



PROPOSAL

To Provide Equity Focused Professional Learning Services to Loudoun County Public Schools

Presented To:

**Nyah Hamlett, Ed.D, Chief of Staff
Lottie Spurlock, Director of Equity**

**Loudoun County Public Schools
21000 Education Court
Ashburn, VA 20148**

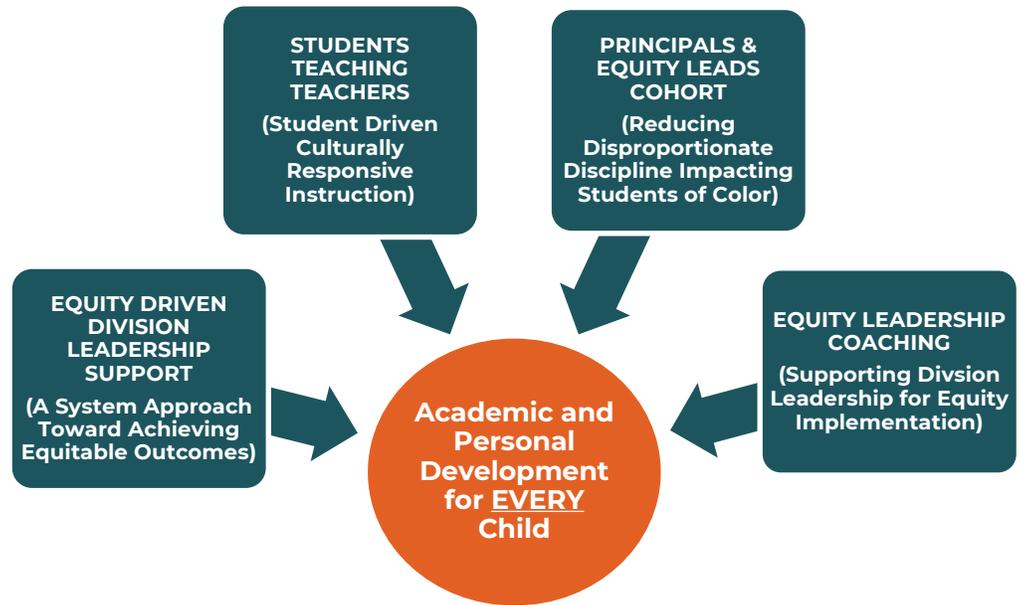
Submitted July 10, 2020

PROPOSAL CONTACT:

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PROPOSED PROFESSIONAL LEARNING DESCRIPTIONS

At the Equity Collaborative, we like to work at every level of the system to best understand all of the stakeholders in an organization and ensure alignment of purpose and action toward equitable outcomes. We believe that every interaction is a coaching opportunity. As a result, we are constantly adapting our work to meet the needs of the community and people we serve. Every piece of work is customized. This approach to adult learning is embedded in each of the strands outlined in this proposal. The Equity Collaborative proposes three connected outlined strands of support below.



I. EQUITY DRIVEN DIVISION LEADERSHIP SUPPORT | Equity Leadership Learning & Coaching to Promote System-Wide Alignment

Equity is a mindset and a way of working that is applied across district initiatives. It cannot be perceived as just another “task” that administrators or teachers have to add to their already full workloads. Equity can be a lens to focus current reform and improvement initiatives on the students who need the program benefits most. It can also be a mindset for how to integrate initiatives and decide which should be prioritized to work towards specific student outcomes. Division leaders have to be skillful in talking about, and coaching towards, equity in a way that allows others to embrace change and replace current reproductive practices with new relational and instructional approaches that support the social, emotional, and intellectual development of students who have traditionally been underserved.

The LCPS Plan to Combat Systemic Racism and Equity Plan both reference this type of support for leadership development. Specific citations include:

- The Superintendent's Cabinet and Loudoun County School Board will participate in their personal continued professional learning to build equity literacy and racial consciousness.
- Equip and empower school-based Equity Leads to provide support related to the implementation of Culturally Responsive Framework and culturally responsive instruction.
- 30% of principals across the division utilize Equity Centered Coaching in order to inform their leadership development.
- Identify and utilize an equity centered coaching model and network (internal to LCPS or external to LCPS) to provide ongoing support for equity leads and principal development.

The Equity Collaborative proposes to provide equity driven leadership support to LCPS leaders to support growth and movement toward identified system goals for improved student performance and experience in the division. We will focus on three strands of support:

- Support any leader in the Division, including central office and building administrators. The primary focus of this support during the 2020-21 school year would be to develop racial literacy and support culturally responsive instruction. This could be done through individual or cohort-based coaching. Another option would be to assist the Division to develop a competency-based personalized learning program to support practice change and measure individual staff member progress.
- Support for Cabinet level leadership. This could include facilitation of group learning and work through support for equity-focused Cabinet meetings.
- School Board leadership development. We propose a series of four professional development sessions for developing the Board members’ racial consciousness and racial literacy. These sessions would be based on other work we have done with board members to understand their specific role in leading for systemic equity changes.

Our approach of using job-embedded coaching will offer frameworks and align customizable tools to support the LCPS leaders listen to the communities that they serve. The coaching support will work to identify and assess the ways classroom structure, school climate, and teaching practices are designed to accelerate learning for struggling students. The coaching support will help the leaders to monitor implementation, accurately assessing progress on the prioritized initiatives, and to engage in meaningful reflection that guides future action.

This equity driven coaching is designed to support the Division leaders of Loudoun County Public Schools to:

- Operate effectively as Equity Centered Educational leaders for all Division and school staffs;
- Develop and enact a Division policy that works to address necessary changes in equity centered practices across the division with input from school-based student groups to include student voice;
- Analyze (qualitative and quantitative) impact and effectiveness of instructional programs based on the achievement growth of specific student groups;
- Lead the professional learning of LCPS' district and schools' staff focused on increasing cultural competence to foster a more inclusive community for all students and families;
- Develop, refine, and sustain structures, routines, and roles for adult learning. These structures will allow for deeper discussion of the ways race, class, and culture impact academic and educational outcomes throughout schools, districts, organizations and communities;
- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships;
- Engage in rigorous self-assessment and learning to deepen the impact of leadership for equity as measured by a positive department, district and school climate, improved instructional practice, increased student engagement, and gains in student achievement and equity.

The learning agenda will focus on the works of John Powell and the Kirwan Institute, Steve Zuieback, David Rock, the Aspen Institute Roundtable on Community Change, John Hattie, Ronald Heifetz, Michael Fullan, John Heron, Margaret Wheatley, and Julian Weissglass, amongst others. We will provide the educational leaders with articles, empirical studies, and excerpts from books as a way to begin to process new collective meaning around their experiences working a public education system.

II. STUDENTS TEACHING TEACHERS | Student Driven Culturally Responsive Instruction

The Students Teaching Teachers professional development model uses high school students to help teachers at all levels understand and utilize research-based strategies for culturally responsive practice. The use of student voice significantly enhances teacher buy-in to implementation of instructional methods. Students benefit from the leadership opportunities provided through participation. In LCPS, the division would be able to utilize this model to advance the use of the Culturally Responsive Framework into classroom implementation.

Loudoun County Public Schools is seeking an approach to upgrade instructional quality with the adoption of the Culturally Responsive Framework. The intended result being improved achievement for underperforming groups and creating a welcoming and accepting school climate. The division might consider a two-year effort to have students identify the key aspects of the Culturally Responsive Framework and develop a set of student-driven teaching strategies, introduce them to the faculty, and support deep implementation over time.

STEP 1: BUILDING CULTURAL COMPETENCE | Working Relationships Across Difference

The first step of building an effective Students Teaching Teachers project is to establish a strong student cohort. The first day of work is spent on building team dynamics while deepening students own cultural competence. The afternoon is spent exploring the "Students Six Strategies" that were chosen and developed by the first Students Teaching Teachers group.

STEP 2: ESTABLISHING THE STRATEGIES | Engaging Students and Identifying Leaders

The most important second step in the process is students identifying a set of research-based focus-strategies that they want their teachers to use. Students would review the research-based strategies from the Culturally Responsive Framework and identify a set of key strategies that they want to emphasize. This day of work can be combined with the above in a two-day kick-off.

The "Step 1 and Step 2" Two-Day Kickoff Workshop includes:

- Team Building and Bonding
- Introduction to Racial Equity in Schools
- Cultural Schema, Implicit Bias, and Stereotype Threat in Classrooms

- Understanding My Own Racial Identity Development
- Experiences of Privilege and Oppression within Our School
- Student Opportunities for Creating Equity
- Introduction to the original “Students’ Six Process and Strategies”
 - Visibility: Making every student feel acknowledged and included in the classroom
 - Proximity: Using physical space to engage students and reduce perceived threat
 - Connecting to Students’ Lives: Making linkages between classroom content and student experiences and perspectives
 - Engaging Students’ Culture: Incorporating positive elements of students’ culture into classroom learning and community building
 - Addressing Race: Talking openly about racial dynamics and how they impact the student experience
 - Connection to Future Selves: Helping students identify their future paths and using classroom experiences to guide students toward their personal goals
- Review of Research on LCPS’ Culturally Responsive Framework
- Interviews of Student Participants on their Experiences with Culturally Responsive Teaching in Loudoun County Public Schools
- Initial Creation of Loudoun County Public Schools’ Culturally Responsive Framework Strategy Set

At the conclusion of these two days, the Equity Collaborative staff will collaborate with Loudoun County Public Schools’ staff to identify the Loudoun County Public Schools’ students who will become participants in the first year of program development and implementation.

STEP 3: IMPLEMENTATION PREPARATION | Preparing Staff and Student Leaders

The Equity Collaborative will support Loudoun County Public Schools’ appointed staff project leaders in preparing the team for program implementation. The student team members and adult leaders will engage in a process to refine the strategies and prepare for providing high quality professional development to Loudoun County Public Schools.

In a follow-up two-day workshop, the new team will accomplish the following tasks:

- Finalize the selection of strategies
- Review research on each strategy in depth
- Consider how each strategy can be applied to pedagogy, relationship building, classroom management, and curriculum development
- Learn an approach for providing high quality professional development for adults.
- Develop an outline and timeline for training Loudoun County Public Schools’ staff on the selected strategies from the Culturally Responsive Framework.

STEP 4: IMPLEMENTATION WITH FACULTY | Students Teaching Teachers

Loudoun County Public Schools’ adult and student leaders will introduce the identified Culturally Responsive Framework Strategies to Loudoun County Public Schools over a series of workshops or meetings that are dedicated to the work. Each workshop or meeting should have the majority of its time dedicated to this topic.

The student led professional development series should include the following characteristics:

- The first session will overview all of the strategies and go in depth on the first.
- Future sessions will cover each strategy individually.
- The final session is a reflection on implementation of the strategies over the year.
- Each session should be facilitated largely by the student leaders.
- Faculty should leave every session with a set of options for implementing the strategy in their job within one week.

STEP 5: ENSURING IMPACT | Supportive Coaching, Reflection and Growth

For the LCPS Culturally Responsive Framework Student Strategies to have the desired effect, teachers will need coaching for reflection and growth in their implementation over time. Administrators and equity leaders play key roles in this process. Both should plan for opportunities to engage with teachers in reflection and planning for deeper implementation. The strategies should be interwoven into administrative supervision conversations and PLT meetings. The Equity Collaborative will provide coaching support to these leaders that will model the process they can use for their colleagues.

CONSIDERATIONS FOR IMPLEMENTATION

The Students Teaching Teachers model has proven to be a challenging program to implement. The items below are dilemmas that need to be resolved in collaboration with district leadership. Some of these items have potential budget implications.

- Strong implementation of the Students Teaching Teachers depends on having at least one adult leader whom the students deeply trust. That person should also be well respected by the faculty and capable of leading professional development sessions.
- Video can be a powerful part of this process. Consider engaging the school video program in documenting, or work with the school district's communications department.
- This process does require some investment in exploring education research, which can be a great opportunity for an intern who can add capacity to the team.

III. PRINCIPALS & EQUITY LEADS COHORT | Reducing Disproportionate Discipline Impacting Students of Color

Loudoun County Schools have been receiving support at the division, community, and board levels for the 2019 – 2020 school year. The Equity Collaborative will continue this work by engaging the new Equity Leads and their partner principals in a project aimed at developing leadership capacity to eliminate disproportionality in discipline. The Equity Collaborative will support this new cohort in work to reduce the disproportionate use of suspensions and expulsions to punish students of color. This project works to directly impact the academic achievement of students of color by increasing the amount of time they spend in learning environments.

The cohort will come together for a monthly collaborative workshop series that will support the Equity Leads and their partner principals to lead entry-level conversations about implicit bias and racial equity. The cohort meetings have two intended goals: one, increasing Equity Leads and their partner principals' ability to lead staff in their commitment to working towards racial equity; and two, building common understanding and language about the impact of implicit bias and racialized inequities on the students and families of Loudoun County Public Schools.

This Loudoun County Public Schools Equity Leads and Principals Cohort support is designed to:

- Reflect on how implicit bias and cultural schema impact every person's ability to work across difference;
- Understanding racial equity as individual, cultural, institutional, and systemic;
- Develop skills and focus that can apply to identified equity challenges as related to discipline practices;
- Reducing Disproportionalities in Discipline: Schools will monitor discipline data and work on implementing strategies for keeping students in their primary learning environment as much as possible;
- Explore aspects of culturally responsive teaching to support students' investment in their own learning;
- Coaching and Facilitation Skills: Equity leadership requires a skill set for coaching and facilitating in peer interactions such as staff meetings, PLTs and individual interactions.

The Equity Leads' Cohort will meet monthly, principals are **required** to join quarterly, but are welcome at **all** meetings.

IV. EQUITY LEADERSHIP COACHING | Supporting Division Leadership for Equity Implementation

The Equity Collaborative will partner and provide equity centered coaching to the Director of Equity and Equity Supervisor to support growth and movement toward self-identified goals. We will focus on developing the Director of Equity Department's skill, knowledge and capacity to lead the division towards racial and cultural competence. The job-embedded coaching will offer frameworks and align customizable tools to be able to support schools across the division and the communities that they serve. The coaching support will work to identify and assess the ways the Director of Equity Department's approach to their work and their practices could be improved to better support underserved communities in Loudoun County Public Schools.

The content and structure of this Equity Leadership Coaching is designed to support the Equity Director and Staff to:

- Lead principals and schools to develop specific strategies and proactive measures to address equity issues schools face (ie. derogatory language and racial incidents);
- Develop the ability of Division Instructional Facilitators, the Equity and Cultural Competence Specialist and other identified specialized facilitators and HRTD instructional coaches to coach through an equity lens;
- Provide division level support for teachers focused on supporting the teaching of racially sensitive topics;
- Support the division's ability to focus on culturally responsive pedagogy, strong instruction, and collaboration across teachers;
- Build racial and cultural awareness through self-reflection of our collective experiences and identities (race, ethnicity, socio-economic, gender, sexual orientation, language);
- Be able to support the increase of cultural synchronization for LCPS educators so that they develop stronger relationships with students;

- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships.

The Culturally Responsive Instruction Sessions will focus on the works of David Rock, Ronald Heifetz, Michael Fullan, John Heron, Margaret Wheatley, John Hattie, and Julian Weissglass, Zaretta Hammond, amongst others. We will utilize articles, empirical studies, and excerpts from books as a way to begin to process new collective meaning around the experiences working to transform a public education system.

WHY THE EQUITY COLLABORATIVE

The staff of The Equity Collaborative, LLC brings a deep knowledge of school systems, from the classroom level to the central office. The lead staff on this project have taught in diverse public schools, designed and led schools, and offered innovative professional development and coaching services for a combined 20 plus years. We have a broad network of content experts with whom we subcontract as needed to ensure that every piece of the contract is delivered with unqualified expertise and precision.

Beyond our experience as educators, coaches, and professional developers, what makes The Equity Collaborative, LLC unique is a highly effective and pressure-tested approach to adult learning that promotes:

- High levels of engagement among participants
- Intrinsic motivation to change
- The adoption of new mindsets, beliefs, and values that facilitate shifts in behavior and practice
- Capacity-building among leaders, coaches, and teachers in the skills that seed sustainable organizational change.

We like to work at every level of the system to best understand all of the stakeholders in an organization and ensure alignment of purpose and action toward equitable outcomes. Our approach to adult learning is embedded in each of the strands outlined in this proposal.

We believe that any lasting reform begins with a “whole system” view, integrates technical and relational approaches to change, and focuses on building new capacities in the people and teams that comprise the system. Working in partnership with the school leaders of Loudoun County Public Schools to prioritize the elements of need; we believe we can provide a powerful accelerant for growth and development of the educators that are a part of Loudoun County Public Schools.

Given these critical issues and areas of need, The Equity Collaborative, LLC respectfully proposes a series of professional learning coaching support to Loudoun County Public Schools to address continued opportunity gaps.

SERVICES TO BE PROVIDED

I. EQUITY DRIVEN DIVISION LEADERSHIP SUPPORT | Equity Leadership Learning & Coaching to Promote System-Wide Alignment

This equity driven coaching is designed to support the Division leaders of Loudoun County Public Schools to:

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- Develop and enact a Division policy that works to address necessary changes in equity centered practices across the division with input from school-based student groups to include student voice;
- Analyze (qualitative and quantitative) impact and effectiveness of instructional programs based on the achievement growth of specific student groups;
- Lead the professional learning of LCPS' district and schools' staff focused on increasing cultural competence to foster a more inclusive community for all students and families;
- Develop, refine, and sustain structures, routines, and roles for adult learning. These structures will allow for deeper discussion of the ways race, class, and culture impact academic and educational outcomes throughout schools, districts, organizations and communities;
- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships;
- Engage in rigorous self-assessment and learning to deepen the impact of leadership for equity as measured by a positive department, district and school climate, improved instructional practice, increased student engagement, and gains in student achievement and equity.

II. STUDENTS TEACHING TEACHERS | Student Driven Culturally Responsive Instruction

STEP 1: BUILDING CULTURAL COMPETENCE | Working Relationships Across Difference

STEP 2: ESTABLISHING THE STRATEGIES | Engaging Students and Identifying Leaders

STEP 3: IMPLEMENTATION PREPARATION | Preparing Staff and Student Leaders

STEP 4: IMPLEMENTATION WITH FACULTY | Students Teaching Teachers

STEP 5: ENSURING IMPACT | Supportive Coaching, Reflection and Growth

This strand of work is designed to support the students of Loudoun County Public Schools to:

- Design and create a student led equity team focused on shifting school culture to be more inclusive and reduce derogatory language;
- Support students to utilize the LCPS Culturally Responsive Education Framework to support implementation of culturally responsive teaching across the division;
- Develop students' facilitation skills for leading professional learning sessions with teachers across the LCPS Division.

III. PRINCIPALS & EQUITY LEADS COHORT | Reducing Disproportionate Discipline Impacting Students of Color

This Loudoun County Public Schools Equity Leads and Principals Cohort support is designed to:

- Reflect on how implicit bias and cultural schema impact every person's ability to work across difference;
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- Explore aspects of culturally responsive teaching to support students' investment in their own learning;
- Coaching and Facilitation Skills: Equity leadership requires a skill set for coaching and facilitating in peer interactions such as staff meetings, PLTs and individual interactions.

IV. EQUITY LEADERSHIP COACHING | Supporting Division Leadership for Equity Implementation

The content and structure of this Equity Leadership Coaching is designed to support the Equity Director and Staff to:

- Lead principals and schools to develop specific strategies and proactive measures to address equity issues schools face (ie. derogatory language and racial incidents);
- Develop the ability of Division Instructional Facilitators, the Equity and Cultural Competence Specialist and other identified specialized facilitators and HRTD instructional coaches to coach through an equity lens;
- Provide division level support for teachers focused on supporting the teaching of racially sensitive topics;
- Support the division's ability to focus on culturally responsive pedagogy, strong instruction, and collaboration across teachers;

- Build racial and cultural awareness through self-reflection of our collective experiences and identities (race, ethnicity, socio-economic, gender, sexual orientation, language);
- Be able to support the increase of cultural synchronization for LCPS educators so that they develop stronger relationships with students;
- Develop skills for leading and coaching change in challenging contexts, including social-emotional intelligence and building trust and relationships.

COSTS	<p>I. Equity Driven Leadership Support 3 days of coaching time per month, August 2020 through June 2021. One day per month for Cabinet level leadership. Two additional days per month for all other division leaders. This work may take the form of on-site visits with The Equity Collaborative coaches, individual coaching (in person or by phone), joining administrators in standard meetings, or convening specific equity leadership development meetings for the purpose of addressing this work. This scope of work includes agenda development, facilitation planning, research support, and planning meetings in preparation for the workshop series and on-site coaching meetings. All planning and preparation are estimated close to a one to one ratio of facilitation and coaching time.</p> <p>Four School Board Development sessions, one per quarter. Focusing on the role of school board members in leading for systemic equity change. Specific content to be determined through joint planning with the Board leadership.</p>	<p>In Person Work <i>(Travel Costs Included)</i></p> <p style="text-align: center;">\$55,000 (1 day of coaching/month for Cabinet Level leaders August 2020-June 2021 @ \$5,000/day)</p> <p style="text-align: center;">\$110,000 (2 days of coaching/month for Division Leaders August 2020-June 2021 @ \$5,000/day)</p> <p style="text-align: center;">\$20,000 (4 Board Development Sessions @ \$5,000/ session)</p> <p style="text-align: center;">\$185,000 Subtotal</p>	<p>Remote Work</p> <p style="text-align: center;">\$44,000 (1 day of coaching/month for Cabinet Level leaders August 2020-June 2021 @ \$4,000/day)</p> <p style="text-align: center;">\$88,000 (2 days of coaching/month for Division Leaders August 2020-June 2021 @ \$4,000/day)</p> <p style="text-align: center;">\$16,000 (4 Board Development Sessions @ \$4,000/ session)</p> <p style="text-align: center;">\$148,000 Subtotal</p>
	<p>II. Students Teaching Teachers Professional Development Model Two-Day Kickoff This scope of work includes agenda development, facilitation planning, research support, and planning meetings in preparation for the Students Teaching Teachers workshop series Workshop facilitation from two Equity Collaborative facilitators</p> <ul style="list-style-type: none"> • Day One: Cultural Competence Workshop • Day Two: Establishing the Strategies <p>Implementation Preparation</p> <ul style="list-style-type: none"> • Facilitation of the two-day workshop • Involvement from two “Students’ Six” student leaders <p><i>(In Person daily rate includes Travel Costs: Flights, Hotel, Car Rental, and Meals for up to TWO 2-Day Trips to Loudoun County Public Schools for facilitation of the Two-Day Kickoff and the Two-Day Implementation Preparation for two Equity Collaborative Coaches.)</i></p> <p>Implementation with Faculty and Ensuring Impact The Equity Collaborative will provide coaching for Loudoun County Public Schools adult and student</p>	<p style="text-align: center;">\$110,000 (2 days of time/month August 2020-Jun 2021 with 2 coaches @ \$5,000/day)</p>	<p style="text-align: center;">\$88,000 (2 days of time/month August 2020-Jun 2021 with 2 coaches @ \$4,000/day)</p>

<p>leaders as they engage teachers in professional development opportunities.</p> <p>Ensuring Impact Implementation coaching support built into the Equity Driven Central Office Leadership portion of the proposal.</p>		
<p>III. Principals & Equity Leads Cohort</p> <ul style="list-style-type: none"> • Provide Principals and Equity Leads with monthly convenings. (Principals are required to join quarterly, but are welcome at all meetings.) • Provide direct coaching support for up to 10 LCPS Principals and Equity Leads to reduce suspensions and increase student time in learning environments. (Approximately three coaching visits for each school per semester, focusing on supporting administrative leadership on creating and implementing school-specific change strategies.) 	<p style="text-align: center;">\$55,000 (11 Cohort Sessions @ \$5,000/session)</p> <p style="text-align: center;">\$55,000 (1 day of coaching/month for up to 10 LCPS Principals and Equity Leads August 2020-June 2021 @ \$5,000/day)</p> <p style="text-align: center;">\$110,000 Subtotal</p>	<p style="text-align: center;">\$44,000 (11 Cohort Sessions @ \$4,000/session)</p> <p style="text-align: center;">\$44,000 (1 day of coaching/month for up to 10 LCPS Principals and Equity Leads August 2020-June 2021 @ \$4,000/day)</p> <p style="text-align: center;">\$88,000 Subtotal</p>
<p>IV. Equity Leadership Coaching Provide direct coaching support for the Director of Equity and Staff with emphasis on:</p> <ul style="list-style-type: none"> • Division level support for Principals and Equity Leads focused on supporting the teaching of racially sensitive topics. • Support the division’s ability to focus on culturally responsive pedagogy, strong instruction, and collaboration across teachers. • Build racial and cultural awareness through self-reflection of our collective experiences and identities (race, ethnicity, socio-economic, gender, sexual orientation, language). 	<p style="text-align: center;">\$55,000 (1 day of coaching/month for the Equity Director and Staff August 2020-June 2021 @ \$5,000/day)</p>	<p style="text-align: center;">\$44,000 (1 day of coaching/month for the Equity Director and Staff August 2020-June 2021 @ \$4,000/day)</p>
TOTALS	\$460,000	\$368,000

CONTACT INFORMATION

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SUMMARY OF BACKGROUND AND EXPERIENCE

Graig Meyer is a social worker, educator, and youth development specialist working as an Equity Leadership Coach and partner in The Equity Collaborative. Graig has sixteen years of experience leading equity work in public schools. He was the director of the nationally recognized Blue Ribbon Mentor-Advocate program. He also served as the Director of Student Equity and Volunteer Services for the Chapel Hill-Carrboro (NC) City Schools. Graig was one of the co-creators of the Student Six: Strategies for Culturally Proficient Classroom Practice, which has been nationally recognized for its innovative use of student voice to train teachers in research based best practice. Graig works with school districts and non-profits nationally from his base in Chapel Hill, North Carolina. Graig is also a member of the North Carolina General Assembly House of Representatives.

LinkedIn Profile <http://lnkd.in/d4hD5-g>

View Graig's keynote address at the 2012 School Improvement Network Innovation Summit at <http://youtu.be/LosSPnXe46U>

Recent Professional Experience

2014 - **Partner and Equity Leadership Coach**

Present **The Equity Collaborative, LLC**

- Provide equity focused coaching, group facilitation, and technical assistance to leaders.
- Provide executive coaching and services coordination to school systems and their leaders.
- Conduct research and analyze data, to support coaching objectives with leaders and teams.
- Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
- Design and facilitate systemic educational equity reform programming at the regional, district and school levels.

2012 - 2014 **Director of Student Equity and Volunteer Services**

Chapel Hill-Carrboro City Schools, Chapel Hill, North Carolina

- Coordinate district-wide efforts for creating equitable learning environments and eliminating racial achievement gaps.
- Coordinate school district Volunteer Office, including five programs and over 1000 volunteers annually.
- Coordinate Blue Ribbon Mentor-Advocate Program (see below).

1998-2012 **Blue Ribbon Mentor-Advocate Coordinator**

Chapel Hill-Carrboro City Schools, Chapel Hill, North Carolina

- Coordinate Blue Ribbon Mentor-Advocate program, providing over 120 students annually with mentoring, academic advocacy, tutoring, social and cultural enrichment, college and career exposure, and college scholarships.
- Coordinate Youth Leadership Institute service-learning program for over 80 high school students.
- Provide individual students and families with academic advocacy support.
- Manage program budget of over \$450,000 annually.
- Provide ongoing supervision to seven direct service staff members.
- Provide school district with policy advice, staff development, and coaching on improving the achievement of students of color.
- Generated over \$1 Million in grant and donor-based funding for mentoring programs.
- Raised over \$400,000 for student scholarship funds.
- Developed two community-based, evening tutorial programs for students in grades 4 -12.

M.A., Social Service Administration, *University of Chicago*

B.A., Sociology and Anthropology, *College of Wooster*

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SUMMARY OF BACKGROUND AND EXPERIENCE

Jamie Almanzán is a facilitator, teacher, curriculum developer and leadership coach currently working as an Equity Leadership Coach and the owner of The Equity Collaborative, LLC in Oakland, California. Prior to leading The Equity Collaborative, he held the position of Senior Coach at the National Equity Project, in Oakland and he has held the position of Director of Learning and Teaching at Pacific Educational Group in San Francisco. He has focused his career on working with school and district teams to create more equitable learning environments incorporating observation, collaboration, and changing instruction to best meet the needs of underserved populations, particularly African American and Latino students. Jamie is involved in systemic school reform initiatives and is responsible for the development and facilitation of leadership seminars for state, regional and district teams across the country. Jamie leads professional learning and coaches in a wide range of schools and districts in California and Nationally.

LinkedIn Profile (includes a link to a recent keynote address given at the 2012 School Improvement Network Innovation Summit)
<http://www.linkedin.com/pub/jamie-almanzán/36/b32/36b>

Recent Professional Experience

2012 - **Partner and Leadership Coach**

Present **The Equity Collaborative, LLC**

- Provide equity focused coaching, group facilitation, and technical assistance to leaders.
- Provide executive coaching and services coordination to school systems and their leaders.
- Conduct research and analyze data, to support coaching objectives with leaders and teams.
- Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
- Design and facilitate systemic educational equity reform programming at the regional, district and school levels.

2008 - 2012 **Senior Coach**

The National Equity Project, Oakland, California

- Lead coach in districts, schools, and organizations.
- Provide coaching and technical assistance to leaders.
- Conduct research and analyze data, to support coaching objectives with leaders and teams.
- Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
- Coordinate the Listening Campaign, an equity-focused systems based qualitative data analysis.

2000 - 2008 **Director of Learning and Teaching**

Pacific Educational Group, San Francisco, California

- Design and deliver systemic educational equity reform programming at the state, regional, district and school levels.
- Work with teachers and administrators on educational equity reform efforts to better meet the needs of African American and Latino students.
- Coordinator of the Collaborative Action Research for Equity (C.A.R.E.) program.
- Lead schools and school districts through Equity Leadership Development seminars in order to have school systems sustain a focus on equity for traditionally underserved students.
- Develop and provide schools with professional development/resource materials and technical support on standards-based, racially/culturally relevant teaching practices and implementation.
- Collaborate with school reform support providers in developing a synthesized program for school change, including aspects of curriculum, instruction and equity.

M.A., Education with specialization in English language development instruction, *Stanford University*

B.A., Religious Studies and English Literature, *California State University Chico*

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SUMMARY OF BACKGROUND AND EXPERIENCE

Aaron Johnson a teacher, administrator, higher education faculty, and author working as an Equity Leadership Coach with the Equity Collaborative. Aaron has twenty years of experience as a teacher, principal, director of instruction, and assistant superintendent with a commitment to equity in public school environments. He most recently served as the assistant superintendent for diversity, equity, and inclusion in a public school district. Aaron has presented at several local, regional, and national conferences with an emphasis on developing literacy for African American students in schools. He is the author of the Teachers College Press book, *A Walk in Their Kicks: Literacy, Identity, and the Schooling of Young Black Males*. Aaron is the creator of the Black Male Literacy Paradigm which is a framework used by schools to engage Black youth in school literacy practices. He is also active in the Detroit area and started the non-profit, The American Literacy Society whose vision is to engage citizens in literacy to participate in the democratic process.

LinkedIn Profile: <http://linkedin.com/in/aaron-m-johnson-ph-d-7a742369>

Recent Professional Experience

- 2020 – Present ***Equity Leadership Coach***
The Equity Collaborative, LLC
- Provide equity focused coaching, group facilitation, and technical assistance to leaders.
 - Provide executive coaching and services coordination to school systems and their leaders.
 - Conduct research and analyze data, to support coaching objectives with leaders and teams.
 - Employ holistic meeting design to forward team development and effectively reach meeting and group development objectives.
 - Design and facilitate systemic educational equity reform programming at the regional, district and school levels.
- 2012-2020 ***Director of Curriculum and Instruction and Assistant Superintendent for Diversity, Equity, and Inclusion***
- Member of Superintendent’s Cabinet
 - Oversee all instructional and non-instructional departments
 - Provide equity and anti-racism training to teachers, administrators, and ancillary staff
 - Lead community events
 - Procure culturally relevant materials for students
 - Lead and facilitate student groups
 - Liaison to businesses, universities, and civic organizations
- 2008-2012 ***High School Principal***
Harrison High School, Farmington Hills, MI – IB World School
- Proven leadership that led to an increase in student achievement for all students as evidenced on the Michigan Merit Exam and ACT over a multi-year period
 - Led a multi-year, aggressive, successful campaign to transform student achievement, school culture, and public relations at Harrison High School
 - Member of the Minority Student Achievement Network (MSAN) that participated in dialogue and created strategies to improve student learning outcomes
 - Effective leader that led Harrison High School to be recognized by Newsweek Magazine as one of the top 1,500 High Schools in the nation in 2009, 2010, and 2011
- Ph.D., Curriculum and Instruction, Wayne State University
M.Ed., Education Leadership, Wayne State University
B.S., English Education, Wayne State University