

TECHNICAL PROPOSAL  
- COPY

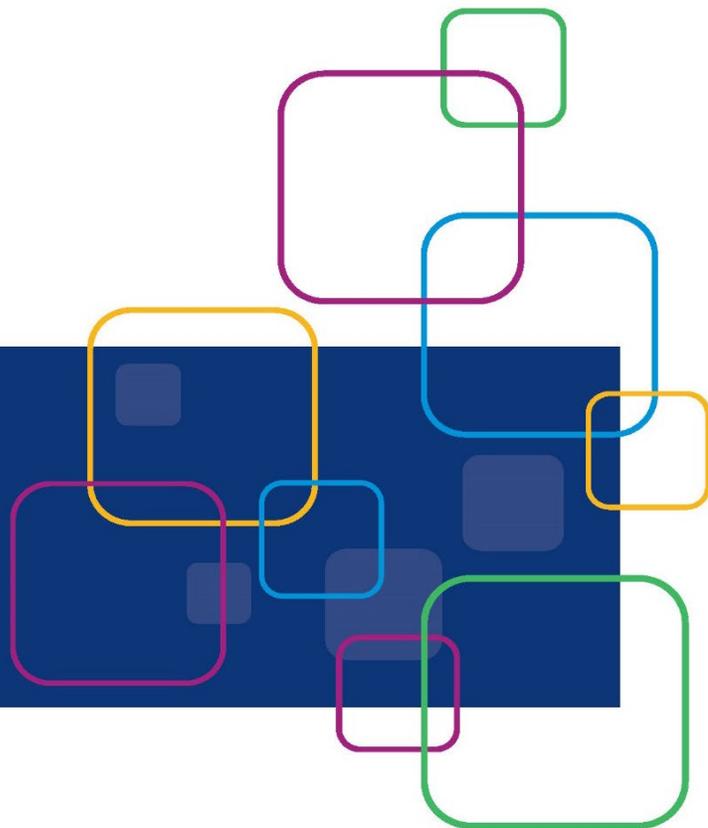
# North Kingstown School Department

## DEI Community Assessment

RFP #2022-08

November 10, 2021 | 11:00AM EST

Mary C. King, CPA, MBA, SFO, Chief Operating Officer  
North Kingstown School Department  
100 Romano Vineyard Way, Suite 120  
North Kingstown, Rhode Island, 02852



# TABLE OF CONTENTS

**SECTION A: COVER LETTER .....2**

**SECTION B: EXPERIENCE AND REFERENCES .....4**

    PCG History ..... 4

    PCG Philosophy..... 5

    References..... 5

        Equity and Inclusion Audit, North Shore School District 112, IL..... 5

        Curriculum Equity Audit, Arlington Heights School District 25, IL. ....6

        Equity Audit, Watertown Public Schools, MA..... 6

        Special Education Review, Sharon Public Schools, MA. ....6

        Strategic Plan, David Douglas School District No. 40, OR.....6

    Additional Qualifications..... 7

    Rhode Island-Based Services ..... 8

**SECTION C: DELIVERY APPROACH .....9**

    Work Plan Approach ..... 9

    Proposed Scope and Deliverables ..... 9

        Project Launch..... 10

        Data Collection and Analysis ..... 11

        Final Report and Recommendations Roadmap ..... 16

    PCG Capacity ..... 16

        Project Timeline ..... 16

    Cost..... 16

    Confidentiality in the School Setting ..... 17

    Collaborative Relationships ..... 18

**SECTION D: PROPOSED PROJECT TEAM .....18**

    Project Team Bios..... 18

**APPENDIX .....20**

    Resumes..... 20

## SECTION A: COVER LETTER



November 10, 2021

Mary C. King, CPA, MBA, SFO, Chief Operating Officer  
North Kingstown School Department  
100 Romano Vineyard Way, Suite 120  
North Kingstown, Rhode Island, 02852

Dear Ms. King,

On behalf of Public Consulting Group LLC (PCG), we are pleased to submit this proposal to North Kingstown School Department (NKSD) in response to Bid #2022-08 conduct a **DEI Community Assessment**. PCG understands North Kingstown School Department seeks a consultant to conduct a full-scale DEI community assessment that will examine all aspects of the educational process including board policy, district programming, curriculum and instruction, human resource practices, budget allocations, and NKSD's culture and climate. In addition to reviewing these areas, PCG is excited to partner with North Kingstown School Department to accomplish its goal of employing strategies to identify and address the causes of inequity as part of an overall community assessment.

The following factors position PCG to work successfully with North Kingstown School Department on the DEI Community Assessment:

- We have assembled a unique project team to conduct the district-wide Equity Audit with **expertise in educational equity and cultural competence, human resource management, English language learners, K-12 content, planning and facilitation, professional development and training, education leadership, qualitative and quantitative data methodologies, and project management**. PCG has worked with school districts and education agencies across the country to complete program and equity audits, needs assessments, and to plan appropriate strategies to address identified needs through action planning and follow-up coaching.
- **We are highly collaborative**. PCG recognizes that effectively meeting the needs of our clients requires the establishment of sustained partnerships. We will work with NKSD to design and execute a DEI community assessment that is grounded in the local context and engages all stakeholders. Our assessment will be conducted shoulder to shoulder with the district. Our collaborative approach enables us to more fully understand the priorities of the work and reach agreement on the engagement strategies most appropriate for your district.
- **We have extensive and recent experience conducting audits, needs assessments, and program evaluations**. PCG has conducted evaluations of local, state, and federally funded programs, specific interventions, and school reform programs for over 30 years. Our evaluation services use qualitative and quantitative methodologies to help our clients determine the progress of specific student populations, assess the impact of specific programs, and engage in informed, data-driven decision making to foster improvement. Recent projects include audits for Watertown Public Schools (MA), Reynolds School District (OR), Sharon Public Schools (MA), North Shore School District 112 (IL), Colorado Springs School District 11 (CO), Arlington Public Schools (VA), and Chicago Public Schools (IL). In each case, PCG adapted its processes and tailored solutions to reflect the environment of the communities served.

Thank you for the opportunity to submit our proposal. PCG's experience in the district audit process and our expertise in equity best practices will provide a high-quality, comprehensive DEI Community Assessment to identify key areas of focus for moving beyond accountability and compliance to improved student outcomes and district excellence.

We believe that we offer the best strategy and value to meet the scope of services outlined in this proposal.

If you have any questions or wish to discuss potential next steps, please do not hesitate to contact Anna d'Entremont at [adentremont@pcgus.com](mailto:adentremont@pcgus.com) or 617-320-6516.

Respectfully,

A handwritten signature in blue ink that reads "Anna d'Entremont". The signature is written in a cursive, flowing style.

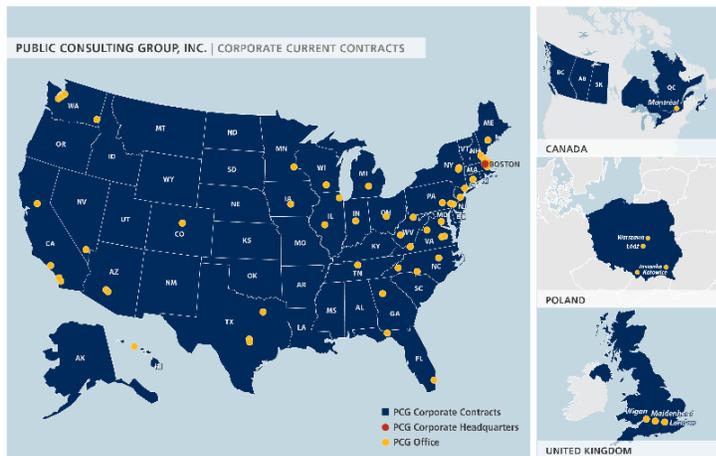
Anna d'Entremont  
Associate Manager  
Public Consulting Group LLC

148 State Street, Floor 10  
Boston, MA 02109  
617-320-6516

Legal Representative  
Mark Kmetz  
617-717-1445

## SECTION B: EXPERIENCE AND REFERENCES

### PCG History



PCG was founded in 1986, over 30 years ago, with a corporate mission of “Solutions that Matter.” Today PCG is one of the largest firms in the nation devoted to delivering innovative, cost-effective solutions and training to government agencies. We understand the issues that face educational organizations and work closely with our client partners to strengthen and improve their programs, lessons, and outcomes.

**PCG has extensive experience in all 50 states, and over 1,000 open contracts at any given time.** As a

leading education consulting firm, PCG brings national expertise and the proven strategies to inform recommendations for organizational efficiency and effectiveness, as outlined in this statement of work. PCG directly serves over 6,200 school districts, 27 State Departments of Education, 24 of the 30 largest urban school districts, and 61,000 schools. Our firm not only provides consulting and technical assistance support in many areas of Education, but also in the areas of Health, Human Services, and Technology. PCG has grown to employ over 3,500 fulltime professionals across 50+ offices worldwide.

We have the financial stability, resource depth, and strategic expertise to ensure the quality and positive impact of PCG’s services. Our organizational culture attracts and rewards people who are result-oriented and interested in making an immediate impact on their community. PCG’s services help state agencies and school districts achieve equity for all students, accountability for results, and support continuous improvement. Our work includes a large span of services, including process engineering, organizational effectiveness, program design, change management, and professional learning. But no matter the program area or service, **we rally around the common goals of evolving government and improving outcomes for the people it serves.**

“

PCG continuously demonstrated their expertise and professionalism, providing high quality, reliable services and information that resulted in meaningful dialogue leading to positive structural changes in the district. The plan of action was successful because it started with excellent communication that led to engagement with all stakeholders.

”

JOHN FRAZONI  
 SUPERINTENDENT, NORTH BERSHIRE SCHOOL DISTRICT, MA

Our staff make use of a wide range of tools and approaches, including internally developed models, resources, and software to build systemic capacity through the application of research-based knowledge, sustained professional development, cutting-edge technology, and collaborative partnerships. Furthermore, we follow and use national best practices and standards to effectively guide our clients. PCG is a privately-owned corporation, and the firm’s structure allows us to address the unique needs of each client by assembling project teams that call on varied knowledge and skills across PCG’s areas of expertise.

PCG understands education reform must reflect the local context and political realities. PCG supports change management through the careful analysis of functions and outcomes. That is, we act as an outside agent who has an objective perspective and

works together with educational entities to identify challenges and provide recommendations for improvement. We value strong client relations and believe that a significant component of the work is ongoing and meaningful communication. PCG believes this project, and the results that will follow, offers North Kingstown School Department a tremendous opportunity to support positive, equitable outcomes for every student.

## PCG Philosophy

At Public Consulting Group, we are committed to creating solutions that matter for the communities we serve. We strive to create a workforce that reflects those communities and to build an inclusive culture that encourages, supports, and celebrates the diverse backgrounds of our employees. Our success derives from the combination of what we have in common, such as our shared values, vision, and purpose, as well as our differences in perspectives and life experiences. PCG celebrates these differences and believes that diversity drives innovation. The more we can embrace differences within PCG, the better we can serve our diverse clients, and the world in which we live, both now and in the future.

We have four tenets at PCG that define how we as an organization pursue our mission. Our commitment to diversity and inclusion is embedded within each of our core values:

**Impact:** Our public sector focus means we have a deep understanding of the challenges our clients face – from economic constraints to demographic shifts to regulatory changes – and what it takes to surmount them. We aim to build long-term client relationships because they allow us to work towards systemic, sustainable solutions that matter to our diverse communities worldwide.

**Passion:** At PCG, our passion is service, and we strive to deliver results that lead to healthy, empowered, and successful individuals, families, and communities.

**Community:** We seek to be diverse and inclusive; we encourage diverse thought and freedom of expression when working with and as part of our client communities, serving them wherever we go. We aim to actively create an environment that helps our leaders build a culture that reflects the inclusion PCG needs, and our clients deserve.

**Entrepreneurial Spirit:** Throughout PCG, our talented people work together. We are committed to lifting the voices of all our employees to ensure a place where all ideas, backgrounds, needs, and solutions can flourish. We draw on the differences in who we are, what we've experienced, and how we think to fuel innovation and deepen our connections with the communities we serve.

## References

PCG's client commitment and high ethical standards are reflected in our long history of successful projects. PCG has extensive experience conducting reviews of all aspects of education, examining programs and curriculum, personnel, student data, outcomes, classroom practices, policies, and finances. Our experience addresses key areas including **program and process reviews** to support improved performance; a **focus on outcomes for all students** by strengthening program delivery through action planning to support the success of all learners; and **organizational audits and cost analysis**, through which we help districts evaluate practices and analyze equitable expenditures. By bringing a diverse expertise lens to this project, PCG is able to propose out-of-the-box and innovative solutions that draw on our deep experience in multiple sectors.

Below is a list of our references from recent select projects. We encourage the North Kingstown School Department to contact our references as evidence of their satisfaction with PCG's quality of work in similar engagements.

### ***Equity and Inclusion Audit, North Shore School District 112, IL.***

In 2021, PCG partnered with NSSD 112 to conduct a comprehensive Equity and Inclusion Audit. This process involved the collection of stakeholder input and other information through the facilitation of a Leadership Readiness Assessment for district administrators; focus groups and interviews with community members; and a review of district-level data and documents. PCG analyzed the compiled qualitative and quantitative data with an equity lens to understand the drivers behind the gaps in student opportunity and achievement in the district. Following the analysis, PCG presented a final report with findings to inform decision-making and a recommendations roadmap to actualize steps moving forward.

Client	<b>North Shore School District 112 (IL)</b>
Project Title	<b>Equity and Inclusion Audit</b>
Timeframe	January 4, 2021-June 30, 2021
Client Contact	Holly Colin, Ed.D. Assistant Superintendent of Student Services 847-505-9747 hcolin@nssd112.org

### ***Curriculum Equity Audit, Arlington Heights School District 25, IL.***

PCG is currently conducting a Curriculum Equity Audit for AHSD 25 to identify strengths and opportunities for more representative and inclusive content. In addition to the document review, PCG is conducting interviews and focus groups with staff, families, and students to better understand their perceptions of the district's current curricular offerings.

Client	<b>Arlington Heights School District 25 (IL)</b>
Project Title	<b>Curriculum Equity Audit</b>
Timeframe	August 1, 2021-June 30, 2022
Client Contact	Becky FitzPatrick, Ed.D. Assistant Superintendent of Student Learning 847-758-4890 <a href="mailto:rfitzpatrick@sd25.org">rfitzpatrick@sd25.org</a>

### ***Equity Audit, Watertown Public Schools, MA.***

PCG is conducting an Equity Audit for Watertown Public Schools. PCG will examine all aspects of the educational process including board policy, district programming, curriculum and instruction, human resource practices, budget allocations, and the district's culture and climate. As part of the audit, PCG disseminated an Equity Readiness Survey. The audit will culminate in a Final Report and Recommendations Roadmap.

Client	<b>Watertown Public Schools (MA)</b>
Project Title	<b>Equity Audit</b>
Timeframe	June 16, 2021-December 31, 2021
Client Contact	Dede Galdston Superintendent 617-926-7700 <a href="mailto:deanne.galdston@watertown.k12.ma.us">deanne.galdston@watertown.k12.ma.us</a>

### ***Special Education Review, Sharon Public Schools, MA.***

Sharon Public Schools contracted with PCG to conduct a comprehensive review of the Special Education Department, auditing their programs, policies, structure, and finances from an equity lens. Data collection included interview and focus groups, student case study reviews, school observations, data analysis, a document review. PCG completed a final report outlining findings and recommendations for strengthening delivery of services to more effectively support students with disabilities.

Client	<b>Sharon Public Schools (MA)</b>
Project Title	<b>Special Education Review</b>
Timeframe	September 1, 2019-February 28, 2020
Client Contact	Jessica Murphy Director of Student Services 781-784-1563 jmurphy@sharonschools.net

### ***Strategic Plan, David Douglas School District No. 40, OR.***

PCG engaged with David Douglas School District No. 40 to carry out district-wide strategic planning with a focus on equity. PCG collected stakeholder input by conducting focus groups and administering a survey

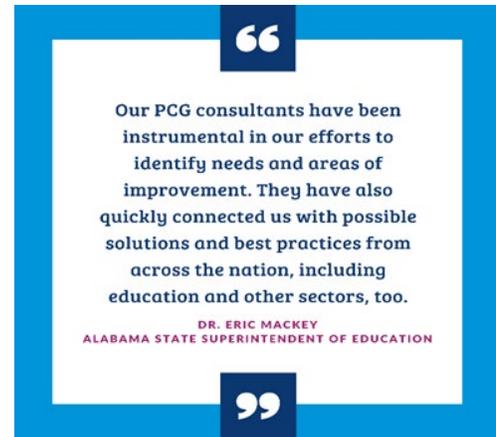
in multiple languages, as well as data/document collection and analyses, that led to the creation of a Strategic Plan. Each goal in the final plan included an “equity means” statement, emphasizing how District priorities were all rooted in promoting equity.

Client	<b>David Douglas School District No. 40 (OR)</b>
Project Title	<b>Strategic Plan</b>
Timeframe	August 2020–February 2021
Client Contact	Ken Richardson Superintendent of Schools 503-261-8201 ken_richardson@ddsd40.org

### Additional Qualifications

Below are project descriptions for a select sample of PCG’s recent equity focused projects in school districts throughout the country.

- Alabama State Department of Education Organizational Study, Department of Examiners of Public Accounts, AL.** PCG provided an organizational and staffing analysis of Alabama’s state education agency at request of the state legislature. There was a significant focus on equitable practices and outcomes for all of Alabama’s students. PCG continues to support this client with implementation of report recommendations.
- Educational Equity Snapshot, Proviso Township High School District 209, IL.** Proviso Township High School District 209 collaborated with PCG to develop an *Educational Equity Snapshot* to provide information about the characteristics of students and staff; access to high quality programming and high-quality teachers; distribution of funding and resources; disciplinary procedures and distribution; student achievement resources and programs, and staff and student perceptions to inform discussions of equity across the district’s three high schools.
- District Organizational Equity Review, Reynolds School District, OR.** PCG examined how the central office is organized and determine the resources and support required to enable the district to significantly improve outcomes for every student. The district reengaged with PCG to conduct an ELL audit, a Human Resources audit, and facilitate district-wide strategic planning with an equity focus.
- Family and Community Engagement Diversity Plan, Greenwich Public Schools, CT.** PCG supported the creation of a Family and Community Engagement Diversity Plan to address equity and opportunity gaps by ensuring the district is actively engaging all Greenwich families and community members.
- Inclusive Practices Communications Campaign, Denver Public Schools, CO.** PCG partnered with Denver Public Schools to develop communications materials to promote the district’s Inclusive Practices Campaign.
- Courageous Conversations about Race, Broward County Public Schools, FL.** PCG partnered with the Broward County Public Schools to provide online professional development courses focused on educational equity and has trained over 2,500 teachers.
- Delaware Statewide Review of Educational Opportunity, DE.** PCG produced a report and interactive map that provided a comprehensive portrait of the current state of specialized public educational opportunities available in Delaware. PCG analyzed student demographic data provided by DDOE to identify participation patterns by race, gender, and geographic location. PCG also analyzed participation rates for students with disabilities, low-income students, and students



identified as English Language Learners, equipping DDOE with the information to address any participation differences among students in each subgroup.

- **Culturally Responsive Practices Professional Learning, Roman Catholic Archdiocese of Indianapolis, IN.** PCG is working with 70 schools to provide professional learning around culturally responsive practices. Clients include the Roman Catholic Archdiocese of Indianapolis, where PCG works with 70 schools. The project scope includes a custom Needs Assessment to inform priority areas of opportunity for increasing engagement with students and families.

## Rhode Island-Based Services

PCG has a long relationship working with Rhode Island both at the state and local level. We will apply this knowledge of the state to expedite project start-up and provide contextual knowledge.

See below for details about select, recent Rhode Island-based projects.

- **Providence Public School District, Student Support Systems (2003, 2017).**
  - In June 2003, PCG replaced the existing vendor of the Medical Assistance program for School-Based Medicaid Claiming for PPSD. Within six months, PCG had implemented HIPAA-compliant electronic claiming of Fee-For-Service activities for both in-district schools, as well as Per Diem-based tuition payments for students attending out-of-district day and residential programs. In addition, PCG collaborated with Providence Special Education personnel to implement EasyTrac, PCG's innovative web-based product for the documentation of health-related services as prescribed in students' Individualized Education Plans (IEP). This creative use of technology significantly reduced the burden on school personnel for data collection, and enhanced project management capabilities for district administrators.
  - In 2017, PPSD contracted with PCG to 1) design, analyze, and report data from a districtwide needs assessment on the capacity of schools, and the district at large, to implement MTSS; 2) draft MTSS Regulations that fully articulate the required elements of MTSS consistent with the district's board policy; and 3) design MTSS Implementation Blueprints (i.e., action plans) to guide district and school implementation of the approved regulations.
- **Rhode Island Department of Labor and Training, Program Support – Real Jobs Rhode Island (2019-2021).** PCG supported the Rhode Island Department of Labor and Training (DLT) to assist in the roll out and support of the Real Jobs Rhode Island (RJRI) program. Funded by WIOA and other federal and state funds, RJRI's adoption has been an important step in creating more economic and employment opportunities across the State and represents a critical component of the Governor's Workforce Board Rhode Island (GWB).
- **State of Rhode Island, Department of Human Services (DHS), Child Care Licensing Transition, (2019–2020).** In Fall 2019, the agency oversight of child care licensing in Rhode Island transferred from the Department of Children, Youth, and Families (DCYF) to the Department of Human Services (DHS). PCG was contracted to support DHS in the successful transition and implementation of the child care licensing unit. PCG's support included assessing the current state of the child care licensing unit and supporting the unit in the development of long-term planning (evidenced by a business plan) and short-term implementation (100 Day Action Plan).
- **Rhode Island Executive Office of Health and Human Services, Business Process Improvement (2019).** Recognizing some of the inherent challenges – and untapped potential – for operating as a matrix organization, the EOHHS sought to improve performance across all Administration & Finance (A&F) functions through a business process improvement engagement.
- **Rhode Island Department of Human Services, Business Process Improvement (2017-2018).** In 2016, Rhode Island integrated eligibility operations for 48 state and federal programs – using 15 legacy systems and the state's Health Insurance Exchange – into a single eligibility platform at the Department of Human Services. Following a difficult transition period, DHS sought support from PCG to realign resources, workflows, policies, and procedures to deliver programs more effectively and improve the customer experience.
- **Rhode Island Department of Administration, Office of Management and Budget, Consultant to Support Government Efficiency (2015).** PCG supported internal examination of existing

programs and procedures to address cost drivers contributing to the state’s structural deficit. PCG facilitated multiple Working Groups comprised of a cross section of senior state decision-makers including RIDE. PCG guided the translation of ideas into practical and implementable operational plans, with associated timelines and potential constraints.

## SECTION C: DELIVERY APPROACH

### Work Plan Approach

The scope of work outlined by NKSD is a comprehensive approach to conducting a DEI Community Assessment and aligns with PCG’s approach to equity audit and DEI assessment work with our school district partners. Understanding the root causes behind inequities in education systems requires not only a review of written policies and data, but also includes engaging a variety of stakeholders in the process. The information gathered may help to inform recommendations across multiple phases of the assessment. PCG believes the eight phases of work are interdependent and should happen concurrently. Furthermore, PCG recognizes that the eight phases translate nicely into sections that will make up the final report. The approach described below covers all areas of the assessment as requested by NKSD, with the addition of interviews and focus groups to help ensure nuanced qualitative data is included to help inform recommendations.

PCG uses a methodology that draws on both qualitative and quantitative research methods that we use across our equity audit and DEI assessment projects. We collect data using surveys, focus groups, interviews, as well as district, school- and student-level data. Our instrument development, interview methods, and focus group facilitation and the selected analytic method we use with each type of data meets the standards of rigorous research. We use a multiple method approach designed to triangulate data in order to produce findings that are credible, valid, and identify areas of agreement and divergence based on a convergence of evidence. Our analysis of data is systematic, based on the most appropriate research methods, and produces insights that can proactively inform program implementation, determine gaps, and offer recommendations for continued improvement and produce findings that clients can use to inform their decision-making.

### Proposed Scope and Deliverables

<b>Project Launch (January 2022)</b>	
<b>Description</b>	Project organization and management
<b>Activities</b>	<ul style="list-style-type: none"> <li>Facilitate a kickoff meeting to introduce the project team and establish collaborative working relationship.</li> <li>Review project goals, objectives, timelines, and commitments.</li> <li>Establish expectations for project success.                             <ul style="list-style-type: none"> <li>Clarify audit study questions and focus areas.</li> </ul> </li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>Project plan and timeline</li> <li>Agreed upon metrics of success                             <ul style="list-style-type: none"> <li>Tools and templates</li> </ul> </li> </ul>
<b>Data Collection and Analysis (February – April 2022)</b>	
<b>Description</b>	Compiling qualitative and quantitative data to assess NKSD community concerns regarding matters related to diversity, equity, and inclusion.
<b>Activities</b>	<ul style="list-style-type: none"> <li>Conduct <b>survey</b> of parents, staff, students, and alumni. Summarize themes.</li> <li>Conduct <b>focus groups</b> with students, families, teachers, principals, central office staff, and community partners. Summarize themes.</li> <li>Review <b>targeted intervention supports</b> for academic, social-emotional, and behavioral needs. Identify strengths, challenges, opportunities, and effectiveness.</li> <li>Review of NKSD <b>policies and practices</b>. Identify best practices from the field.</li> <li>Assessment of <b>financial resources</b> distributed across the district. Identify best practice strategies on how to equitably allocate resources</li> </ul>

	<p>across schools.</p> <ul style="list-style-type: none"> <li>• Identify current <b>strategies and practices that promote equity</b> or create inequity. Assess their presence in NKSD systems.</li> <li>• Assess the <b>leadership team’s readiness</b> to address institutional racism and equity. Review professional development offerings related to equity, diversity, and creating schools free of bias, prejudice, and discrimination.</li> <li>• Analyze <b>disaggregated district data</b> relative to student academic performance, enrollment based on tracking, discipline, achievement, attendance, social-emotional needs, involvement in extracurricular activities, special education services, and English Learner classification. Disaggregate the data by race/ethnicity, gender, socioeconomic status, disability, and English language proficiency.</li> <li>• Identify <b>staff recruitment strategies</b> used by other districts who have successfully increased diversity of their teachers and district employees.</li> <li>• Review <b>curriculum</b> to ensure it is fully reflective of NKSD’s mission to prepare our students for the diversity of our local community, our nation, and our world.</li> <li>• Review <b>family and community engagement practices</b>.</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Survey and focus groups/interviews with students, families, teachers, principals, building and district support staff, central office staff, and community partners.</li> </ul>
<b>Final Report and Recommendations (May – June 2022)</b>	
<b>Description</b>	Develop final report that assesses the causes of inequity and recommended strategies supported by researched best practices.
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Develop recommendations on:                             <ul style="list-style-type: none"> <li>○ Best practices for programming and policies.</li> <li>○ Best practice strategies for equitably funding schools.</li> <li>○ Improving programs to support staff readiness.</li> <li>○ How to improve staff recruitment and strategies on how to support a diverse workforce by creating a welcoming, bias free environment.</li> <li>○ Best practices used by other districts who have successfully increased diversity of teachers and district employees.</li> <li>○ How to increase representation within the curriculum.</li> <li>○ Supports to increase student representation in advanced classes or programming.</li> <li>○ Strategies for creating a safe and welcoming environment for families from historically marginalized backgrounds.</li> <li>○ Follow-up services and long-term assessments of improvement efforts.</li> </ul> </li> <li>• Develop final report inclusive of all analyses, summaries, and recommendations.</li> </ul>
<b>Deliverables</b>	<ul style="list-style-type: none"> <li>• Final Report and Recommendations Road Map</li> </ul>

**Project Launch**

Establishing a strong foundation is essential for any successful engagement. The Project Launch will occur in the first month of the engagement and will occur virtually.

First, PCG will facilitate a kickoff meeting as an opportunity to explore the expectations and visions of key stakeholders and begin establishing a collaborative working relationship with the NKSD leadership team. Although PCG will have prepared an initial project plan for presentation at this meeting, this session will provide PCG and NKSD with the opportunity to refine the plan, and ensure it accurately reflects the vision of the audit, produces a comprehensive gap analysis, and results in a practical and achievable Equity Report and Recommendations. During this meeting, we will review the project timeline, confirm project

vision and priorities, district data sources, and establish a project management protocol. This will include establishing weekly project check ins with a designated project manager from the District. PCG will work with the NKSD leadership team to refine and finalize questions to frame the priorities and focus areas of the DEI assessment.

### **Data Collection and Analysis**

PCG will work to understand the current state of the educational system in place in NKSD including its strategic plan, how it is responding to instruction amidst COVID-19, available data, documents, initiatives, and services for identified student outcomes. During this phase we will interview or conduct focus groups with key district leadership including the Superintendent to understand their vision for equity across all aspects of the educational experience in NKSD.

PCG will submit a data request (e.g., student data including characteristics, enrollment, outcomes; district data including financial resource distribution; and human resources data such as application, hiring, and retention data) and document request (e.g., district and school committee policies, manuals, employee and student handbooks, curriculum, intervention information) to NKSD. PCG may also request documents such as organizational charts, previous reports, staff counts and characteristics, and job descriptions to better understand district operations and organization.

PCG, in collaboration with NKSD, will identify stakeholder groups and individuals whose input is essential to the development of the DEI assessment (e.g., students, families, teachers, principals, building and district support staff, central office staff, and community partners). During this phase, PCG and NKSD will develop a plan for scheduling and communicating about focus groups and interviews and will draft questions to be used during stakeholder engagement.

Initially in this phase, the team will seek to answer the following questions:

- What are the goals of the DEI community assessment from the perspective of district leadership?
- What are the strengths, weaknesses, and opportunities in NKSD regarding equity and the assessment?
- What is the vision of educational equity in the district?
- What has been the historical approach in NKSD to understanding educational equity?

Moving deeper into data collection, to understand the drivers behind the gaps in student opportunity and achievement in NKSD, PCG will collect data from a range of sources. These include:

**Interviews and Focus Groups:** PCG will conduct interviews and focus groups with students, families, teachers, principals, central office staff, and community partners. Focus group questions will be developed by PCG and reviewed by NKSD. Questions will be specific to participants' roles and interviews/focus groups will last 60 minutes. Questions will focus on participants' perceptions of equity and the district educational experience. PCG will work with the district to select a sample from each stakeholder group that is representative of the communities served by the district, schools within the district, and school level. PCG suggests a combination of virtual and onsite data collection for these sessions to support family access and participation. **Interviews and focus groups may be conducted in either English or Spanish as needed.**

**Survey:** PCG will develop a web-based survey to solicit input from parents, staff, students, and alumni who did not participate in focus groups. PCG draws from extensive knowledge of the research and practice literature in school climate/culture. Items in the surveys will be clustered to address priority concerns of the district and designed to acquire data from survey respondents regarding their perceptions of diversity, equity, and inclusion. The survey will include common items across the respondent groups as well as items specific to the role/group of the respondent. A final open-ended question will allow survey respondents to share specific concerns or experiences.

PCG uses Alchemer online survey software for these types of tools. We recommend keeping the survey open for several weeks to increase access. PCG will also maintain a PCG-hosted email address (ex: [NKSD\\_DEI@pcgus.com](mailto:NKSD_DEI@pcgus.com)) throughout the course of the project for any respondent groups to provide input.

As part of the survey design and development process, we seek to create relevant, valid, and research-based questions. Relevance is established through a review of district documents and interviews with key district personnel, both of which assist PCG in developing survey questions that reflect the intent and pertinent contextual factors of the district. The inclusion of questions that are germane to the district ensures the quality of the data, namely that the data reported back are valuable in initiating related discussions around program, school and district strengths and opportunities for improvement. Ensuring that the data are high-quality and relevant makes the participation of survey respondents a more valuable endeavor for both the respondents and the district.

Further, we have experience administrating online surveys to multiple stakeholder groups. We work with our clients to initiate a survey administration process that is highly inclusive and that facilitates the highest rate of participation. PCG regularly monitors response rates and keeps the project leadership comprised of these rates, the degree to which a certain population is currently under or overrepresented, and what additional follow-up is necessary to increase response rates.

After validating the data for consistency and reasonableness of responses, PCG is able to conduct various types of analyses at different levels of aggregation and disaggregation of the data. The data can be analyzed and reported at the total group level for each survey stakeholder group, as well as within schools and by school level.

Upon review of the survey data, PCG will triangulate the responses with feedback collected from staff focus groups and interviews, ensuring multiple sources confirm findings that are included in the final report.

Following the analysis, we place great emphasis on reporting the data back in user-friendly formats so that the survey results are valuable to our clients and facilitate additional inquiry. Our expertise in systemic data use informs our presentation of the survey results, as our intent is to support our clients in data-driven decision making. Through effective reporting, PCG endeavors to enhance the capacity of its clients to use data, and consequently sets the groundwork for our clients to systemically support the continuous use of data within their districts.

**Data and Documents:** PCG will collect a range of district data and documents. PCG will use publicly available data as well as issue a request to NKSD for student data including characteristics, enrollment, course taking, discipline data, assessment outcomes, social emotional needs, academic achievement, and drop out and graduation rates. The requested district data will include financial resource distribution, student enrollment and program access data, family and community engagement practices, and human resources data such as recruitment, application, hiring, and retention data. Requested documents may include policies, manuals, handbooks, curriculum information, and intervention information. PCG will also collect documents such as organizational charts, previous reports, staff counts and characteristics, and job descriptions to better understand district operations and organization. Finally, PCG will see information related to training and professional development, including an inventory of all professional development offered in the past school year regarding diversity and equity and creating bias-free schools as well as the budget for these resources.

**Financial Resource Distribution:** PCG will conduct an analysis of resource distribution across the district, drawing on financial data and reports provided as well as data from other sources such as focus groups. Data will be disaggregated by school or program as appropriate to present a full district profile. When adding an equity lens to this process, it becomes a powerful tool for reviewing and determining if there is equitable resource allocation for all students to ensure a maximum return on student outcomes.

PCG will focus on key aspects of NKSD's budget such as:

- Has the district developed a multi-year forecast for projected revenues and expenses and its impact on budgetary resources?
- Have there been enrollment shifts in NKSD? Is there a budgetary impact on revenue and expenditures?
- Have there been any changes in state and/or federal funding?
- Is NKSD focusing on fairness or equity as it aligns its spending with district goals?

- How does NKSD allocate funds to schools based on any type of weighted formula to ensure equitable distribution of funds considering shifts in enrollment and demographics?
- What is the current budget allocation for equity programs and professional development?
- What policies and practices are in place to review and ensure financial equity for all NKSD students at the district and school level?

**Equity Readiness Assessment:** PCG will seek to understand central office practices currently implemented to address equity in schools. PCG will administer an **Equity Readiness Assessment** to gauge **leadership's readiness** to address institutional racism and equity using an adapted version of PCG's Equity Needs Assessment.

PCG's Equity Readiness Assessment will focus on key aspects of readiness in five areas such as:

- *Student Achievement:* Is there a shared understanding of the terms equity and equitable as they are applied to policies, procedures, and quality instruction to ensure high expectations and outcomes for all student populations?
- *Disciplinary Practices and Procedures:* Does the district implement efficient and effective policies that are focused on analyzing and improving outcomes proportionally and which are culturally appropriate for each student group?
- *High-Quality Programming and High-Quality Teachers:* Does the district ensure that instructional resources, professional development, and programming are focused on providing access to quality instruction for all student populations, regardless of gender, ethnic origin, or socioeconomic status?
- *Distribution of Funding and Resources:* Is the allocation and utilization of resources (people, time, funding) create student experiences and access to rigorous learning outcomes—regardless of gender, ethnic origin, or socioeconomic status?
- *School Culture and Climate:* Does the district ensures all stakeholders (including students) create/maintain/enhance a shared set of beliefs, values, and assumptions which celebrate diversity and creates a positive learning and inclusive environment?

**Ensuring High Quality Professional Learning.** PCG's assessment will include a review of professional learning opportunities provided to staff within NKSD. PCG will examine the structure and frequency of professional development opportunities to ensure that practices in and out of the classroom are reflective of the commitment that NKSD is making to the community. This ensures that high quality professional learning is provided all staff and reflected in teaching practices within each classroom.

The DEI assessment may explore some of the following questions with regards to Professional Learning:

- What is the connection between the professional learning needs of the teacher and the learning outcomes of the students?
- To what extent are the staff prepared to implement a culturally responsive curriculum including pedagogical changes?
- What types of professional development has the staff engaged in with a focus on implicit bias?
- How do racial justice and cultural competency goals inform the district's investments in training and professional development?
- Are staff members trained to identify equity needs and to utilize instructional methods to meet the learning preferences of diverse students and groups?
- Are presenters and facilitators of in-service professional development representative of the gender, racial, ethnic, and disability composition of the school system?

**Student Data:** PCG will conduct a detailed analysis of district data from the previous year, and over the past three to five years. Analyses will examine student academic performance, enrollment and program access, discipline actions, achievement, attendance, social emotional needs, involvement in extracurricular, and special education and English Language Learners classification. Data will be

disaggregated by race/ethnicity, gender, socio-economic status, disability, and English language proficiency, and potentially by school.

**Recruiting & Retaining a Diverse Workforce:** PCG will examine human resource practices in NKSD regarding recruiting and retaining staff of color in the district. Data will be drawn from district resources to develop a portrait of current district staffing and staffing over time. PCG will also collect staff and community perceptions of the representativeness of NKSD staffing. Where possible, PCG will examine data from neighboring districts or the state for comparison.

Below are some of the questions the DEI assessment may explore regarding efforts to recruit and retain a diverse workforce in the district:

- What does the current data tell us about existing inequities in HR and hiring practices in NKSD?
  - How many applicants of color are applying to open positions? In which subject areas, grade levels, or schools?
  - What proportion of applicants of color are being interviewed and hired? In which subject areas, grade levels, or schools?
- What are the application and interview processes and protocols being used in NKSD? In what ways are inequities perpetuated in these processes?
- What does the current data tell us about existing inequities in educator retention in NKSD?
- What are the experiences, impressions, and perspectives of educators in NKSD and of those who have recently left the district about the recruitment, hiring, retention, and other HR practices in the district?
- How is NKSD currently recruiting educators? How many prospective educators of color are reached in the current recruitment practices?
- How do the current HR and hiring processes impact underserved communities in NKSD?
- What are current best practices in educator recruitment, hiring, and retention that could make an impact in NKSD?
- What inequities exist in current HR policies and procedures such as educator compensation, promotion, dismissal, and advancement?

**Ensuring a Representative Curriculum:** PCG's curriculum review will provide a high-level overview of the written curriculum. The review of the curriculum will include a selection of a small sample of curricular materials to examine representation of the diversity of students in NKSD. This may include a review of literature selections for a variety of cultural perspectives and/or the representation of global perspectives in curricular material. The review will examine the work of the Curriculum and Instruction team around data and its use to drive instructional decisions, materials and resources and the degree to which they reflect the diversity of students and families and the degree to which they support open dialogue about inequalities. The review will also examine **targeted intervention supports** for academic, social, emotional, and behavioral needs from the perspective of stakeholders (through focus groups) as well as a review of written documents. PCG employs a customized curriculum audit tool that reflects research and best practices when conducting curriculum equity audits. This tool will be used throughout the project in all content areas.

The Curriculum Equity Audit may explore the following questions with regards to the Curriculum review:

- To what extent do the materials include the various groups in American society (race, ethnicity, bilingual emergent, sexual orientation, gender identities, gender expression, differently abled, religions, socioeconomic status, etc.)?
- How are various groups portrayed in materials?
- Are individuals from diverse backgrounds depicted in a wide range of social and professional activities?
- Are a wide range of perspectives on situations and issues offered?
- Do the materials avoid or rely on stereotypes and generalizations about groups?
- Are the materials factually accurate?
- Do the materials incorporate the history, heritage, experiences, language, and traditions of various

groups?

- Are graphics accurate, inclusive, and culturally sensitive?
- Is the language of the materials inclusive?
- Do the materials include learning activities that help students develop diverse perspectives?
- Do the materials perpetuate deficit views of groups and communities?
- Do the materials push students to think about their role in supporting the growth and development of their own communities and the larger society?
- Are there complementary texts that can be used in conjunction to the main text (textbook) using?

**Cultivating Family and Community Engagement.** PCG's assessment will include a focus on equitable family engagement. Equitable family engagement focuses on meaningful and inclusive engagement activities and systems between NKSD and families. This includes specific practices or approaches that reflect the values of a general group of families, as well as systems that foster supports, flexible engagement options, and coordination between families and schools.

The assessment may explore some of the following questions with regards to the Family and Community Engagement:

- Is family engagement representative of all families within NKSD considered a strategy to achieve district goals?
- Are families encouraged to build relationships with a trusted staff person or teacher who is approachable, friendly, and receptive to their concerns?
- Is there a perception by families that they are welcome and valued at the school?
- Is there transparency and flexibility from school staff regarding communication and collaborative efforts to support learning and success?
- Are student and families' home culture and home language valued by NKSD?
- Are families involved in providing input into making important decisions within NKSD?
- Are families of low-income students and families of students of color often underrepresented in family engagement activities?
- Do educators in the district have a variety of strategies to evaluate family engagement programs and activities, beyond tracking the number of participants attending events?
- Has NKSD identified prospective parent leaders who are representative of their diverse families, including all forms of diversity, such as socio-economic, racial/ethnic, cultural, linguistic, and gender identity?

**Additional District Data:** Other data analyses that will take place include a systematic analysis of all collected focus group data in conjunction with content analysis of policy documents and other written material collected. This includes the policy review of NKSD, practices as outlined in the Board Policy, Employee Handbook, and the Student Code of Conduct Handbook, **family and community engagement practices and policies**, and **student enrollment and access policies**. PCG's analysis will examine key documents in NKSD, and their use and interpretation by stakeholders. The review will summarize the organization of the policy documents and identify gaps or areas for improvement based on best practices in the education field.

PCG will analyze and synthesize data as it is collected. In addition, early analysis will facilitate conversations with district stakeholders about data which can lead to additional insights, creating an iterative and collaborative process with NKSD staff. This process will build the capacity and mindset to understand district operations, policies, practices, and outcomes through the lens of equity.

Where possible, PCG's analyses will include an examination of data trends over three to five years, will triangulate across data sources, and will utilize comparative data from similar districts or state aggregated data. PCG's data collection and analyses will be informed by academic and professional literature on educational equity and institutional racism. This will aid in identifying gaps between NKSD and their goals as well as determining professional best practices in the field to promote or create educational equity for all students

**Final Report and Recommendations Roadmap**

In the development of the final report, PCG will synthesize findings across data sources and topics to develop a set of recommendations for each area of the inquiry. PCG will write and present a **final written assessment report**. The final report will share findings in an accessible and reader-friendly format and will include recommendations regarding each area of inquiry in the audit, based on best practice literature, experiences of the project team, and audit findings regarding gaps and barriers to success.

In our experience conducting comprehensive audits and reviews, we understand the two-fold challenge many education leaders face at the conclusion of an audit: 1) developing a plan to inform resource allocation in implementing the recommendations and 2) monitoring the effectiveness of improvement efforts. To ensure recommendations for improvement are implemented with fidelity and resources are aligned to key priority areas, a road map is required. To support this work, PCG will provide a **Recommendations Roadmap** in addition to the DEI assessment Report. This roadmap will provide a sequence of actions for the district’s Equity Team’s consideration.

**PCG Capacity**

PCG has three decades of experience managing complex, multi-faceted projects for dozens of states and thousands of public school districts across the country. Across the U.S., our firm has worked to establish a reputation for working collaboratively and transparently with partners while delivering services on time and within budget. PCG’s project management methodology takes into account the unique complexities and challenges faced by our clients and stakeholders; specifically, the staffing, competing priorities, and management resource challenges affecting our education agency partners. PCG has the capacity to conduct this work January – June 2022 and has allocated six staff spending a portion of their time over six months on this work.

**Project Timeline**

All work will occur between January 2022 and June 2022. Our proposed approach allows for the comprehensive and coordinated development of the DEI Community Assessment. We will adjust the timeline, as needed, during the development of the project plan to meet the needs of NKSD. PCG’s strength is in our project management and on-time deliverable completion.



**Cost**

PCG is pleased to submit the following proposed budget for a district-wide DEI Community Assessment for North Kingstown School Department. PCG is eager to partner with NKSD, and we have priced our proposal to demonstrate that interest. We understand the need to “do more with less” and have strived for pricing that provides a high-quality deliverable at a fair price. We are confident that we provide the best value for an exceptional level of service.

Although PCG believes the eight phases of work are interdependent and should happen concurrently (see described approach above), we have broken out the pricing into the eight phase areas, as requested by NKSD. Please note that should NKSD elect to purchase one or more of the eight phases as outlined below,

PCG will work with NKSD to determine the specific scope activities included in the pricing under each phase. Costs are inclusive of staff time, project management, logistics, technology, production, and materials. There will be no reimbursement costs or travel costs.

Scope of Work	Pricing
Phase I: Survey	\$8,250
Phase II: Programming and Policy Review	\$4,250
Phase III: Financial Resources	\$4,250
Phase IV: Leadership & Staff Readiness	\$9,750
Phase V: Student Data Review	\$8,250
Phase VI: Workforce Diversity Strategies	\$4,750
Phase VII: Curriculum Review	\$10,250
Phase VIII: Family & Community Engagement Practices Review	\$6,250
Project Launch, Final Report and Recommendations Roadmap*	\$17,250
<b>Total Pricing</b>	<b>\$73,250</b>

*\*Assumes final report and recommendations are inclusive of all eight phases of the assessment*

*PCG is fully open to further conversation to refine the project scope to best meet your needs, timeline, and budget.*

In preparing the approach, timelines, and pricing that are detailed within this proposal, we assume the following:

- Costs are fully inclusive of all incidentals and non-salary expenses, including any travel costs that may be incurred. Overhead costs are included within PCG's standard rates.
- PCG understands the firm must obtain NKSD's written permission prior to incurring any fees or expenses that are above those fees and/or expenses contained in any estimate provided to NKSD.
- PCG will hold proposed prices for one calendar year after the opening of the final price proposals, or through the contract award date, whichever is earlier.
- All proposed members of the project team will be active and engaged members of the team.
- Upon project start-up, PCG and the client project team leaders will meet to conduct a detailed work plan review to fully define the project scope. This meeting should occur directly after contract signature and will be used to map out key dates, establish team responsibilities, and confirm project expectations. This exercise will ensure all project participants are entering into the engagement with similar expectations.
- The client will appoint a project manager to this engagement. The project manager will be in frequent communication with PCG and support logistics.
- A weekly conference call will be held between PCG and the identified project manager to review the project work plan and provide project guidance.

### Confidentiality in the School Setting

PCG follows strict data security protocols in order to adhere to FERPA and HIPAA regulations regarding the transmission and storage of electronic information. At the onset of the contract PCG will review these protocols with NKSD and will create the appropriate secure channels through which information is exchanged.

## Collaborative Relationships

PCG will work with the NKSD community as a partner and will employ culturally responsive stakeholder engagement with students, families, teachers, principals, central office staff, and the community. Conversations about equity can be difficult and sensitive. Our approach when working with school communities is to create a trusted environment in which families, students, and staff feel comfortable and free to share their lived experiences and feedback. PCG will work with NKSD to ensure that diverse voices are heard and there is adequate representation from stakeholder groups across the district community.

## SECTION D: PROPOSED PROJECT TEAM

The table and bios below showcase the proposed project team for this work. Resumes are included in the Appendix.

Name and Project Role	Professional Experience and Educational Background
<b>Amanda Preston-Sicari</b> Project Director	Leadership development, strategic planning, education audits, implementation of education initiatives, recruitment, equity and inclusion strategies, human capital  <i>Education</i> M.A. Urban Education Policy, Brown University
<b>Sydney Menzin</b> Project Manager	Project management, data analysis, policy research, strategic planning, organizational audits, equity strategies, student voice  <i>Education</i> M.A. Urban Education Policy, Brown University
<b>Mary Ellen Hannon</b> Subject Matter Expert	Leadership development and coaching, education audits, school improvement, data literacy, strategic planning, organizational leadership, policy and planning, change leadership  <i>Education</i> M.Ed. Curriculum and Instruction; CAGS, Ed Leadership, University of NH
<b>Cassandre Davis, Ed.D.</b> Subject Matter Expert	Leadership development, equity and inclusion strategies, student voice, human capital  <i>Education</i> Ed.D. Organizational Leadership, Nova Southeastern University
<b>Isabelle Blair</b> Qualitative Data Analyst	Data collection and analysis, policy research, communications strategy, project management, stakeholder engagement, graphic design  <i>Education</i> B.A. English, Harvard University
<b>Kate Christie</b> Quantitative Data Analyst	Data analysis and visualization, policy research, project management  <i>Education</i> B.A. Quantitative Social Sciences and Education, Dartmouth College

## Project Team Bios

**Amanda Preston-Sicari** provides strategic leadership and project management as a senior consultant. She is passionate about supporting clients with developing racial literacy and a deep understanding of past and present structural racism and how it impacts educational equity and opportunity. Amanda is dedicated to working with education leaders to help them understand, recognize, and challenge implicit bias in decision-making, design, and implementation in their work.

Prior to joining PCG, Amanda served as the Strategic Director for the Office of the Superintendent in Boston Public Schools. In this role, Amanda worked with the team of school superintendents to deliver project management, strategic planning, and implementation support for key districtwide initiatives that focused on cross-departmental organizational effectiveness. At the core of this work, Amanda built anti-racist practices and equity analysis protocols into every step of the design, planning, implementation, and evaluation of district-wide initiatives and policies. In addition, Amanda served as the Director of Recruitment for the Boston Public Schools for five years with a foundational goal of developing a world-class educator and school leader workforce that reflected the racial, cultural, ethnic, and linguistic diversity of Boston's communities. Amanda received a Master of Arts in Urban Education Policy from Brown University.

**Sydney Menzin**, in her role as a consultant at PCG, supports state and school district clients to effectively deliver services using an equity lens so that all students have opportunities to be successful in school and beyond. Past projects include district strategic planning; state agency organizational reviews; English-learner program reviews; special education reviews; and internship program design. Sydney supports project management and data collection and analysis, including facilitating focus groups in English and Spanish.

Prior to joining PCG, Sydney completed a Master of Arts degree in Urban Education Policy at Brown University. During this time, she served as a research consultant for the Massachusetts-based Rennie Center for Education Research and Policy and a research assistant for Providence Public Schools. In these roles, Sydney's responsibilities included project management, data collection/analysis, and policy research. She also has experience with college and career readiness programming at the national and state levels. Sydney previously served as Director of Digital Strategy and Outreach Coordinator for former First Lady Michelle Obama's social media campaign, Better Make Room, which places students at the forefront of promoting postsecondary attainment. Following this work, she supported Rhode Island Governor Gina Raimondo's education team with efforts to improve post-secondary access and affordability and build a college-going movement across the state. Sydney has also worked with students in classroom settings as a Fulbright English teaching assistant in Madrid, Spain, and a volunteer with the organization, Generation Citizen (GC), facilitating an action-civics curriculum in schools throughout Rhode Island. Passionate about elevating students' voices in education decision-making, Sydney continues to support GC as a member of the Massachusetts Associate Board.

**Mary Ellen Hannon** is a senior associate at PCG. She provides school leadership coaching, data analysis, curriculum design and review, and equity and school improvement solutions. As a subject matter expert, Mary Ellen champions the need for an equity lens in all of her project work. She conducts school audits and provides recommendations to improve equity practices in education. Projects include priority leadership coaching, focusing on executive coaching to school, district, and state leaders and examining equity-based practices and policies in significantly underperforming schools and districts.

Prior to joining PCG, Mary Ellen was a teacher and leader at the school and district-levels for almost thirty years. Her core leadership value was to keep all students at the center of every decision that was made. Mary Ellen's initiatives included improving unsafe schools; adding programs for students at risk and their families; and changing instructional practices that significantly improved student achievement. Mary Ellen also has a master's degree in education and a certificate of advanced graduate study (CAGS) in educational leadership from the University of New Hampshire.

**Dr. Cassandre Davis** is a Senior Consultant at PCG. Prior to joining PCG, Dr. Davis served as an Equity Instructional Facilitator for Broward County Public Schools, the sixth largest school district in the United States. In her role for the Equity and Diversity department, Dr. Davis supported the implementation and facilitation of equitable practices for over 200 school and district-based employees throughout the school district. She also spearheaded professional development trainings on Culturally Responsive Teaching and Racial Equity, among other valuable Equity, Diversity, and Inclusion initiatives. Dr. Davis has used her passion for education to impact the lives of adolescents, teenagers, and young adults throughout the state of Florida.

Dr. Davis earned a bachelor's and master's degree from Florida A&M University in the field of Industrial Engineering. She continued her educational pursuits at Nova Southeastern University, earning a doctorate degree in Education. Her research focused on equity and multiple intelligences in the classroom which was

sparked by her desire to support equitable instruction to all students. As a teacher, Dr. Davis is most proud of launching My Sister's Keeper (MSK). The student organization was created to give girls a space to discuss and learn from their experiences and the experiences of others within a supportive community. Over a decade later, Dr. Davis remains a mentor to former MSK members who have grown to become powerful young women. Dr. Davis' experience with young girls led to the authorship of "Girls Talk...But Can She Talk to You? How to Effectively Communicate with Our Girls." Her book provides parents and educators with tools to address delicate topics and navigate the academic, physical, emotional, mental, and spiritual development of young girls.

**Isabelle Blair** is a Business Analyst with PCG, providing project management, public outreach, and data analysis support to state and school district clients. She has recently worked on District Equity Audits as well as a School Data Profile Redesign and Special Education Review. Isabelle is passionate about placing the voices of marginalized groups at the center of conversations and providing them a platform to shape change in their communities. She does this in her work at PCG through stakeholder engagement and supporting focus groups and interviews.

Prior to joining PCG, Isabelle received her Bachelor of Arts degree in English with a secondary in History from Harvard University. During this time, she worked as a writing tutor for high school students before interning with PCG for her last year and a half of college. As an intern, she conducted research on school districts and higher education, assisted in survey and data analysis and coding, and contributed to IEP reviews.

**Kate Christie** is a Business Analyst at PCG, supporting project management, data analysis and visualization, and policy research. Her recent projects include a State Department of Education Operational Study, Statewide Literacy Initiative Strategic Planning and District Equity Audit. Kate is passionate about using data to inform conversations around equity and make data-driven decisions and recommendations. She focuses on identifying gaps in student outcomes, teacher biases, and disciplinary rates in her work at PCG.

Prior to joining PCG, Kate completed her bachelor's degree at Dartmouth College in Quantitative Social Sciences and Education. During this time, she worked as a Research Assistant in the Department of Quantitative Social Sciences on several data science and public policy research projects. These included studying the efficacy of a randomized controlled trial of a summer bridge program for first generation and low-income students, the impact of Covid-19 relief funding on small business vitality, a report for the Department of Housing and Urban Development on the impact of placing college navigators in public housing, and more recently a continuing project on parent beliefs around how to optimize school resources for students in Covid-19. As a research assistant, Kate supported various aspects of the research process including preparing IRB submissions, pre-analysis plans, presentations, and final papers. Kate also worked as an Education Technology Intern for DreamWakers where she connected career professionals from diverse backgrounds to under-resourced classrooms to increase students' exposure to new career paths and connect them with mentors who have shared identities and experiences.

## APPENDIX

### Resumes

#### **AMANDA PRESTON-SICARI**

*Senior Consultant*

Public Consulting Group LLC

#### **RELEVANT PROJECT EXPERIENCE**

##### **New Worlds Reading Initiative, University of Florida Lastinger Center for Learning, Florida**

*Implementation Planning and Design*

(July 2021 – present)

Project manager for implementation design and execution for a new, statewide literacy initiative involving delivering books to Florida students who are reading below grade level on a monthly basis. Project involves

best practices research, stakeholder interviews and focus groups, and implementation planning and program design for all aspects of the initiative.

**Watertown Public Schools, Watertown, Massachusetts**

*Equity Audit*

(June 2021 – present)

Overall project manager for a district-wide equity audit looking at student outcomes at all levels from an equity lens. Project elements included focus groups and interviews; data collection and analysis; and a review of district policies and processes. Providing subject matter expertise in equity through human resources and resource allocation policies and processes.

**NH Department of Education**

*Public School Approval Technical Support and Assistance*

(May 2021 - present)

Project manager in the work to design the new statewide public school approval process for schools and districts throughout the state. The project includes conducting interviews and focus groups, redesigning systems of support for districts, and developing an implementation plan with resources aligned to the new process.

**Alabama Department of Early Childhood**

*Operational Review and Study*

(December 2020 – September 2021)

As part of an operational analysis of the Alabama Department of Early Childhood, provided project management throughout the entire study. Participated in interviews, focus groups, assessing personnel both at state offices and regionally, data analysis, budget review including federal and state grants, and report development.

**North Shore School District 112, Illinois**

*Equity Audit*

(December 2020 – June 2021)

Overall project manager for a district-wide equity audit looking at student outcomes at all levels from an equity lens. Project elements included focus groups and interviews; data collection and analysis; and a review of district policies and processes. Provided subject matter expertise in equity through human resources and resource allocation policies and processes.

**David Douglas School District, Portland, Oregon**

*Strategic Planning*

(August 2020 – February 2021)

Facilitating the development of the district's five-year strategic plan, led by the School Board. This includes developing communication and community engagement plans, collecting and analyzing data from focus groups, community forums, a community survey, and interviews, and leading the working group through processes and protocols to develop an authentic, equity-driven, results-oriented strategic plan and accompanying implementation roadmap.

**Alabama State Department of Education**

*Implementation Planning*

(April 2020 – present)

Providing project management and facilitate the development of implementation plans for the priorities laid out in the department's strategic plan. This includes creating and maintaining planning, monitoring, and project management tools and providing technical assistance and training on their use to ensure implementation fidelity and effectiveness.

**Richmond Public Schools, Richmond, Virginia**

*Special Education Program Review*

(April 2020 – present)

Performing an operational review of the Office of Exceptional Education to determine the operational effectiveness in supporting positive outcomes for students receiving special education services. This involves analysis of both quantitative and qualitative data to determine how the district's special education services could be reimagined to better support improved student outcomes. Data collection includes facilitating focus groups and stakeholder interviews, developing survey tools and analyzing their results, and conducting research-based reviews of special education documents and files.

## **OTHER PROFESSIONAL EXPERIENCE**

### **Boston Public Schools, Boston, Massachusetts**

*Strategic Director, Office of the Superintendent*

(March 2019 – April 2020)

Worked with the team of School Superintendents to deliver project management, strategic planning, and implementation support for key districtwide initiatives that focus on ensuring cross-departmental organizational effectiveness.

- Created, scaled, and codified effective systems, tools, and management best practices across departments in order to ensure high-quality supports for all schools.
- Built anti-racist practices and equity analysis protocols into the design, planning, implementation, and evaluation of district-wide initiatives and policies and provided technical assistance and training in utilizing them.
- Lead the design and implementation of strategic project plans that are aligned with the district's overall vision and strategy and that ensure movement towards the district's goals and objectives.
- Identify and prioritize projects, initiatives, and district-wide opportunities for high-impact support for secondary schools.
- Direct district-wide projects by convening cross-functional groups, facilitating meetings with internal and external stakeholders, coordinating staff, and ensuring that work adheres to quality standards and deadlines.
- Managed the BuildBPS Initiative, a 10-year, \$1 billion educational and facilities master plan for BPS.
- Facilitated collaborative, outcomes-driven work with a variety of members of district and city executive leadership.
- Created and maintained replicable project management tools, templates, and systems for management at both the macro and micro levels.
- Collected, analyzed, and synthesized data from a variety of sources in order to develop shared understanding and secure buy-in from a range of stakeholders and partners.

*Director of Recruitment, Office of Human Capital*

(2014-2019)

Created and refined effective systems, strategies, and processes to innovate the work of teacher and school leader recruitment in BPS and across the city.

- Designed and executed recruitment policies and practices aimed at increasing BPS' teacher workforce diversity, resulting in a 14.2% increase in teacher applicants of color, including a 28.1% increase in self-identified Latinx teacher applicants.
- Collaboratively designed and led trainings for school administrators, hiring teams, and central office departments on implicit bias and equity in recruitment and hiring practices and protocols.
- Created and implemented competency-aligned tools for identifying high priority educator candidates for school leaders, resulting in extensive quality information shared for over 6,000 candidates.
- Developed comprehensive annual strategic plans to align the team's work with department, district, and city-wide goals, and built data tracking and reporting tools to continuously monitor and report on the work and progress.
- Identified opportunities to increase recruitment capacity and impact by actively engaging community, business, and government organizations in supporting the district's work and priorities.
- Supervised team of 2 full-time employees and 20 part-time employees.

*Network Liaison, Office of Engagement*  
(2012-2014)

Developed family engagement initiatives and policies to address individual school and district-wide needs and challenges and created evaluation tools and protocols used department-wide to measure programmatic impact. Provided coaching, professional development, and technical assistance for the implementation and evaluation of school-level and district-wide family engagement initiatives for teachers, principals, and administrators.

*Graduate Analyst, Office of Accountability*  
(2011-2012)

Coded and analyzed qualitative comments and feedback from parents and students on the BPS website for the development of the district's School Performance Index.

**Hazen Foundation, New York, NY**

*Graduate Analyst*  
(2011 – 2012)

Developed evaluation tool for grantees to give feedback on foundation-provided capacity building technical assistance programs.

**St. Mary's Dorchester, Boston, MA**

*Director of Youth Programs*  
(2010 – 2011)

Head of planning and coordinating the after-school tutoring, youth group, youth steel drum band, and youth outreach programs.

**Dance for All Outreach Program; Cape Town, South Africa**

*Instructor*  
(2009 – 2010)

Taught arts and dance education 6 days per week for children in historically disadvantaged communities around Cape Town, teaching in community halls and schools.

**EDUCATION**

**Brown University, 2012**

*Master of Arts in Urban Education Policy*

**Bryn Mawr College, 2009**

*Bachelor of Arts in English, Dance, and Early Childhood Education*

**SYDNEY MENZIN***Consultant*

Public Consulting Group LLC

**RELEVANT PROJECT EXPERIENCE****Arlington Heights School District, Arlington Heights, Illinois***Curriculum Equity Audit*

(August 2021 – present)

Project manager for curriculum equity audit of ELA/Reading, Social Studies and Library Media Centers of a K-8 School District in Illinois. The project work includes creating a curriculum rubric aligned to district priorities for equity, facilitating focus groups and interviews, data collection and analysis, and the development of a recommendation road map with action planning.

**New Worlds Reading Initiative, University of Florida Lastinger for Learning, Gainesville, Florida***Implementation Planning and Design*

(July 2021 – present)

Support project management and deliverables development for implementation design and execution of a new, statewide literacy initiative involving delivering books to Florida students who are reading below grade level on a monthly basis. Project involves best practices research, stakeholder interviews and focus groups, and implementation planning and program design for all aspects of the initiative.

**Watertown Public Schools, Watertown, Massachusetts***Equity Audit*

(June 2021 – present)

Support project management for a district-wide equity audit looking at student outcomes at all levels from an equity lens. Project elements included focus groups and interviews; data collection and analysis; and a review of district policies and processes. Providing subject matter expertise in equity through school culture and climate practices.

**North Shore School District 112, Highland Park, Illinois***Equity and Inclusion Audit*

(December 2020 – June 2021)

Support project management for a district-wide equity audit looking at student outcomes at all levels from an equity lens. Project elements included focus groups and interviews; data collection and analysis; and a review of district policies and processes. Providing subject matter expertise in equity through school culture and climate policies and practices.

**NH Department of Education***Public School Approval Technical Support and Assistance*

(May 2021 – present)

Provide project management support to design the new statewide public school approval process for schools and districts throughout the state. The project includes conducting interviews and focus groups, redesigning systems of support for districts, and developing an implementation plan with resources aligned to the new process.

**Alabama Department of Early Childhood***Operational Review and Study*

(December 2020 – September 2021)

As part of an operational analysis of the Alabama Department of Early Childhood, supported project management throughout the entire study. Facilitated interviews, focus groups, assessing personnel both at state offices and regionally, data analysis, budget review including federal and state grants, and report development.

**David Douglas School District, Portland, Oregon***Strategic Planning*

(August 2020 – February 2021)

Supported project management, stakeholder engagement, and data collection/analysis for the development of the district's five-year strategic plan, led by the School Board. Project work included developing communication and community engagement plans, collecting and analyzing data from focus groups, community forums, a community survey, and interviews, and leading the working group through processes and protocols to develop an authentic, equity-driven, results-oriented strategic plan and accompanying implementation roadmap.

### **Alabama Department of Examiners of Public Accounts, Montgomery, Alabama**

Alabama State Department of Education Operational Study and Implementation Planning

(September 2019 – present)

Supported project management and data collection/analysis for operational study of Alabama's state education agency at request of the state legislature. PCG made recommendations for improvements to policies, programs, funding, and organizational structure across all agency functions in this high-profile project. The State of Alabama has since reengaged with PCG to lead the creation of a *Strategy to Action Plan* to drive short and longer-term reform efforts. This phase of the work includes providing regular strategic advising and technical assistance to the State Chief and his senior leadership team. Currently provide support to the CTE and Communications teams.

### **School District of Philadelphia, Philadelphia, Pennsylvania**

*School Profiles Redesign*

(March 2020 – June 2021)

Provided ongoing project management and strategic communications support to promote the launch of the District's redesigned School Data Profiles website. Project work involved developing a series of trainings and original content for communication materials. Collateral was translated into different languages to ensure greater access to information about how to navigate the website.

*Districtwide Survey Results Website Redesign*

(February – June 2021)

Project managed the redesign of the Districtwide Survey Results Website to help improve the accessibility of and engagement with the site. Project work involved reviewing the site pages and developing mock-ups that reflected the look and feel of the District's School Profiles to inform the SDP's development of an updated, more user-friendly and accessible website that houses district-wide survey data.

*SPREE (School Progress Report on Education and Equity) Design*

(June – August 2021)

Supported project management and design of comprehensive mock-up PDFs of the district's new School Progress Report on Education Equity (SPREE) to convey complex accountability data in a clear and engaging way. In approaching this work, PCG recognized the importance of ensuring that all stakeholders, with varying levels of data proficiency, could easily navigate the SPREE PDFs and meaningfully interpret the accountability data available. These designs incorporated several iterations of input from the District and were influenced by best practices research of equity-focused accountability.

### **Reynolds School District, Fairview, Oregon**

*Districtwide Strategic Planning*

(September 2019 – February 2021)

Supported project management, stakeholder engagement, and data collection/analysis for the development of the district's five-year strategic plan. Project work included developing communication and community engagement plans, collecting and analyzing data from focus groups, community forums, a community survey, and interviews. Final deliverable included an equity-driven, results-oriented strategic plan.

### **Denver Public Schools, Denver, Colorado**

*Inclusive Practices Campaign*

(January – June 2020)

Provided strategic communications expertise to support the development of communications materials to promote the district's Inclusive Practices Campaign. Project work included conducting interviews and focus

groups to collect information about key themes and best practices around inclusion happening across the district. Delivered a series of templates, posters, and infographics to effectively convey these messages.

**San Diego Workforce Partnership, San Diego, California**

*Internship Program Study and Design for Vista Unified School District*

(September 2019 – March 2020)

Conducted analysis of Vista Unified School District's (VUSD) internship program and provided recommendations for improvement. Facilitated interviews and focus groups with stakeholders involved in the program and incorporated this feedback in a final recommendations report. Following delivery of the report, facilitated action planning sessions with leaders from VUSD and SDWP.

**Sharon Public Schools, Sharon, Massachusetts**

*Special Education Program Review*

(September 2019 – February 2020)

Supported data collection for Special Education Program review. Project work included auditing their programs, policies, structure, and finances from an equity lens. Data collection included interviews and focus groups, student case study reviews, school observations, data analysis and a document review. Completed a final report outlining findings and recommendations for strengthening delivery of services to more effectively support students with disabilities.

**OTHER PROFESSIONAL EXPERIENCE**

**Rennie Center for Education Research and Policy, Boston, Massachusetts**

*Research Consultant*

(September 2018 – June 2019)

Conducted a literature review and extensive policy research for the Condition of Education in the Commonwealth Report "Student Voice: How Young People Can Shape the Future of Education." Analyzed current trends in education research and policy for the Condition of Education in the Commonwealth Report 2020. Developed protocol and facilitated focus groups with teachers, administrators, and students for a case study ("School on the Move" Award Recipient). Researched stakeholders and service providers supporting Opportunity Youth in Massachusetts.

**Providence Public School District, Providence, Rhode Island**

*Social Emotional Learning Research Assistant*

(September 2018 – May 2019)

Collected comprehensive research about effective Social Emotional Learning programs and best practices for implementation. Analyzed district and stakeholder data to determine areas of improvement to enhance delivery of SEL curriculum. Facilitated partnerships between local youth organizations and middle schools to promote SEL and community engagement. Produced descriptive review of the district's School Culture Coordinator program.

**Brown Education Working Group, Brown University, Providence, Rhode Island**

*Research Assistant*

(November 2018 – May 2019)

Collected and synthesized qualitative data on University engagement with education entities in Providence and across Rhode Island. Managed minutes for monthly working group meetings. Collaborated with Working Group Chair to organize group priorities and prepare the final report.

**U.S. Department of State, Washington, DC. / Fulbright Commission, Madrid, Spain,**

*Fulbright English Teaching Assistant*

(Sept. 2017 – June 2018)

Planned and facilitated lessons for students in bilingual classes in secondary school at CEPESO Juan Ramón Jimenez. Promoted students' understanding of United States culture. Developed Implemented Model United Nations Global Classrooms curriculum.

**Office of the Governor, Gina Raimondo, Providence, Rhode Island**

***Education Policy Intern***

(January 2017 – May 2017)

Conducted research for the Rhode Island Promise proposal, a plan that would cover tuition for two years. Designed and executed outreach plan for primary Rhode Island “College Signing Day” event. Attended House and Senate Committee hearings and tracked education related legislation.

**Generation Citizen, National, New York, New York*****Global Network Associate***

(June 2017 – January 2018)

Managed regular correspondence with approximately 40 Global Network Partners. Organized, publicized, and facilitated five webinars that covered subjects such as Fundraising and Grant Opportunities to Social Media and Communications to Elevating Youth Voice in Organizational Leadership. Initiated the Global Network newsletter.

**Civic Nation, Better Make Room Campaign, Washington, DC*****Director of Digital Strategy, Outreach Coordinator***

(May 2016 – January 2017)

Increased social media followers by 90% in 7 months across Facebook, Twitter, and Instagram for First Lady Michelle Obama’s youth-focused college opportunity campaign, Better Make Room.

**White House, Office of the First Lady, Washington, DC*****Reach Higher Intern***

(May 2015 – August 2015)

Contributed to the planning of First Lady Michelle Obama’s “Beating the Odds Summit,” an event that brought high school graduates to the White House. Collaborated with the Communications and Social Departments within the Office of the First Lady by drafting blog posts and social media content.

**Generation Citizen, Brown University Chapter, Providence, Rhode Island*****Executive Director***

(June 2016 – December 2016)

Served on the local Rhode Island Board that builds partnerships with community groups and influential leaders to support Generation Citizen and the projects implemented by students engaged in the program. Also served as *Education Director* (2016) and *Democracy Coach* (2014-2017).

**EDUCATION****Brown University, 2019*****Master of Arts in Urban Education Policy***

Additional Training: Brown Executive Scholars Training (BEST) Program in Higher Education Administration

**Brown University, 2017*****Bachelor of Arts in History and Education Studies (History and Policy Track)***

Magna Cum Laude, Phi Beta Kappa, Engaged Scholar (Education Studies)

**PROFESSIONAL ASSOCIATIONS & COMMUNITY ENGAGEMENT**

Member, Future Education Leaders Network, the Rennie Center for Education Policy & Research (2020-2021)

Member, New England Associate Board, Generation Citizen (2020-present)

Volunteer, Big Brothers Big Sisters of Eastern Massachusetts (2019-present)

**LANGUAGES AND TECHNICAL SKILLS**

- Spanish: work proficient/conversational

- STATA
- Sprout Social
- Microsoft Office

**MARY ELLEN HANNON**

*Senior Associate, Subject Matter Expert*  
Public Consulting Group LLC

**RELEVANT PROJECT EXPERIENCE****Arlington Heights School District 25**

Curriculum Equity Audit

*June 2021 to present*

Leading the curriculum equity audit of ELA/Reading, Social Studies and Library Media Centers of a K-8 School District in Illinois. The project work includes creating a curriculum rubric aligned to district priorities for equity, facilitating focus groups and interviews, data collection and analysis, and the development of a recommendation road map with action planning.

**NH Department of Education**

Public School Approval Technical Support and Assistance

*May 2021-present*

Providing subject matter expertise in the new statewide public school approval process for schools and districts throughout the state. The project includes conducting interviews and focus groups, redesigning systems of support for districts, and developing an implementation plan with resources aligned to the new process.

**Alabama Department of Early Childhood**

Operational Review and Study

*December 2020-Sept 2021*

As part of an operational analysis of the Alabama Department of Early Childhood, provided subject matter expertise and support throughout the entire study. Participated in interviews, focus groups, assessing personnel both at state offices and regionally, data analysis, budget review including federal and state grants, and report development.

**Northshore School District 112**

Equity Audit

*December 2020-June 2021*

Provided subject matter expertise in a district-wide equity audit through all phases of the work including focus groups and interviews; data collection and analysis; and a review of curriculum and professional development.

**School District of Philadelphia**

School Data Profiles

*March 2020-June 2021*

Provided feedback on the development of the SDP School Data Profiles website. The project also included developing communication materials, training guides, and facilitating a year-long digital training program for administrators, teachers, parents, and community partners on the most effective way to access data through the website to assess school and district performance.

**Department of Examiners of Public Accounts**

Alabama State Department of Education Operational Study

*Sept 2019-present*

Operational analysis of Alabama's state education agency at request of the state legislature. PCG made recommendations for improvements to policies, programs, funding, and organizational structure across all agency functions in this high-profile project. The State of Alabama has since reengaged with PCG to lead the creation of a *Strategy to Action Plan* to drive short and longer-term reform efforts. This phase of the work includes providing regular strategic advising and technical assistance to the State Chief and his senior leadership team.

**Clarksburg, MA and Stamford, VT**

Interstate Merger Feasibility Study  
*November 2018-2020*

Feasibility study for an interstate merger between two rural school districts in Vermont and Massachusetts, a first between these two states. PCG was charged with presenting multiple options for district consolidation and reorganization across state lines. The study reviewed the impact on all key functions. The two communities reengaged with PCG in fall of 2019 to offer continued implementation guidance.

**Playbook Professional Learning Projects (2017-present)**

Oversees content development for clients in using *PCG's Playbook*. The phases of work include Needs Assessment development, play writing and editing, user outreach on the digital platform and client coaching and support.

**Delaware State Department of Education**

Mentor Playbook  
*February 2020-present*

**Clover Park, WA School District**

Special Education Playbook  
*February 2019-February 2020*

**Crowley, TX School District**

Playbook for Aspiring Leaders  
*August 2019-February 2020*

**Broward School District**

Principal's Playbook  
*December 2017-June 2021*

**Saginaw, Michigan ISD**

Priority School Principal Coaching  
*December 2015-June 2018*

Conducted monthly onsite coaching sessions with priority school leaders including monthly check-in sessions by phone or through email. Facilitates monthly PLC sessions for priority school leadership teams to build a systemic approach to school improvement and learn from each other's experiences.

**Colorado Springs School District 11**

Program Review  
*May 2016-August 2016*

Conducted a program review to examine and evaluate District 11's systems and structures pertaining to literacy curriculum implementation, high school tutoring, PLC implementation and financial alignment. The project included on-site school and district visits including classroom visits, focus groups, and individual interviews, data and document review, staff survey, and final report.

**Meridian Public Charter School, Washington DC**

School Quality Review  
*December 2015-May 2016*

Conducted a school quality review to examine and evaluate Meridian Public Charter School's systems and structures. The phases of work included a school self-assessment, data and document review, school visit and final report. All of the evidence collected was used to assess how well the school's practices align with what research has shown to be effective in raising student achievement.

**New Mexico Public Education Department**

Priority School Principal Professional Development for K-3 Literacy  
*May 2015-September 2015*

Partnered with the New Mexico Public Education Department in support of its early literacy efforts for priority school leaders. Developed and delivered professional development for school leaders, focused on the district- and school-level components required to support effective literacy instruction and strategies for supporting teachers throughout the implementation.

### **Massachusetts Department of Elementary and Secondary Education**

Resource Development to Train Educators in Application of Data

*October 2014-June 2015*

Developed web-based training resources to support educators in their use of ESE data and analysis applications. The resources are accessible via ESE's website on any number of platforms, including (but not limited to) laptop computers, smartphones, and tablets. Resources were developed using the principles of adult learning theory, which stipulate that learning activities for adults be connected to their prior experiences; relevant to their work and goals; situated within their current context; and applicable to real-life problems.

### **Level 5 Progress Monitoring for Teaching and Learning**

*December 2014-July 2015*

Project Director for the partnership between the Massachusetts Department of Elementary and Secondary Education (ESE) to provide quarterly monitoring and reporting services for three Level 5 priority schools, which were identified for takeover by outside receivers. These Level 5 schools included two K-5 schools and one K-8 school. As project director, charged with providing highly experienced site visit teams to conduct classroom walkthroughs and provide quarterly progress monitoring reports for the three schools in receivership. Presented data from the progress monitoring reports for the ESE's quarterly progress meetings. Also conducted school walkthroughs and provided progress monitoring reports on three Level 4 schools in the state.

### **Putnam Public Schools, Connecticut**

Professional Development in Development of Standards-Aligned Curriculum

*October 2014-Spring 2015*

Delivered professional development to elementary school educators within the Putnam School District. The professional development was aligned with the Understanding by Design backward planning approach that the district was engaged in. The focus of the professional learning was on deepening participants' knowledge of standards-aligned curriculum, and ultimately building their capacity to develop high-quality performance tasks that formed the foundation of a well-designed UbD unit.

### **Connecticut State Department of Education**

ReadConn K-3 Reading: Systems of Professional Learning

*December 2016-June 2017*

Delivered professional development for K-3 elementary educators focused on professional learning for early literacy acquisition. School teams attended five full day training sessions with online follow up courses.

Systems of Professional Learning: Meeting the Challenge

*December 2014-December 2015*

Developed and delivered professional development for educators of English Learners and Students with Disabilities focused on increasing Academic Optimism and a Growth Mindset within each school and district to support all learners. Professional learning concluded with development of an action plan for each school and/or district.

Systems of Professional Learning for Connecticut Core Standards

*January 2014-December 2014*

Developed and delivered five professional development modules in English Language Arts/Content Literacy to K-5 literacy coaches. Developed and facilitated a webinar series for principals that focused on supports school leaders could implement to support student learning.

### **Manchester NH School District**

Priority School Principal/Coaching

***Fall 2013-Winter 2015***

Conducted monthly onsite coaching sessions with priority school leaders including monthly check-in sessions by phone or through email. Facilitates monthly PLC sessions for all priority school coaches focused on best practices in school leadership. In addition, provides multiple professional development sessions for priority school leadership teams to build a systemic approach to school improvement and learn from each other's experiences.

**Common Core Standards and Curriculum Alignment*****Summer 2013***

Developed and presented CCSS training to the Manchester School District school and district administrators to support their implementation and alignment to the CCSS.

**Wilton-Lyndeborough NH School District****Professional Learning for Elementary and Middle School Teachers*****Fall 2013-Spring 2014***

Develop and provide teachers with year-long professional development focused on developing a deeper understanding of the Understanding by Design (UbD) Framework to align CCSS-ELA units at all grade levels. This work includes an overview of the UbD planning template, modeling the components of unit design, collaborative unit planning, unit feedback for quality and alignment, and providing a forum for sharing and determining next steps in lesson and unit design.

**Florida Department of Education****Supporting Florida's Charter School Transition to Common Core Standards*****2012-Summer 2015***

Develops training on data use and leadership for teachers, administrators, and governing board members of charter schools statewide. In addition, provides professional development and coaching to charter school leadership teams.

**Florida Rural Turnaround Leadership Project*****Spring 2012-Summer 2013***

Served as a consultant on the Florida Rural Turnaround Leadership Project with a focus on developing training modules and delivering professional development to school boards and district superintendents. In addition, coached a low performing school district being led by a first-year superintendent.

**PROFESSIONAL BACKGROUND****NH Department of Education****Professional Standards Board*****2013-2016***

Received a three-year appointment from the NH State Board of Education to the Professional Standards Board. The Board is charged with developing and recommending requirements for educator certification, teacher and principal evaluation, and prerequisites for teacher education programs.

**Derry Cooperative School District, NH****Superintendent of Schools*****2006-2012***

Led a school district of over 7,000 students with more than 700 staff members. Supervised, coached, and evaluated administrative staff within the district and central office.

Participated in policy development and oversight. Created and managed a budget of 80 million dollars including both district and federal funds. Directed program development and evaluation throughout the district. Developed and enacted district strategic plan. Supported seven-member school board through various initiatives.

**Rivier University**

Adjunct Professor

2009-2012

Developed both face-to-face and online graduate-level courses in educational leadership and curriculum development for aspiring school administrators.

**Derry Cooperative School District, NH**

Assistant Superintendent

2002-2006

Directed all aspects of curriculum, instruction, assessment, and professional development within the school district.

Developed initiatives in Literacy, Curriculum Mapping, Data Analysis and Decision Making, Assessment, New Teacher Orientation and Mentoring, Technology Integration, and School Improvement

**SAU 18 Franklin and Hill, NH**

Assistant Superintendent/Director of Curriculum

2000-2002

Supervised curriculum, instruction, and assessment for two rural school districts in central NH. This included a high school partnership with the community college

**Auburn School District, NH**

Elementary Teacher/Curriculum Coordinator

1979-2000

Taught and developed a standards-based curriculum for elementary students. School assessment scores ranked in top ten statewide.

**SPEAKING ENGAGEMENTS AND PUBLICATIONS**

Hannon, M. & Geier, R. (2017). *Tackling the Challenges of School Improvement: Identifying Promising Practices*. A PCG Education White Paper. Boston: Public Consulting Group.

*Using Data to Answer the Questions that Count*

Advancing Improvement in Education Annual Conference

Austin, Texas, 2013

*RTI, PLC, and Social Learning: A Powerful Marriage of Data and Knowledge Construction Webinar*. Presented with Dr. Bena Kallick, 2012.

*Developing a Data-Informed Culture*

Massachusetts Computer Using Educators (Mass-Cue) Conference, 2009

*Adopting Performance Pathways: The Derry Story: Follow the Child Conference*

NH Department of Education, 2008

**EDUCATION**

**University of New Hampshire**

CAGS, *Educational Leadership*

**Notre Dame College**

M.Ed., *Curriculum and Instruction*

**Keene State College**

B.S., *Elementary Education*

**LICENSURE**

Superintendent of Schools  
Principal (K-12)  
Elementary Teacher (K-8)

**PROFESSIONAL ASSOCIATIONS**

NH State Board of Education Professional Standards Board Member  
Learning Forward  
ASCD

**CASSANDRE DAVIS, Ed.D.***Senior Consultant*

Public Consulting Group LLC

**PROFESSIONAL BACKGROUND****Broward County Public Schools Ft. Lauderdale, FL**

Equity Instructional Facilitator, Equity and Diversity Department

*August 2016 to November 2021*

- Support and lead over 200 school and district-based personnel in creating and sustaining site-based equitable practices in an equity-centric program
- Create and deliver various Professional Learning Courses such as Racial Equity and Culturally Responsive Teaching and Leadership for several stakeholder groups
- Co-organize annual Equity and Diversity conference for educational stakeholders nationwide
- Coordinate townhalls and community forums to further the district initiative of closing the school to prison pipeline
- Create and facilitate engaging social emotional activities to meet the individual needs of diverse students in Broward County
- Create and facilitate training on Culturally Responsive Leadership for administrators
- Provide customer support for staff and team members
- Create innovative methods to deliver Professional Development in an all-virtual environment
- Streamline consistent and clear communication with over 300 staff and community members
- Restructure requirements of equity-programming to create greater equity outputs
- Create and collaborate with a team of over 100 schools and departments on an equity- focused Strategic Plan
- Realign equity processes to include research-based methods such as equity audits, rubrics, and needs assessments
- Design a database and tracking system to house and review equity-centered deliverables for over 300 personnel
- Facilitate train-the-trainer professional developments in areas of equity, diversity, and inclusion
- Develop and facilitate national conferences presentations such as Learning Forward, Broward Association for Black School Educators, National Principal's Summit related to Racial Equity, Culturally Responsive School Leadership, and Culturally Responsive Teaching
- Create standard operating procedures for an equity-based program serving over 273,000 students
- Co-manage web-based resources for the distribution of Equity, Diversity and Inclusion information
- Celebrate and highlight the accomplishments of staff through monthly newsletters and events
- Develop department and school-specific individualized trainings on equity-centered topics
- Create intentional opportunities for staff and stakeholders to provide meaningful feedback in individual and group settings
- Coordinate with external stakeholders and vendors to plan a national virtual conference
- Manage federal grants to support extracurricular activities and initiatives for students in the juvenile justice program

**Broward County Public Schools, Miramar, FL**

Student Assessment Specialist, Math Instructor

*February 2014 to June 2016*

- Created and implemented test administration plan for school population of over 2500 students
- Executed successful testing of NGSSS and FSA End-of-Course assessments through use of various databases and technology such as FileMaker Pro and district-based systems
- Researched and analyzed new federal, state, and local educational policies for testing implementation
- Maintained a productive classroom through effective classroom management and the encouragement of critical thinking and independent discovery

**Broward County Public Schools, Coral Springs, Pompano Beach, FL**

Math Instructor, Girls Mentoring Program Coordinator

*January 2006 to August 2013*

- Managed the collection, analysis, and interpretation of data related to students' academic, social, and personal histories to create individual plans geared toward increasing academic and social achievement
- Structured workshops, field trips, mentoring sessions and other reformatory programs to support the mission of the Girls Mentoring Program
- Organized fundraising initiatives resulting in sponsorships for various educational activities
- Created plans and initiatives for the Freshman class resulting in increased parental education and correspondence

## **ACADEMIC EXPERIENCE**

**Nova Southeastern University, Davie, FL**

Adjunct Position

*August 2018 to October 2018*

- Facilitated instruction in Foundations of Education course
- Taught students historical and social aspects of education relating to social justice and cultural awareness

**Nova Southeastern University, Davie, FL**

Teachers Assistant

*August 2018 to December 2018*

- Supported students in Qualitative Research course
- Served as co-reviewer of academic work

## **SPEAKING ENGAGEMENTS AND PUBLICATIONS**

Davis, C., *Girls Talk, But Can She Talk to You? How to Effectively Communicate with Our Girls*, A Light for Girls, LLC Publishing, 2018.

Presenter, *#GirlParent: Creating the Connection. How to Have a Healthy Relationship with Your Daughter*, City of Miramar, June 2021.

Co-Presenter, *State of the Black Girl: Supporting the Village*, Nova Southeastern University Alumni Association, April 2021.

Panel Participant and Presenter, *#FortheCulture: Culturally Responsive School Leadership*, Broward Association for Black School Educators, March 2021.

Presenter, *Self-Acceptance*, Distinguished Young Women of Tomorrow, March 2021.

Panel Participant, *Virtual Resource Guide Women in Distress*, Women of Distress, February 2021.

Panel Participants and Presenter, *Conversations with Leaders: Building & Sustaining District- Wide Racial Equity*, Public Consulting Group, February 2021.

Panel Participant and Presenter, *Equity Plans: From Concept to Practice*, Learning Forward Conference, December 2020.

Panel Participant, *Each One Teach One: A Conversation on Race and Its Place in the Education System*, Intercultural Human Rights Law Review Roundtable Series, St. Thomas University, October 2020.

Panel Participant, *COVID-19 Slide*, BrainPOP, June 24, 2020.

Workshop Presenter, *The Accidental Feminist*, Broward Association for Black School Educators, May 2019.

Workshop Presenter, *Black Girl Challenges Met by Black Girl Solutions*, National Association for Black School Educators, November 2018.

Paper Presentation, *All Students Are Not Equal: A Case Study of Geometry Teachers' Instructional Strategies When Trained in Multiple-Intelligence-Based Strategies in Secondary Classrooms*, The Qualitative Report Conference, Nova Southeastern University, 2018.

Workshop Presenter, *Why are We Testing Anyway?*, Broward Association for Black School Educators, March 2017.

## **EDUCATION**

### **Nova Southeastern University, 2017**

*Ed.D., Organizational Leadership*

Dissertation: "All Students Are Not Equal: A Case Study of Geometry Teachers' Instructional Strategies When Trained in Multiple-Intelligence-Based Practices in Classroom"

### **Florida Agricultural and Mechanical University, 2001**

*MSIE, Industrial Engineering*

Summa Cum Laude, Minor concentration: Engineering Management

### **Florida Agricultural and Mechanical University, 2000**

*BSIE, Industrial Engineering*

Summa Cum Laude, B.S., Elementary Education

## **PROFESSIONAL CERTIFICATIONS AND LICENSURES**

### **Professional Teaching Certification,**

Florida Department of Education, Mathematics, grades 5-9, 6-12  
2004-2022

### **Member, National Association for Black School Educators**

2004-2022

## **HONORS AND AWARDS**

### **Delores Auzenne Fellow**

Florida Agricultural & Mechanical University  
2001

### **Life Gets Better Scholar**

Florida Agricultural & Mechanical University  
2000

**ISABELLE BLAIR**

*Business Analyst*

Public Consulting Group LLC

**RELEVANT PROJECT EXPERIENCE**

***Public Consulting Group LLC, Boston, Massachusetts***

*Business Analyst*

(September 2021-Present)

Provide project management support, data collection and analysis, education policy research, and public outreach for the following projects:

- Watertown Public Schools Equity Audit (Watertown, MA). Present.
- Arlington Heights District 25 Equity Audit (Arlington Heights, IL). Present.

*Intern*

(May 2020-September 2021)

- North Shore School District Equity and Inclusion Audit (Highland Park, IL). 2021.
- School District of Philadelphia School Data Profile Redesign (Philadelphia, PA). 2020-2021.
- Organizational Study and Analysis of the Alabama Department of Education (Montgomery, AL). 2020-2021.
- Richmond Public Schools Exceptional Education Review (Richmond, VA). 2020.

**EDUCATION**

**Harvard University, 2021**

*Bachelor of Arts in English*

Cum Laude, Secondary in History

**LANGUAGES AND TECHNICAL SKILLS**

- Microsoft Office
- Spanish: proficient (writing and conversation)
- Java
- HTML

**KATE CHRISTIE***Business Analyst*

Public Consulting Group LLC

**RELEVANT PROJECT EXPERIENCE****Public Consulting Group LLC, Boston, Massachusetts***Business Analyst*

(July 2021 – Present)

Provides project management support, data collection and analysis for the following projects:

- Organizational Study and Analysis of the Alabama Department of Education (Montgomery, AL). Present.
- New Hampshire Department of Education School Approval Process Technical Support and Assistance (Concord, NH). Present.
- Watertown Public Schools Equity Audit (Watertown, MA). Present.
- New Worlds Reading Initiative Project Management (Gainesville, FL). Present.

**Dartmouth College, Hanover, New Hampshire***Research Assistant*

(September 2021 – Present)

Supports various parts of the research and writing process for data science and public policy projects under Dr. Rebecca Johnson in the Department of Quantitative Social Sciences at Dartmouth College. Work includes document management for literature reviews and bibliographies, preparing IRB submissions and pre-analysis plans, contributing to presentations and papers, building surveys, coding survey responses, and synthesizing best practices research. Projects include:

- Study of a randomized controlled trial in a college summer bridge program for first generation and low-income students
- Study of the impact of placing college navigators in public housing for the Department of Housing and Urban Development
- Study of public attitudes towards the fairness of different COVID-19 relief policies
- Study of the impact of local COVID-19 relief funding on business vitality
- Study of public attitudes towards the fairness of resource allocation in school systems

**DreamWakers, Washington, D.C.***Education Technology Intern*

(September 2019 – December 2019)

Worked with classrooms in 26 districts to coordinate and host video chats between under-resourced classrooms and volunteer professionals from underrepresented backgrounds to increase exposure and career opportunities for students. Synthesized existing literature to develop a pilot program for first generation and low-income college students to volunteer and connect with classrooms. Communicated with donors, teachers, volunteers, advisory council and board members, and external partners for ongoing operations and projects. Created social media and marketing content, graphics, and internal documents.

**EDUCATION****Dartmouth College, 2021***Bachelor of Arts in Quantitative Social Sciences, Education***TECHNICAL SKILLS**

- Microsoft Office
- STATA
- R
- Python