPD CONSULTING
Baltimore, MD

Consultant
2013-Present

NEW URBAN LEARNING
Detroit, MI

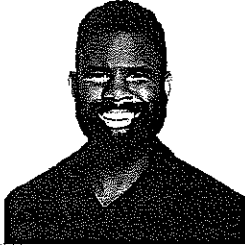
Associate Dean of Culture/
Teacher
2012-2013

NEW URBAN LEARNING
Houston, TX

Science Teacher
2010-2012

TEACH FOR AMERICA
Houston, TX

Corps Member
2010-2012



CHRISTOPHER KING
consultant

RELEVANT EXPERTISE:

Equity-focused initiatives in technology, operations, business development, and social impact

Business case analysis

Data segmentation

Process mapping

Market research

Impact investment analysis

Christopher is a consultant at UPD. He has led several teams in planning, research, facilitation, and anti-racism initiatives across sectors. His engagements include the City University of New York, City Council of NYC, the City Fund and Public School Allies, Intel Corporation, District of Columbia Public Schools, Citybridge Education Foundation, MoveOn.org, the National Institute of Health, Howard University School of Business, and Victory Education Partners. As Strategist for the New York City Council, he led stakeholder engagement across ten city council districts as part of a civic engagement pilot on discretionary funding which attracted 10,000+ voters to engage in capital budgeting in their neighborhoods. 14 languages were represented on ballots during this campaign. Christopher has an MBA from the School of Business at Howard University, an MPA from the Austin W. Marxe School of Public Affairs at Baruch College, and a BA in Public Policy from Rockefeller College at the University at Albany.

EDUCATION:

Howard University School of Business, Master of Business Administration - Consulting & Information Systems

Baruch College, Marxe School of Public & International Affairs, Master of Public Administration - Management & Social Impact

University at Albany Rockefeller College of Public Affairs & Policy, Bachelor of Arts in Public Policy, Semester in Washington Honors Program

WORK EXPERIENCE:

UPD CONSULTING
Baltimore, MD
Consultant
2020 - Present

Score 3 VC
Washington, DC
Venture Fellow
2020 - Present

THE CITY FUND
Washington, DC
Strategy Fellow
2019 - Present

WE ARE MARCUS
Washington, DC
Founder, Chief Executive Officer
2016 - December 2019

INTEL CORPORATION
Santa Clara, CA
MBA Summer Fellow, Accelerated Leadership Program, Corporate Affairs Group
2017

PROGRESS PLAYBOOK
New York, NY
Consultant
2016

VICTORY EDUCATION PARTNERS
New York, NY
Consultant & Director of Business Development
2014-2016

Valda Valbrun

4921 South Hill View Drive

Charlotte, NC 28210

(M) 240.205.4246

Email: valda@valbrunconsulting.com

Summary:

A dynamic Professional Developer, Teacher, Administrator, Entrepreneur, Advocate and Student Champion with a proven track record of leading and supporting schools and districts to change educational practices and outcomes to impact the instructional core.

Areas of Expertise:

- Leadership Development
- Educational Leadership
- Instructional Design and Delivery
- Executive Coaching
- Professional Development
- Strategic Planning and Alignment
- Project Management
- School and District Administration
- School Turnaround
- Organizational Change Management

Professional Experiences:

The Valbrun Consulting Group, LLC, Charlotte, NC

July 2011- Present

Founder and CEO www.valbrunconsulting.com

- Provide strategic planning and strategy management, executive coaching, and professional development design and delivery to schools and districts.
- Design and deliver professional development opportunities specific to building capacity for Culturally Responsive Leadership, Managing Diversity and Creating Inclusive Cultures.

Charlotte- Mecklenburg Public Schools, Charlotte, NC

Executive Director of Organizational Development

July 2013- July 2016

- Created and executed an overall strategy to foster district-wide organizational change and development
- Designed and delivered professional development to build capacity of current and aspiring school leaders to build a talent pipeline for districts to foster sustainable leadership and growth
- Coached and supported district leaders, key partners and projects teams on the use of effective processes to assess, diagnose, design and deliver solutions to optimize organizational effectiveness and facilitate successful implementation of district wide improvement initiatives
- Developed operational strategies designed to bring coherence to organizational design and effectiveness of internal and external processes
- Led district-wide initiatives to advance cultural proficiency initiatives
- Drove initiatives as a member of the Executive Team to contribute to long-term, sustainable, organizational culture
- Worked directly with principals and school leadership teams to build a strong professional culture through collaborative and supportive strategies, while continually assessing the organizational, academic and professional needs of the schools and districts to align targeted supports

ASCD, Alexandria, VA

Director of Professional Development

October 2012- July 2013

- Lead the Professional Learning Services division, charged with implementation of professional growth programs using onsite, online, and blended solutions to bolster district efforts to build capacity of teachers and leaders to reach performance targets.

Connecticut Center for School Change, Hartford, CT

Instructional Improvement Specialist, Educational Coach

July 2011- October 2012

- Planned and facilitated state School Instructional Improvement Network Meetings for Superintendents and Central Office cabinet membership, resulting in central office transformation and alignment
- Provided guidance to school leadership on the use of assessment rubrics and standards to reflect regularly on the impact and effectiveness of leadership
- Worked to improve academic achievement and outcomes for students through coaching and support for school leaders of identified Turnaround and Transformation schools
- Supported Principals and Leadership Coaches and provided leadership in the alignment of instructional resources, system priorities, and the resultant strategic plan.

Global Partnership Schools, New York, NY

Education Change Leader-Turnaround Schools Operator

July 2010- July 2011

- Served as a critical team member at the school site to implement Global Partnership Schools' Essential Standards of School Excellence in the context of accelerating effective school reform
- Worked to improve academic achievement and outcomes for students while working to close the opportunity gap in schools operated by Global Partnership Schools in Baltimore City, MD Public Schools
- Served as liaison and chief communicator between principals, superintendents and the Global Partnership Schools' team
- Assisted principals and teachers to achieve maximum student achievement gains and improved educational outcomes by providing on-going, job-embedded, professional development and coaching
- Worked directly with the local LEA to support Turnaround efforts, monitor compliance, and facilitate data collection for State Monitoring Teams

Frederick County Public Schools, Frederick, MD

Principal, Walkersville Middle School

July 2007- July 2010

- Provided leadership and facilitated a shared vision of teaching and learning that supports achievement for all students.
- Promoted success for all students and nurtured and sustained a school culture of professional growth, high expectations and an instructional program conducive to student learning and staff professional growth
- Ensured the management of the organization and operations, with responsibility for the school budget, food services, and all other departments using resources effectively to provide for a safe, efficient, and effective learning environment .
- Demonstrated significant student performance gains, making Adequate Yearly Progress for three consecutive years as principal

Montgomery County Public Schools

Professional Development Specialist, School-based Administrator

July 2000- July 2007

- Successfully completed the Assistant Principal Development Program and served as a middle and high school assistant principal with supervision responsibilities that included Guidance

- Counseling Staff, master scheduling, and instructional evaluation of teaching and learning.
- Coordinated, designed and delivered district-wide Professional Development and supervised 35 school-based staff development teachers as part of the Professional Growth Cycle in MCPS
- Served as a member of the Peer Advisory Panel, supporting underperforming assistant principals.
- Demonstrated outstanding leadership resulting in a nomination for AP of the Year from Associate Superintendent, as well as a mid-year promotion from middle to high school leadership.

Education:

- 2002 Certification -Administration & Supervision; Johns Hopkins University, Baltimore, MD
 2000 Master of Science-English Education; Nova Southeastern University, Ft. Lauderdale, FL
 1992 Bachelor of Arts- English & Journalism; University of Massachusetts, Amherst, MA

Leadership Activities:

- Superintendent Transition Team, New Haven CT, 2018
- Member, Vistage Worldwide, Inc. CEO Development, 2017
- Presenter, National Conference for Principal Supervisors, 2016, 2017, 2018
- Board Member, Anseye Pou Ayiti, (Teach for Haiti) 2016
- Advisory Board Member, Interactive Data Partners, 2016
- Intentional Leadership for Executives, Center for Intentional Leadership, 2015
- Certified, Facilitative Leadership for Social Change, 2016
- Qualified Administrator, Intercultural Development Inventory (IDI), 2016
- Qualified Administrator, Intercultural Conflict Style Inventory, 2016
- Data Driven Leverage Leadership, UVA, 2015
- New Haven (CT) Teacher Evaluation Project, Third Party Evaluator, 2011-2012
- Certified, Executive Coaching for Educational Leaders 2011
- Presenter, National Association of Black School Educators Conference, 2010
- Presenter, ASCD Leadership Development Series Webinar, 2010
- ASCD Emerging Leader, Class of 2010
- Executive Board Member, Maryland Association for Secondary School Principals, 2009
- Mentor, The Johns Hopkins University Internship for Future Administrators
- Past Director, George B. Thomas Learning Academy
- Principal's Advisory Committee Member, 2009
- Superintendent's Nominee, MSDE 2008 Maryland Principal's Academy, Frederick County
- Frederick County Public Schools Administrative and Supervisory Association Negotiations Committee
- Montgomery County Public Schools, Administrative and Supervisory Review Panel
- Montgomery County Public Schools, Assistant Principal of the Year Nominee, 2007
- Certified, RBT Observation and Analysis of Teaching I & II
- Certified, MSDE Data-Driven School Improvement Training
- Certified, Interactive Associates: Facilitative Leadership
- Certified Trainer, Breaking Ranks II: Strategies for School Reform

Professional Organizations:

Association for Supervision and Curriculum Development
 National Association of Secondary School Principals
 American Association of School Administrators

Travis L. Jones
Principal Strategist
The Winters Group
Charlotte, NC
Phone: 704-840-8272
Email: tjones@wintersgroup.com

Education and Training

- | | |
|--------------|---|
| 2016 | Fundamentals of Facilitation for Racial Justice Work Workshop by the Interaction Institute Boston, MA. |
| 2015-present | Completed coursework for the PhD in Organizational Science at University of North Carolina at Charlotte |
| 2014 | Intercultural Development Inventory (IDI) Qualifying Seminar- Ocean Pines, Maryland. |
| 2012 | M.A., Sociology, The University of North Carolina at Charlotte. |
| 2012 | Successfully completed the Facilitators Skills training at Time Warner Cable in Charlotte, NC. |
| 2004 | B.A., Philosophy, The University of North Carolina at Charlotte. |

Publications

Jones, T. L., Flaherty, M. G., & Rubin, B. A. (2012). Crystal balls and calendars: A structural analysis of projected futures. *Time & Society*, 0961463X17716551.

Travis Jones and Kimberly K. Buch "Total Quality Management" in Rogelberg, S. (Ed.) (2017). *The SAGE encyclopedia of industrial and organizational psychology*, 2nd edition (Vols. 1-4). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483386874

Professional Profile

Researcher. Facilitator. Speaker. Educator. Writer.
Cultural Competency, Diversity and Inclusion, and

Equity. Course development and curriculum design.
Coaching, qualitative research and consulting.

Professional Experience

- 2015-Present Principal Strategist for The Winters Group Inc. Strategy and consulting with current and prospective clients on D&I initiatives. Facilitation of sessions on race and trauma in the workplace, cultural competency and culturally responsive teaching with K-12 teachers and leaders, unconscious bias, and inclusive leadership. Research and writing for major publications on leadership and cultural competency and the social dimensions of time.
- 2011-2015 Director of Innovation and New Ventures for The Winters Group Inc. Forecasting and design of a new virtual learning initiative. Researched and developed training curriculum for various learning platforms. Facilitated virtual learning labs on unconscious bias, stereotype threats and other dimensions of cultural competency. Led and organized focus group research projects for companies of various sizes, including several Fortune 500 companies. Analyzed data and created summary reports of research findings. Researched and wrote for newsletters, social media, and blogs on current organizational issues and best practices.
- 2010-2012 Full-Instructor at Stanly Community College. Assisted students with their advising needs and career development objectives. Coordinated with other faculty in course design and scheduling. Researched and developed original course content for all of the Sociology instructors. Presented research at regional and national conferences on emerging trends in critical pedagogy. Courses included: Introduction to Sociology, Sociology of the Family, Southern Culture, Technology and

Society, Sociology of Religion, and Sociology of Organizations.

2013 Instructor for The University of North Carolina at Charlotte. Designed and facilitated courses in the Sociology department at the graduate and undergraduate level with an emphasis on race, religion and culture. Developed curriculum for new classes on Organizational Theory and Culture and Cognition.

VOLUNTEERING, MEMBERSHIPS AND COMMUNITY OUTREACH

2013 Invited speaker at Universidad Tecnologica de Queretaro. Conference title: "Importance of Global English: Enjoying the Means to the End". Queretaro, Mexico.

2013 Member of the Diversity Council of the Carolinas.

2012 Guest speaker on "Power 98 FM" Charlotte, NC. Dedicated segment on the social context of mass shootings and violence in America. Aired on 12-17-2012.

2011-present Volunteer with the Latin American Coalition, Charlotte, NC.

Michaëlle Valbrun-Pope

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EDUCATION

Ph.D. (Candidate) Department of Educational Leadership, Nova Southeastern University, Davie, Florida

M.S. Ed (1991) School of Education, University of Miami, Miami, Florida;
Teachers College, Columbia University, New York, New York

B.A. (1983) School of Liberal Arts and Sciences, State University of New York at Purchase, Purchase, New York

Objective:

To contribute to the work of fellow educators in leading school district equity initiatives and developing structures that build adult capacity for addressing student learning and social emotional needs.

Areas of Expertise:

- Reimagining models of district and school leadership for student success
- Systems change strategy development
- Designing school-based learning supports for underachieving and marginalized students
- Diversity, cultural competency and equity considerations in education
- Designing and facilitating conversations about race, nationality, racial justice, gender, gender identity, sexual orientation, and the intersectional systems that adversely impact or support teaching and learning.
- Re-conceptualizing the “Whole Child” idea to integrate Social Emotional Learning (SEL), inclusive family structures and engagement of community.
- Restorative and social justice practices in educational settings
- Assisting districts and schools in supporting students and families in large-scale community tragedies and personal crisis
- Policy and program development
- Project management

PROFESSIONAL CERTIFICATIONS

- Certified Qualifying Administrator, Intercultural Development Inventory (IDI)**
IDI, LLC
- Certified Facilitator, Fundamentals of Facilitation for Racial Justice, Interaction Institute for Social Change (IISC)**
- Facilitating Restorative Practices in Schools, Communities and for Family Engagement & Empowerment, International Institute for Restorative Practices**
- State of Florida Certification in Educational Leadership, Florida Department of Education**
- State of Florida Certification in English to Speakers of Other Languages (ESOL) Endorsement, Florida Department of Education**

EDUCATIONAL LEADERSHIP EXPERIENCE

- 2019 – Present **Senior Advisor, Whole Child Developer, New Teacher Center Headquarters**
Santa Cruz, CA
- 2018 – 2019 **Chief, Student Support Initiative & Recovery Officer, Broward County Public Schools, Fort Lauderdale, FL.**
- 2012 – 2018 **Executive Director, Student Support Initiatives, Broward County Public Schools, Fort Lauderdale, FL.**
- 2010 – 2012 **Director, Diversity, Cultural Outreach & Prevention, Broward County Public Schools, Fort Lauderdale, FL.**
- 2006 – 2010 **Area Director of School Improvement, Broward County Public Schools, Sunrise, FL.**
- 1999 – 2006 **Elementary Principal, North Side Elementary School, Broward County Public Schools, Fort Lauderdale, FL.**
- 1996 – 1999 **Assistant Principal, Bennett Elementary School, Broward County Public Schools, Fort Lauderdale, FL.**

TEACHING EXPERIENCE

- 2015 – 2016 **Adjunct Professor, Nova Southeastern University, Davie, Florida**
- 1995 – 1996 **Curriculum Facilitator, Thurgood Marshall Elementary School, Broward County Public Schools, Fort Lauderdale, FL.**

- 1989 – 1995 **Elementary Teacher, Dillard Elementary School, Broward County Public Schools. Fort Lauderdale, FL**
- 1984 – 1988 **Elementary Teacher, Public School #21. Brooklyn, New York.**

SCHOLARLY CONTRIBUTIONS TO THE PROFESSION

Publications

Newman, I., Clement, R. W., Starratt, G. K., **Valbrun-Pope, M.**, Marinaccio Eckel, P., Gallagher, S., Noelliste, M., Williams, J., Bliss, L., Ban, R., Türegün, M., Perkins, S., & Ligas, M. R. (2013). An Evaluation of Broward County Public Schools Initiative to Foster Black Male Success.

Savain, R. & **M.V. Pope.** (2000). Haitian Kreyol in Ten Steps. *A handbook for English speakers to develop basic competency in Haitian Kreyol for ESOL students.*

National Presentations

- 2016 **Breaking the School-to-Prison Pipeline, National Summit for Principal Supervisors.** Fort Lauderdale, FL.
- 2016 **Addressing Implicit Bias in Education, AASA Rethinking Discipline Conference.** Chicago, IL.
- 2015 **Breaking the School-to-Prison Pipeline, White House Convening on School Discipline Policies and Practices.** Washington DC.
- 2015 **Breaking the School-to-Prison Pipeline, AASA National Conference on Education.** San Diego, CA.
- 2014 **Breaking the School-to-Prison Pipeline, Council of Great City Schools.** Milwaukee, WI.
- 2014 **Breaking the School-to-Prison Pipeline, White House Males of Color Event.** Washington DC.
- 2014 **Breaking the School-to-Prison Pipeline, U.S. Department of Justice, COPS/VTM Program Development.** Washington DC.
- 2014 **Breaking the School-to-Prison Pipeline, National School Board Association.** New Orleans, LA.
- 2013 **Breaking the School-to-Prison Pipeline, National Alliance of Black School Educators.** Detroit, MI.
- 2006 **Urban Academies Program, Innovations in American Government,** Boston, MA.
- 2006 **Family Literacy Programs, National Family Literacy Conference,** San Diego, CA.
- 2003/4 **Family Literacy Programs, Toyota Families in Schools,** Louisville, KY.

Regional Presentations

- 2013 **An Evaluation of Broward County Public Schools Initiative to Foster Black Male Success. Eastern Educational Research Association.** Sarasota, FL.
- 2007 **The Cradle Effect: Supporting the Child & Family within the Larger Community, Barry University.** Miami Shores, FL.
- 2005/6 **Classroom Management, District of Columbia Reading First Initiative,** Washington D.C.

Local Presentations

- Ongoing **Black Male Success Initiatives**, *Broward County Public Schools*, Fort Lauderdale, FL.
Ongoing **Courageous Conversations About Race**, *Broward County Public Schools*, Fort Lauderdale, FL.
Ongoing **Developing Critical Cultural Competence**, *Broward County Public Schools*, Fort Lauderdale, FL.
Ongoing **Diversity and Inclusion**, *Broward County Public Schools*, Fort Lauderdale, FL.
Ongoing **Providing Critical Support to Lesbian Gay Bisexual Transgender & Questioning Youth**, *Broward County Public Schools*, Fort Lauderdale, FL.
Ongoing **Restoratives Justice Practices in Schools**, *Broward County Public Schools*, Fort Lauderdale, FL.
2018 **Recovery and Resiliency in the Face of Crisis**, *Department of Health, Broward Clinician's Conference*, Fort Lauderdale, FL.
2008 **Black Infant Mortality in Broward County**, *African-American Research Library and Cultural Center*, Fort Lauderdale, FL.
2006/7 **Developing A High Performing Learning Culture**, *Broward County Public Schools*, Fort Lauderdale, FL.

GRANT ACTIVITY

- 2015 **Positive Behavior Intervention Grant**. \$1,800,000
2015 **Kellogg Foundation. Minority Success Academy Grant**. \$200,000
2007 **Jim Moran Award**. \$25,000.00
2002 **Coordinated School Health Grant**. \$10,000
2003 **Environmental Protection Agency Beautification Grant**. \$5,000
2003 **Tobacco Education and Prevention Initiative Grant**. \$5,000
2012 -2016 **Grants Supporting Strategic Goals of Student Support Initiatives Division**. \$6,000,000
2000-2003 **Toyota Families in Schools Grant**. \$100,000 Annually/ 3 years
2004-2006 **21st Century Literacy Grant**. \$75,000 Annually/ 2 years

PROFESSIONAL RECOGNITION

- 2018 **Outstanding Leadership Award**, Haitian American Professionals Coalition (HAPC)
2017 **Most Influential and Prominent Black Women in Business and Industry**, Legacy Miami and South Florida Magazine
2016 **Organizational Recognition**, Haitian-American Democratic Club
2015 **Recognition of Service**, Caribbean-American Coalition of Broward County
2014 **Top Black Educators Award**, Legacy Miami and South Florida Magazine
2008 **FANM Marie-Claire Heureux Award**, Haitian Women of Miami
2008 **Women Rule! Oprah – White House Leadership Project Award**
2007 **Jim Moran Foundation Award**, Jim Moran Foundation
2006 **Innovations in American Government Award**, Ashe Institute for Democratic Governance and Innovation
2005 **Distinguished Educators Award**, University of Florida

2005 **Outstanding Mother of the Year**, Healthy Mothers-Healthy Babies Coalition of Broward County

2005 **ACCLAIM Principal of the Year**, School Board of Broward County

PROFESSIONAL SERVICE & AFFILIATIONS

Member Florida Association of District School Administrators
Member National Alliance of Black Educators
Member Phi Delta Kappa
Member Broward Association of Principals and Assistant Principals
Member Haitian Educators Association
Member Holy Cross Hospital Board of Trustees
Member ACTION Foundation Board of Directors
Member Caribbean Cultural Coalition Board of Directors
Member Broward Association of Caribbean Educators
Member AASA School Superintendent Association

REFERENCES

Robert W. Runcie

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600 SE 3rd Avenue, Fort Lauderdale, FL 33301
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Daniel Gohl

Chief Academic Officer
Broward County Public Schools
600 SE 3rd Avenue, Fort Lauderdale, FL 33301
(754) 321-2600

Dr. Desmond K. Blackburn

Chief Executive Officer
New Teacher Center
110 Cooper Street
Santa Cruz, CA 95060
(831) 600-2200
(954) 205-4587

Dr. Verda Farrow

Executive Director
After School Programs (ASP)
1520 S. Powerline Rd
Deerfield Beach, Florida 33442
(954) 646-6523

Vancouver Public Schools

Proposal:

Diversity, Equity, and Inclusion Engagement



THE VALBRUN
CONSULTING GROUP

Proposal Submitted by:

Valda Valbrun
Chief Executive Officer
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The Valbrun Consulting Group
6000 Fairview Road
Suite 1200
Charlotte, NC 28210
www.valbrunconsulting.com

July 1, 2021

July 1, 2021

Dear Ms. Ephraim:

The Valbrun Consulting Group (TVCG) is pleased to submit this proposal to continue our partnership and provide Professional Development to the leaders and staff of the **Vancouver Public Schools**.

We offer our services aligned to your specific needs, designed in collaboration with your leadership and personnel, and delivered through our team of professionals with proven experience in district and school leadership and organizational strategy management. This submission outlines a summary of our ability to provide the services requested, as well as our willingness to maintain flexibility in our approach, using a co-design model to best align to the needs, goals, and budget of VPS.

The Valbrun Consulting Group is a minority and woman-owned enterprise that provides support in the areas of Diversity, Equity, Inclusion and Anti-Racism, strategic planning, strategy management and leadership and organizational development. We are comprised of highly skilled education practitioners with relevant experience in school and district leadership, and we work specifically to build the capacity of district and school leaders and staff to lead for equity, create equitable learning environments, mitigate opportunity gaps, implement systems for improvement, and manage change for results that improve outcomes for underrepresented populations of students.

As a team of equity specialists, we provide customized, professional development and one-on-one executive coaching. We are trained and qualified administrators of *The Intercultural Development Inventory*® (IDI®) which assesses intercultural competence. As IDI Administrators, we are certified to administer the IDI to others, as well as to apply the IDI to our own work, both in how we demonstrate cross cultural knowledge and navigate cultural differences, and in how we support others as they advance equity initiatives to address challenges, increase cross-cultural understanding, and support the accomplishment of equity goals.

Our use of the IDI supports us in creating meaningful, developmental learning experiences that reflect organizational readiness and orientation across difference. The use of the IDI as an assessment driven approach to building intercultural competence allows us to select individual coaching strategies and to identify learning activities to build intercultural competence for groups, and to develop diversity and inclusion solutions to address challenges individuals and groups face in navigating differences, ensuring that learning interventions go beyond "awareness building" to direct impact.

Our team members are also trained and certified in *Facilitative Leadership for Social Change* to help our clients as they manage issues of culture, class, and equity and confront systems that threaten inclusive practices. Specifically, training in *Facilitative Leadership for Social Change* is designed to help lead the conversations to get diverse community groups to shared goals by using collaborative processes, frameworks, skills, resources, and tools to understand diverse perspectives.

In our previous work conducting the district's Equity Audit, we partnered with **UPD** and hope to continue to leverage the combined expertise and experience of our two organizations to help VPS enact upon the recommendations yielded from the Equity Audit and help build internal capacity to advance the Equity Theory of Action.

We are committed to supporting VPS as it moves this important work forward and look forward to our continued partnership in building a culture of equity through capacity building.

Best regards,

Valda Valbrun

Valda Valbrun
Chief Executive Officer



The Valbrun Consulting Group was started by a teacher; (n.) *a person who helps others acquire knowledge, competencies, or values.* Our commitment to leadership and equity is shaped by our own experiences as students, teachers, and leaders. Our goal is to build the capacity of leaders and teachers to address inequities and create organizational cultures that honor diversity.

Our Vision:

Our Vision is to be the premier source and support for organizational leaders as they tackle challenges, introduce improvement strategies, and inspire, empower, and educate diverse employees so that performance levels will meet and exceed corporate expectations.

Our Mission:

The Mission of The Valbrun Consulting Group is to work tirelessly, in partnership with our clients, to identify creative solutions and to provide quality tools that ignite organizational and personal success.

Core Values:

The Core Values of The Valbrun Consulting Group are:

- To **honor** diversity and inclusion
- To **invest** in people
- To **add value** to the leadership team's effectiveness
- To **foster** courageous and authentic **leadership**

Vancouver Public Schools is taking the bold steps of examining Equity as a social determinant of student success and centering structural and systemic inequities and their impact to the diverse communities of color it serves.

To advance this imperative, the district's professional development must build capacity to chart a course of action that will drive the district's work at changing the systems, policies, and practices that create barriers to equitable student outcomes.

Our approach is based on the persistent use of data and information to design learning opportunities that improve upon the district's implementation work with a strong and thoughtful approach for supporting district leadership. **The Valbrun Consulting Group** is poised to provide customized, professional development and one-on-one executive coaching to build the capacity of personnel and enhance the standing of the organization within the community it serves, with a focus on producing high-impact results.

Our collective knowledge, education, and experience in providing high-quality service, makes us an excellent choice to provide professional development specifically to support Equity and Inclusion and Anti-Racism practices across the organization.

We believe that the following points distinguish us from other potential providers:

- 1) We have an unmatched understanding of local context and VPS strengths and challenges, having conducted the recent Equity Audit.
- 2) Our team includes experts in anti-racism and DEI training, system improvement, and performance management.
- 3) We have strong experience providing anti-racism and DEI training to schools, districts, and other education organizations.
- 4) We have a research-based approach for assessing, coaching, and developing both individuals and the system as each progress in their journey toward belonging, conscious inclusion and anti-racism. This approach also serves as a basis for assessing progress.

Drawing on research and best and promising practices, we will utilize the **Continuum on Becoming an Anti-Racist Organization** to ensure organizational alignment and interdependence as we support the development of a coherent and comprehensive anti-racism training and development program.

This framework ensures the execution of deliberate actions designed to improve the identified strategic priorities for an equity-centered and anti-racist organization. The **Continuum on Becoming an Anti-Racist Institution** (Figure 1) details the behaviors, practices, and beliefs necessary to take an asset-based approach to capitalize on the racial and cultural differences in VPS in ways that move the district from *symbolic* to *structural change* that is *fully inclusive*, reflects shared power in policy and practice, supports full participation in decision-making, and gathers allies in combating all forms of racial and social oppression.

We recognize that a professional development learning program must include a strengths-based approach for asset mapping, disaggregated data analysis of student achievement, student discipline, and school climate, and the policies and procedures that inform practice district-wide. This includes the ability to unpack dominant culture norms that maintain the current state and examining unequal opportunities and discriminatory practices that result in disparate outcomes tied to race, class, power, and privilege. When done well, the organizational impact will result in a focus on policies, practices, and culture that no longer provide cover for or support chronic systemic inequities, but instead integrate findings into action that shifts the organization.

Figure 1. Continuum on Becoming an Anti-Racist Organization

Continuum on Becoming an Anti-Racist, Multicultural Institution

MONOCULTURAL		MULTICULTURAL	ANTI-RACIST	ANTI-RACIST MULTICULTURAL	
Racial and Cultural Differences Seen as Defects		Tolerant of Racial and Cultural Differences		Racial and Cultural Differences Seen as Assets	
<p>1. Exclusive A Segregated Institution</p> <ul style="list-style-type: none"> • Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos and Asian Americans • Intentionally and publicly enforces the racist status quo throughout institution • Institutionalization of racism includes formal policies and practices, teachings and decision-making on all levels • Usually has similar intentional policies and practices toward other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc. 	<p>2. Passive A "Club" Institution</p> <ul style="list-style-type: none"> • Tolerant of a limited number of People of Color with "proper" perspective and credentials • May still secretly limit or exclude People of Color in contradictions to public policies • Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings and decision-making on all levels of institutional life • Often declares, "We don't have a problem." 	<p>3. Symbolic Change A Multicultural Institution</p> <ul style="list-style-type: none"> • Makes official policy pronouncements regarding multicultural diversity • Sees itself as "not racist" institution with open doors to People of Color • Carries on intentional inclusiveness efforts, executing "sumoese of color" on committees or office staff • Expanding view of diversity includes other socially oppressed groups, such as women, disabled, elderly and children, lesbians and gays, Third World citizens, etc. • But ... • "Not those who make waves" • Little or no attempted change in culture, policies and decision-making • Is still relatively unaware of continuing patterns of privilege, paternalism and control 	<p>4. Identity Change An Anti-Racist Institution</p> <ul style="list-style-type: none"> • Growing understanding of racism as barrier to effective diversity • Careless analysis of systemic racism • Sponsors programs of anti-racism training • New consciousness of institutionalized white power and privilege • Develops intentional identity as an "anti-racist" institution • Begins to develop accountability to racially oppressed communities • Increasing commitment to dismantle racism and eliminate inherent white advantage • But ... • Institutional structures and culture that maintain white power and privilege still intact and relatively unchanged 	<p>5. Structural Change A Transforming Institution</p> <ul style="list-style-type: none"> • Attempts to process of intentional institutional restructuring, based on anti-racist analysis and identity • Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their worldview, culture and lifestyles • Implements structures, policies and practices with ongoing decision-making and share forms of power sharing on all levels of the institution's life and work • Struggles to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities • Anti-racist multicultural diversity becomes an institutionalized asset • Redefines and rebuilds all relationships and activities to society based on anti-racist commitments 	<p>6. Fully Inclusive A Transformed Institution in a Transformed Society</p> <ul style="list-style-type: none"> • Future vision of an institution and wider community that has overcome systemic racism • Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, accountability, policies and practices • Full participation in decisions that shape the institution, and inclusion of diverse cultures, lifestyles and interests • A sense of shared community and mutual caring • Allies with others in combating all forms of social oppression <p><small>© Dr. Geneva Robinson Adapted from original concept by Dr. Jackson and Rita Harrison, and further developed by Arlene Rendón and Roxie Strading.</small></p>

Based on the Justice An-Orifice Continuum
1
Continuum on Becoming an Anti-Racist, Multicultural Institution

To effectively deliver on the training and development process, we must amplify and engage the voices of those most affected and fully understand the impact of the social and racial barriers and systemic racialization of power and participation. These interdependencies within the system, must be unpacked in ways that surface the root cause. In doing so, we must also remain sensitive to individual and organizational fear, learning, and growth as we consider the trajectory from Denial to Adaptation.



Figure 2. Anti-Racism Zones of Proximity

As an organization, we also believe that Social Emotional Learning is a lever for Equity, and that to create responsive, identity-safe classrooms, the work must be grounded in a spirit of belonging, where diversity is cultivated and honored, and all classrooms are justice oriented. In the wake of recent racialized violence, providing students of color with necessary supports and equipping staff with the tools to build capacity to meet student needs is essential.

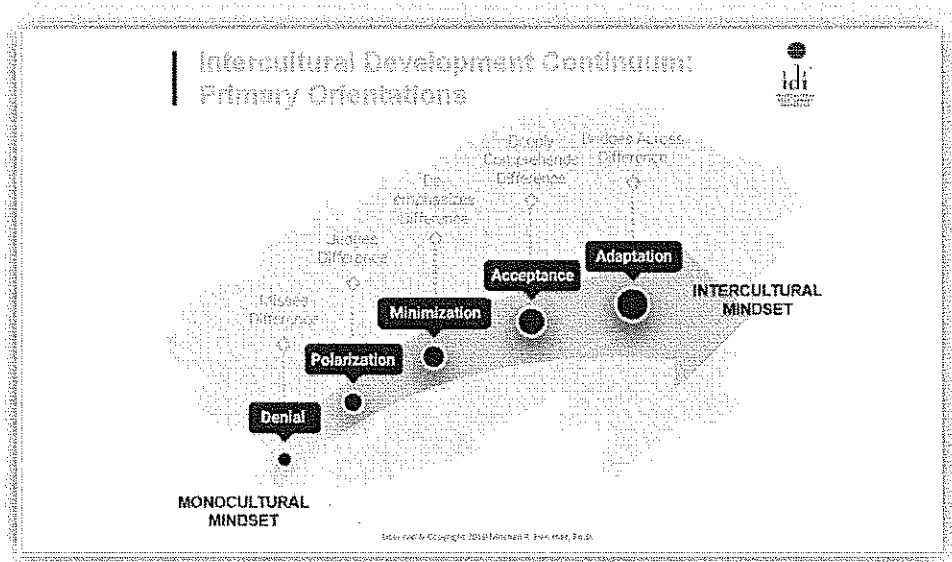
Professional Learning opportunities should acknowledge that everyone is in his/her own place, and should be met there, and supported as they move towards the Growth Zone.

Objective 1. Conduct an assessment to determine where individuals are on their racial equity journey

To ensure a differentiated approach that directly meets the needs of VPS, we will utilize the *Intercultural Development Inventory (IDI)* to assess both individual and organizational cross-cultural competence. Cross-cultural competence is the ability to discern when misunderstandings and conflicts are due to cultural differences, the ability to work toward a solution that takes various worldviews into account, and the ability to maximize cultural differences for better, longer lasting, and more creative solutions.

The **Intercultural Development Continuum (IDC)** provides a baseline and describes a set of orientations toward cultural difference and commonality that are arrayed along a continuum from the more monocultural mindsets of *Denial and Polarization* through the transitional orientation of *Minimization* to the intercultural or global mindsets of *Acceptance and Adaptation*. The capability of deeply shifting cultural perspective and bridging behavior across cultural differences is most fully actualized when one maintains an *Adaptation* perspective.

Figure 3. The Intercultural Development Continuum



Monocultural or Ethnocentric Mindset:

Denial (deny that cultural differences exist; disinterest; avoidance)

Polarization or Defense (acknowledge cultural differences—construct defenses against them; view them negatively; us vs. them mindset; “we know best”)

Minimization (acknowledge cultural differences but trivialize them; assume similarities outweigh differences; “we are tolerant and color-blind”)

Intercultural or Ethno-relative Mindset

Acceptance (recognize, respect and value cultural difference; more skills needed to implement)

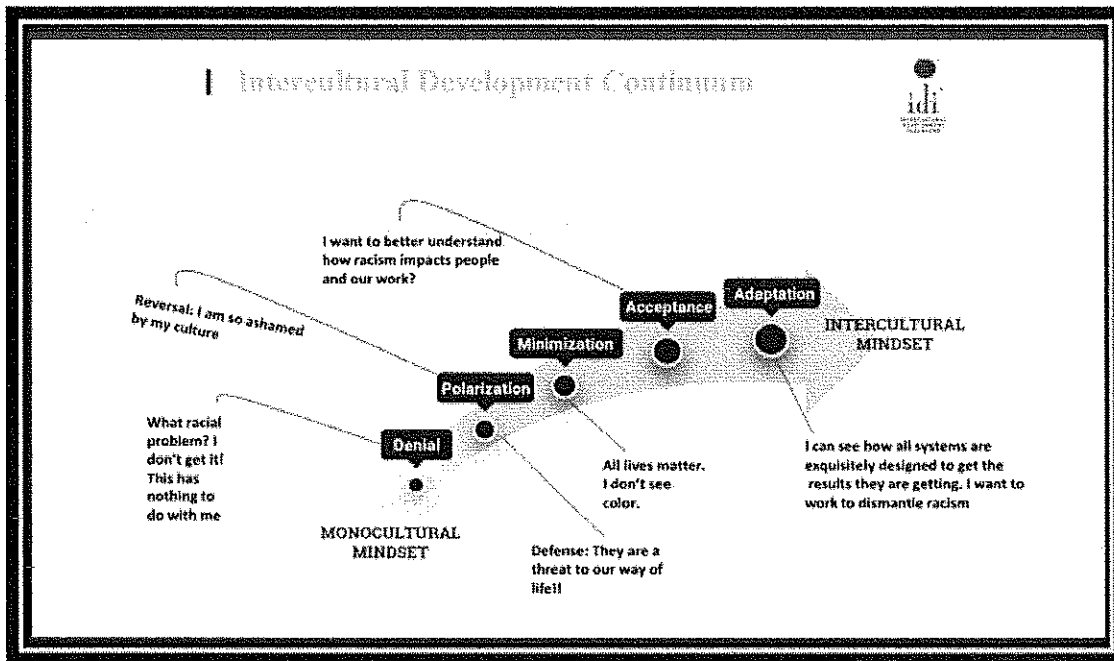
Adaptation (cultural awareness plus intercultural competence demonstrated; cultural differences are discussed with appropriate openness and trust)

Integration (integrate aspects of own cultural perspectives with those of other cultures)

Leveraging difference (make the most of cultural differences; synergize)

The IDI is more than a measurement tool. It also provides guidelines on the kinds of learning interventions that most effectively and efficiently build intercultural competence and deeper understanding of the ways that participants engage with racial difference. Further, there is a growing body of research that clearly demonstrates that with appropriate learning interventions based on IDI profile results, individuals and groups can greatly increase their intercultural and racial understanding and implement that increased cross-cultural capability in ways that accomplish key educational and organizational goals.

Figure 4. The Intercultural Development Continuum (Race)



Our ability to assess and create systems change is dependent on our capacity to bridge across differences.

The Intercultural Development Continuum (IDC)

Denial	<ul style="list-style-type: none"> • Not collecting or not using DEI data • Race, Gender, Sexuality, etc. void of company conversation • Company mission is void of DEI, Prioritizing work ethic
Polarization	<ul style="list-style-type: none"> • Seeks out quantitative data to validate existing opinions • Thinks of DEI metrics as subjective and thus unimportant
Minimization	<ul style="list-style-type: none"> • Prioritizing the numbers over qualitative data • Highlights commonalities and one-off trainings as crisis-response • Focusing on numerical diversity instead of systemic inclusion • Looking at hiring without retention
Acceptance	<ul style="list-style-type: none"> • Valuing qualitative and quantitative data as equals and partners • Acting upon data and creating long-term strategy • Beginning to create systemic changes driven by all employee voices
Adaptation	<ul style="list-style-type: none"> • Engaging in real-time feedback from employees • Recurring assessments, pre- and post- • DEI data not just from HR, but embedded across organization • Long term goals for policies, practices, and education

Source: Aaron Beaudet, Michael Hammer

Coaching and Development

The IDI assessment includes a one-on-one individualized coaching call to unpack results with an IDI Qualified Administrator as well as an Individual Development Plan (IDP) from which to take personal action for continuous growth and development. The IDP is customized based on the unique IDI profile and provides targeted personal action plans through a comprehensive five-step developmental process.

The IDP helps individuals gain:

- Insight concerning intercultural challenges they face,
- Clarity of intercultural goals important to them, and
- Targeted, developmental learning that increases intercultural competence in bridging across diverse communities.

We will facilitate an individual, one-on-one, 30-minute confidential feedback and coaching call for each participant to review assessment results and discuss the *Intercultural Development Plan (IDP)*. In addition, Whole Group (organization wide) Aggregate data will be shared with participants to discuss the range of developmental orientations and plan for organizational implications presented in the data findings.

Figure 5. The Intercultural Development Individual and Group Profile Report (Sample)

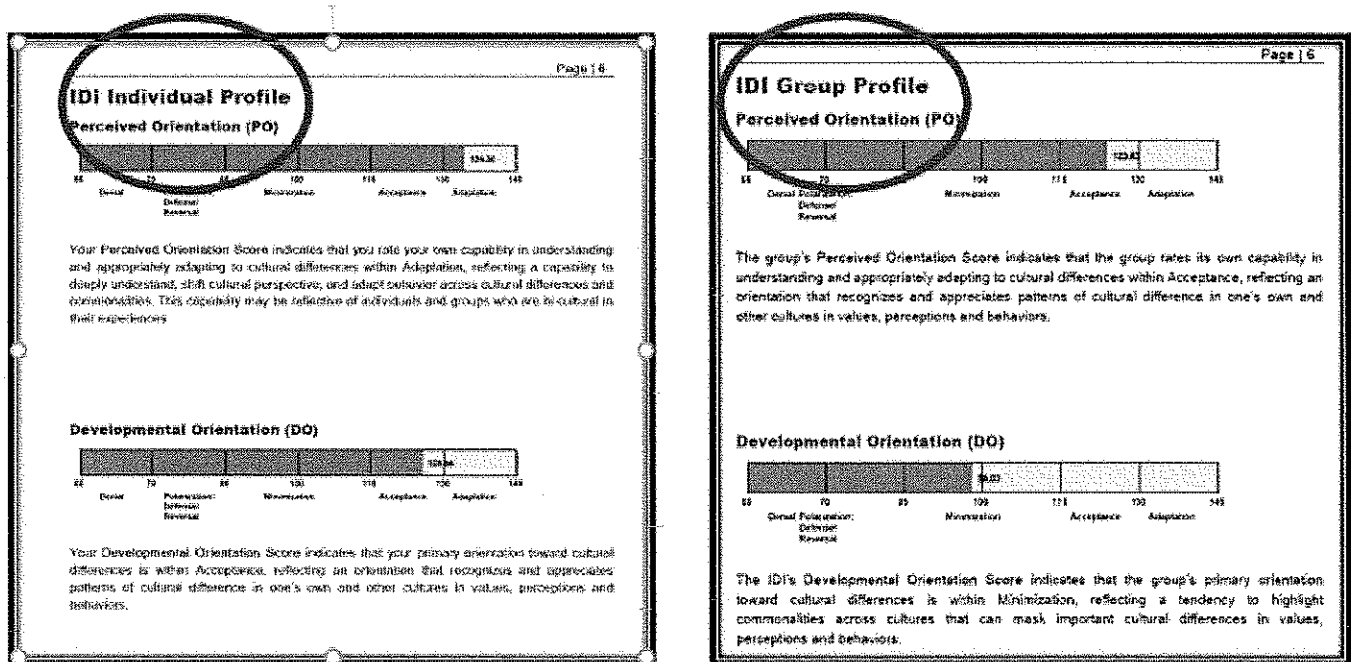
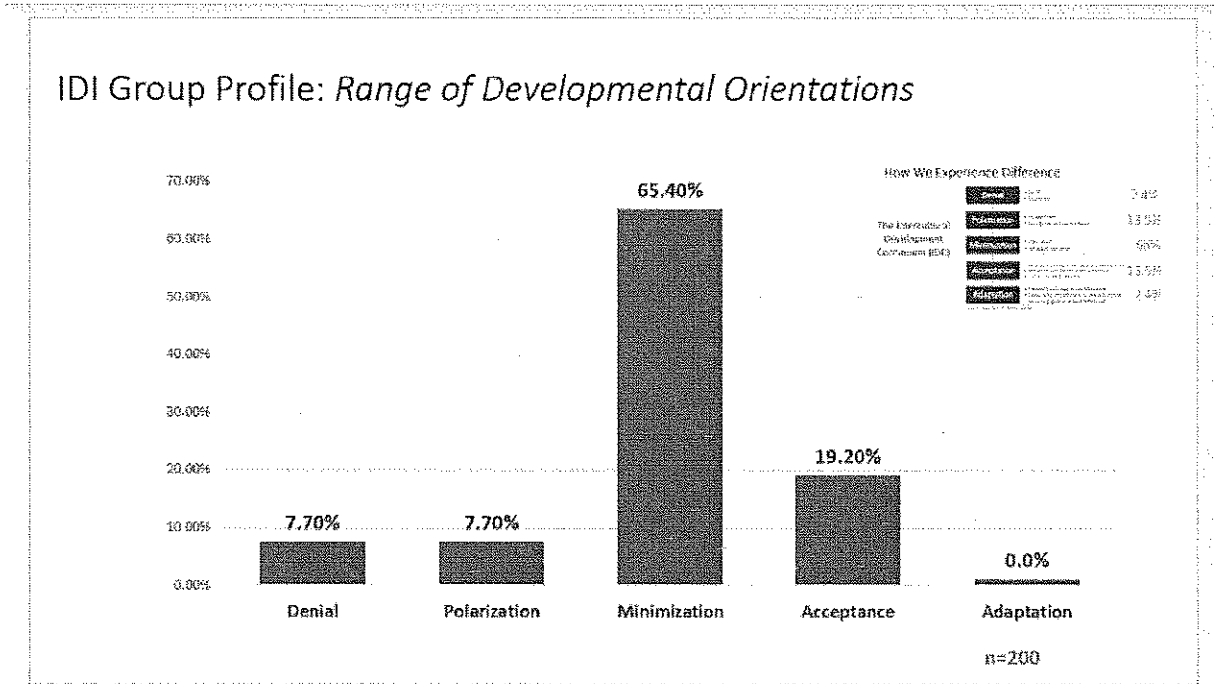


Figure 6. The Intercultural Development Organizational Range of Orientations Report (Sample)



We will help the organization articulate its existing work, clarify connections across initiatives, and assess progress made to date. Informed by the Equity Audit analysis we will help determine the organization’s core competencies and capabilities and allow us to meet people where they are, rather than apply a one-size-fits-all model that does not honor where people are in their personal growth and development.

TVCG will assess individuals’ cultural competence, recent efforts by VPS to provide training, and organizational needs related to diversity, equity, inclusion, and antiracism by administering the Intercultural Development Inventory to identified administrators, educators, and staff selected by VPS to participate in the training. This will provide a baseline metric and determine readiness.

We believe that through the use of these tools, resources, and methodology, we can assist VPS to further the knowledge base as they provide and track the impact of professional development that moves participants along the continuum of intercultural competence from *denial to adaptation* and from *self-awareness to other awareness to bridging of differences*.

Objective 2. Conduct tiered and scaffolded trainings for division leaders and staff

TVCG can offer our deep experience providing impactful professional development sessions designed to address leadership standards and align learning outcomes with differentiated activities and experiences for adult learners.

We recognize the unique role of the school leader and the need to differentiate professional learning for success in challenging school and leadership contexts.

We know that professional learning must address issues that shape a prioritized learning improvement agenda impacted by factors such as poverty, diversity, and trauma, and the resulting environmental influences in the broader context of race, class, culture, and social justice.

To do so, requires the ability to create a transformative culture in schools where students have access to standards-based, rigorous instruction, led by strong instructional leaders who can support classrooms taught by strong teachers who understand how best to serve diverse populations, students from lower socio-economic environments, students with varying abilities, and second language learners.

To that end, we incorporate the research of the Wallace Foundation, specifically in how instructional leadership preparation fits within a district’s approach to school improvement, as well as the work of Joseph Johnson, Cynthia Uline, and Lynne Perez, authors of these important texts: *Teaching Practices in America’s Best Urban Schools* (Second Edition): *A Guide for School and Classroom Leaders* (2019) and *Leadership in America’s Best Urban Schools* (2017).

To develop the capacity of leaders to directly impact the instructional core, we propose developing professional learning that builds a clear understanding and expertise of teaching and learning and that develops deep understanding of the strategies and best practices for creating anti-racist, equity-driven, responsive school cultures.

As passionate professionals, we take into careful consideration what is known through research and empirical knowledge regarding the leadership relationship between effective teacher practice and student achievement. Our professional development targets the clear connection between capacity and the academic achievement of students. To that end, we provide a model designed to help leaders improve the effectiveness of teachers and provide the leadership support structures necessary to enable them to meet their individual classroom academic challenges.

Our design is aligned to the Professional Standards for Educational Leaders (formerly the ISSLC standards) and all professional development offerings will be tailored and differentiated for the audience (job and level-alike.)

Applying the leadership standards, we will align learning outcomes with differentiated activities and experiences for participants. For each session, we will share pre-reading research and activities and provide resources using a “flipped classroom” approach to engage participants before, during, and after engagement, while modeling effective instructional leadership practice. We will also provide a carefully curated electronic toolkit, rich with resources for additional reading and research for participant use.

Learning opportunities are designed to allow for the sharing of best practices, while building a community of practice and support where leaders can use one another as thought partners.

To align professional development outcomes with PSEL Standards we propose the following:

<p>Standard 3.</p> <p>Equity and Cultural Responsiveness</p>	<ul style="list-style-type: none"> • Consider the effects of race, class, and culture on a learning community • Examine the beliefs, cultural shifts, and instructional strategies needed to promote high student achievement • Learn specific strategies for fostering a positive school culture, valuing diversity, and communicating effectively
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TVCG will work with a VPS team to co-design and deliver three (3) professional development modules for **Division leaders** and three (3) learning modules for **School-based staff** (total of six modules, each lasting up to three hours).

The overarching goal of all modules will be to help individuals progress along the IDC and to help schools and the district as a whole progress along the continuum to becoming an anti-racist, multicultural institution.

Based on the IDI data, extant VPS data (e.g., completed audit and reviews, as well as interviews with stakeholders) we understand existing efforts with training that are already underway and will determine ongoing needs to build on and honor the existing work.

All modules will be designed using the “Live the Learning” model to enable participants to cement learning and transfer to others:

- **SEE IT:** Design airtight activities that give participants a model to follow
- **NAME IT:** Facilitate substantive sharing that allows participants to draw a conclusion and then name it with formal vocabulary
- **DO IT:** Ensure that participants plan and practice implementing their learning in simulated and real-world experience
- **REFLECT:** Make neurological connections and provide ample opportunities for participants to reflect

We believe that becoming an equitable, anti-racist organization is a journey, and cannot be achieved without practice, patience, and commitment. Nor can this be achieved simply through attendance in any number of “trainings.” Anti-racist development must start with deep self-awareness, understanding our own strengths and challenges in how we navigate racial experiences.

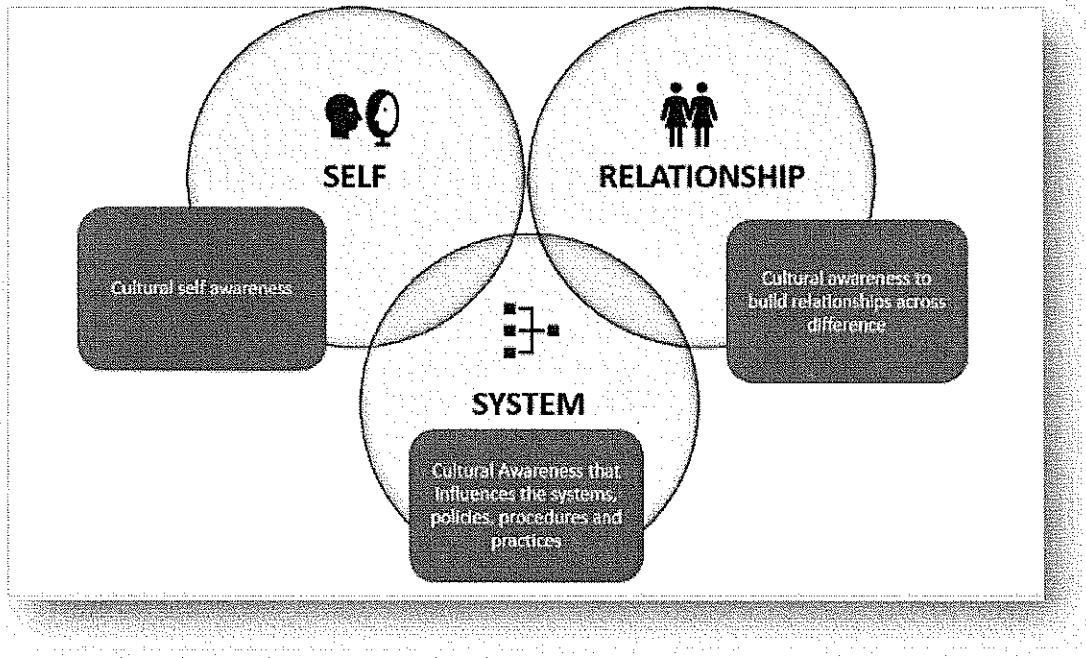
Objective 3. Design instructional learning that is proven to enhance the cultural proficiency of school leadership and staff to unpack foundational learning of diversity, equity, inclusion, and anti-racism concepts that incorporates existing initiatives, prior learning, and the local district context. Understand current initiatives, identify areas of integration with existing work, and reach desired outcomes of professional development.

We feel that capacity building occurs in many ways and over time. This includes education/learning, but also experiences and exposure. TVCG will design and facilitate a learning journey for participants that starts with the self, progresses to relationships with others, and then addresses systemic, organizational structures of inequity. (See Figure 7).

The Learning Journey: Self, (Individual) Relationships (Interpersonal) Systems (Organizational)

The Learning Journey creates the conditions for Engagement, Awareness, Knowledge, and Action. It is important to understand that creating the conditions for talking about and addressing racism is a journey, not a sprint. Ultimately it takes knowledge, understanding of self and then others to create an organizational culture of inclusion and psychological safety that fosters authentic and honest dialogue. These are essential elements to a sense of belonging.

Figure 7. Anti-Racism Training that Addresses the Self, Relationships with Others, and the System



Session outcomes might include, but are not limited to the following:

- Understanding the Continuum to Becoming an Anti-Racist Organization
- Developing a shared vocabulary/context on race/racism
- Defining anti-racism and understanding the elements of dominant cultures
- Exploring issues of equity, race, and Inclusion and expanding the definitions of these terms
- Reflecting on SELF; one's own identity, worldview, personal bias, and privilege and connecting core biases with school and district-wide practices
- Communicating for anti-racism; identifying bias in communication and understanding the stories of others for education, exposure, experience, and empathy
- Understanding the harm in deficit thinking
- Developing the capacity to disrupt oppression
- Understanding the role of unconscious bias in hindering inclusive environments
- Unpacking the ways unconscious bias impacts decisions and recognize the implications of one's own unconscious biases in the workplace
- Social Emotional Learning as a lever of Equity
- Culturally Responsive Pedagogy in an Equity-centered classroom
- Understanding the impact of historical and sustained trauma on learning

Maintaining coherence with other work taking place in VPS is one of the key strategies to ensuring that the Equity and Anti-racism work has the intended impact, builds internal capacity, and creates sustainability. As guided by VPS, TVCG and UPD will meet regularly with Division leaders and staff to coordinate efforts and maximize impact. We welcome the opportunity to honor the existing work and collaborate with other vendors and internal stakeholders in the service of the district.

Scope of Work and Cost Proposal

The Valbrun Consulting Group proposes the following budget to meet the scope of work described below. These fixed costs include all expenses related to personnel, IDI administration and scoring.

*The proposed budget assumes **virtual delivery** and does not reflect costs associated with travel however, we are flexible and open to a blended delivery model to meet district needs.

Deliverable(s)	Timeline	Estimated Cost
<p>Launch-Initial Communication & Co-design/Planning</p> <ul style="list-style-type: none"> • Share information about the initial step: Intercultural Development Inventory in advance of assessment to ensure participants understand the tool and how results will be used • Design the overall planning process map • Develop a Communication Strategy • Engage identified leaders/stakeholder groups in pre-planning discussions for input 	<p>July 2021- August 2021- 4 days</p>	<p>\$2,500.00 per day (\$10,000.00)</p>
<p>Intercultural Development Inventory* (IDI) To assess readiness and measure developmental growth, we will use the Intercultural Development Inventory* (IDI) This tool assesses individual and organizational cross-cultural competence and generates profiles of an individual's and a group's capability for shifting cultural perspective and adapting behavior toward cultural differences and commonalities</p> <p>This will build capacity for continued work around specific areas of growth as well as provide a baseline for measurement of growth over time.</p> <p>We will facilitate an individual, one-on-one, 30-minute confidential feedback and coaching call for each participant to review assessment results and discuss the Intercultural Development Plan (IDP).</p> <p>IDI Administration/Conferences Outcomes:</p> <ul style="list-style-type: none"> • Administer the Intercultural Development Inventory to identified stakeholders to assess individual and organizational cross-cultural competence. • Facilitate individual, one-on-one, 30-minute confidential feedback and coaching calls for each participant to review Individual Profile Report and discuss the Intercultural Development Plan. • Share Group Profile Results with leaders/stakeholder groups 	<p>August 2021 - May 2022</p>	<p>\$250.00 per person</p> <p>Scaffold assessments by cohorts:</p> <ul style="list-style-type: none"> • Board Members • Superintendent • Equity Coaches (12) • Instructional Coaches (60) • School-based leadership -Principals (25) Asst Principal <p>Cohort one: Approx. 135 assessments (\$33,750.00)</p> <ul style="list-style-type: none"> • School-based Teaching staff as Cohorts, by school (1450) • Guidance Counselors
<p>Design Six (6) Face-to-Face or Virtual Professional Development Sessions The consultants will develop the outcomes to co-design FOUR differentiated professional development engagement sessions for Leaders and FOUR professional development engagement sessions for School-based staff.</p> <p>Leaders: Learning Modules A, B, C, D School-based Staff: Modules A, B, C, D</p>	<p>August 2021- October 2021- (Session Instructional Design)</p>	<p>\$6,000.00 per session 8 sessions (\$48,000.00)</p>

<ul style="list-style-type: none"> • Design <i>face to face</i> or virtual, full, or half-day sessions** • Session design will be developmentally appropriate based on IDI findings and take account of previous trainings. • Sessions will be differentiated by audience. • Sessions will include participant workbook/materials, pre/post assignments, and resources 																						
<p>Deliver Professional Development Sessions</p> <ul style="list-style-type: none"> • The consultants will deliver Learning Modules for Leaders and School-based staff. • Sessions can be delivered multiple times to accommodate audience sizes of up to 50. • Each Learning Module would be repeated up to 4 times <p>Proposed Delivery Model:</p> <table border="1" data-bbox="100 604 977 810"> <thead> <tr> <th>Audience</th> <th>Module A</th> <th>Module B</th> <th>Module C</th> <th>Module D</th> </tr> </thead> <tbody> <tr> <td>Leaders</td> <td>4 sessions</td> <td>4 sessions</td> <td>4 sessions</td> <td>4 sessions</td> </tr> <tr> <td>School-based</td> <td>4 sessions</td> <td>4 sessions</td> <td>4 sessions</td> <td>4 sessions</td> </tr> <tr> <td>**Instructional and Equity Coaches</td> <td>1 session</td> <td>1 session</td> <td>1 session</td> <td>1 session</td> </tr> </tbody> </table> <p>**Capacity Building Option: One of the Four offerings could be differentiated to provide additional support and training for Instructional Coaches and Equity Coaches. This session could focus on the strategies and skills for facilitation and support of schools as they engage in the learning modules.</p>	Audience	Module A	Module B	Module C	Module D	Leaders	4 sessions	4 sessions	4 sessions	4 sessions	School-based	4 sessions	4 sessions	4 sessions	4 sessions	**Instructional and Equity Coaches	1 session	1 session	1 session	1 session	<p>October 2021 May 2022 (Delivery)</p>	<p>\$2,500.00 per session 24 sessions (\$60,000.00)</p>
Audience	Module A	Module B	Module C	Module D																		
Leaders	4 sessions	4 sessions	4 sessions	4 sessions																		
School-based	4 sessions	4 sessions	4 sessions	4 sessions																		
**Instructional and Equity Coaches	1 session	1 session	1 session	1 session																		
<p>Data Analysis & Sustainability Planning</p> <p>The consultants will review and analyze all data from professional development engagements, examine existing available division data, and collaborate with the district to develop a sustainability plan and next steps.</p>	<p>June 2022- August 2022 3 days</p>	<p>\$2,500.00 per day (\$7,500.00)</p>																				
<p>Project Management:</p> <p>Support ongoing strategy management and execution, coordination, and planning.</p>	<p>Ongoing</p>	<p>-</p>																				
<p>Projected Costs (*Includes cohort one of IDI participants)</p>		<p>*\$159,250.00</p>																				

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