

- Student Learning and Achievement
- Health and Safety of Students and Schools
- Credibility and Communication
- Fiscal Solvency, Accountability and Integrity

- Consent
- Action/Discussion
- Information/Discussion
- Public Hearing

SUBJECT: REVISED Equity Plan and Contract for Services with Praxis

DATE: November 18, 2021

PERSON(S) RESPONSIBLE: Ralph Gómez Porras, Superintendent; Presentation by Dr. Peter Flores, Praxis

RECOMMENDATION:

The District Administration recommends the Board review the Equity Plan and Proposal and provide direction to the Board to proceed with drawing up a formal contract for services with Praxis based upon the proposal. The contract would come back to the Board for final approval.

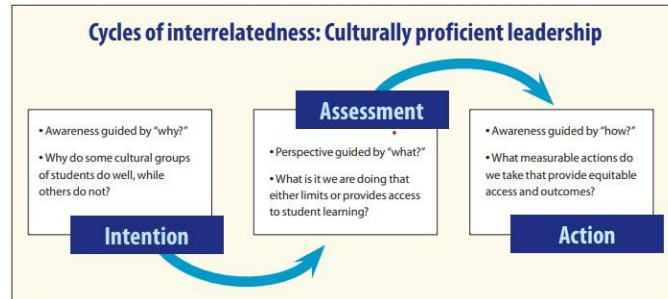
INFORMATION:

The first stage of the proposed 3-year PGUSD Equity Plan involves very in-depth work in building Equity and Access for ALL students through a commitment of study, inquiry and action. This work will be through a partnership with Praxis consultants and support from the Monterey County Office of Education. Praxis consultants are approved by the Center for Culturally Proficient Educational Practice (CCPEP) to deliver training for Cultural Proficiency as provided by their program outline (see below). Dr. Peter Flores III and Dr. Roberto Nunez both K-12 administrators will provide the training starting with superintendent & leadership team (combination of teachers and administrators) inquiry for supporting the district's ongoing commitment to equity and access for all Pacific Grove Unified School District students and families.

The focal feature of this work is to build a solid foundation of **Cultural Proficiency** – a model for shifting the culture of the school or district; it is a model for individual transformation and organizational change. A paradigm shift *from* viewing cultural difference as an obstacle/challenge *to* learning how to interact effectively with other cultures. The Conceptual Framework for Culturally Proficient Practices serves as a compass and map to enable educational leaders to respond effectively in cross-cultural environments by using a powerful set of interrelated tools to guide personal and organizational change.

This is intended as a long term plan that will grow to include students and other stakeholders.

An Implementation Plan for Building Capacity and Sustainability



Phase I (Intention)

- District Leadership Equity Planning and Book Study (Cultural Proficiency: A Manual for School Leaders (4th ed.)).
- *Cultural Proficiency – Equity and Access for All Students* District-wide Staff one-day Professional Development (February 21, 2022). Dr. Delores Lindsey and Dr. Randal Lindsey will deliver opening remarks and participate. This one-day staff professional development will provide a basic understanding of Cultural Proficiency and will provide an introduction and general overview of: • What is Cultural Proficiency? Why Cultural Proficiency? • Core Values, Culture, Identity • Barriers to Cultural Proficiency • Guiding Principles of Cultural Proficiency • Continuum of Cultural Proficiency • Essential Elements of Cultural Proficiency.
- Introduction to the Cultural Proficiency Framework (Small Group Elementary and Secondary) Cohort: Three professional learning sessions that will provide important foundational knowledge for a cohort comprised of Elementary and Secondary team members. These workshops will provide a small cohort of elementary and secondary personnel with an introduction to the Conceptual Framework for Culturally Proficient Practices. This will include learning and using the four tools and committing to individual and organizational work (Inside-Out Approach) in between sessions for addressing equity and access gaps within the district.

Phase II (Assessment)

- **10-day Cultural Proficiency Certification Program** (1st Cohort). Building capacity and sustainability. This proposal is based on certification for a cohort of 30 participants from throughout the district. The 10 days are presented in three phases. Phase I as described above; Phase II focuses on how to apply the concept and tools to inform your organization's needs and practice and conducting an equity assessment or developing an equity action plan. Phase III continues cultural proficiency inquiry and application of the tools coupled with a focus on developing presentation and facilitation skills for leading group dialogues to build capacity and sustainability.

Phase III (Action)

- Equity Action Plan (monitoring of benchmarks and outcomes).
- Equity Self-Guided Assessment (coaching and breakthrough sessions).

This plan is supported through the contract with Praxis.

The purpose of the contract for services with Praxis is to develop the capacity of educational leaders within the Pacific Grove Unified School District to apply the Framework of Cultural Proficiency with focused attention on narrowing and closing achievement disparities. Praxis proposes a model that develops professional capital within the district to address inequities and builds on the richness of diversity within the school community. The attendant tools are designed to engage in an educator-led inquiry to support all students achieving at high levels. Participants will probe their personal values, beliefs, and assumptions about the students they serve and the extent to which assumptions embedded in institutional policies and practices support or limit access and achievement opportunities and outcomes for all students and their respective communities.

Overall Goals of the Contract for 2021-22 include:

- To systematize Cultural Proficiency efforts within the district that support student achievement goals aligned with the district's equity plan.
- To expand and deepen leadership practices throughout the school district to build on the inside-out process of personal commitment reflected in educators' values and their school or unit's policies and practices.
- To train PGUSD educational leaders in Culturally Proficient systemic educational practices; and,
- To engage participants in a book study and an inquiry project at their school or office sites.

FISCAL IMPACT:

Total cost paid out of ESSER III grant, \$76,350 The cost for the staff development day, February 21, 2022 is \$15,000 and the total cost for the certification training is \$61,350 which includes the 3 phases as specified in the proposal.

Peter Flores III, Ed.D.
Founder/Certified Senior Associate Trainer
Praxis Lead Equity, LLC
Santa Maria, CA 93455



Submitted to: Dr. Ralph G. Porras, Superintendent, Pacific Grove Unified School District
October 6, 2021



Dear Superintendent Porras:

Thank you for meeting with me and Dr. Roberto Núñez regarding the facilitation of high-quality Cultural Proficiency work during the 2021-2022 school year. Praxis Lead Equity, LLC is happy to provide our expertise in Cultural Proficiency Leadership by facilitating reflection and dialogue intended to lead individuals and Pacific Grove Unified School District toward Cultural Proficiency using a train-the-trainer development strategy.

As discussed during our September 17, 2021 meeting, Dr. Peter Flores III, certified Senior Associate Trainer and Dr. Roberto Núñez, Certified Trainer Associate for The Center for Culturally Proficient Practice (CCPEP), will provide 10-12 days of professional learning (in-person or virtually) to your school district, with periodic check-ins with you and your Leadership Team. The details of this proposal for the 2021-2022 school year are included on Appendix A. We would be open to discussing a two-to-three-year partnership, with the potential for the 10-day certification to be completed at a later date. It is our priority to personalize and tailor the details proposed for this high-quality professional learning plan to meet the needs of Pacific Grove Unified School District.

Each session described in this proposal will allow participants to:

- View *Cultural Proficiency* as a shared journey for educating Paramount's students.
- Experience *Cultural Proficiency* as personal and professional work.
- Use the *Conceptual Framework of Culturally Proficient Educational Practice* as a guide for addressing equity and access gap issues; and
- Use the *Tools of Cultural Proficiency* to build professional capital for leading conversations relative to school board and district policy, allocation of resources, use of assessment data, deliver curriculum and instruction, interact with parents and community members, and plan and use professional learning.

Thank you for your request,

Peter Flores III, Ed.D.
Praxis Lead Equity, LLC.
Praxiscp19@gmail.com
(805) 610-5107

**APPENDIX A
CULTURAL PROFICIENCY
PROPOSAL TO PROVIDE PROFESSIONAL SERVICES**

This proposal is developed by Praxis Lead Equity, LLC and submitted to Pacific Grove Unified School District on this 6th day of October, 2021.

DESCRIPTION OF PROFESSIONAL SERVICES

Praxis Lead Equity, LLC will provide consulting services and training in Culturally Proficient Educational Practice. This framework develops and nurtures the mindset of educators and organization members to deliver educational services resulting in equitable student outcomes. Culturally Proficient Educational Practice is built on an “inside-out” process that begins with individual awareness and moves to organization analyses and examination. Professional development uses the curriculum and resources developed by the Center for Culturally Proficient Educational Practice (CCPEP) to provide professional development to Pacific Grove Unified School District administrators, teachers, and staff to support the development of an equity action plan and/or how to conduct an equity self-assessment for transformational change in the Pacific Grove Unified School District. The proposal includes the 10-Day Cultural Proficiency Certification for an initial cohort of 30 participants.

LOCATION

All sessions will be conducted in-person and on-site in the school district in accordance with health guidelines of the CDC and the state and county health departments. Praxis Lead Equity, LLC consultants will follow the suggested location of the school district at the time of services unless health restrictions prevent them from doing so.

MATERIALS

Praxis Lead Equity, LLC will provide technology applications and electronic copies of documents necessary for engaging in the culturally proficient learning strategies. This does not include paper copies. If hardcopies of the learning guide or other handouts are preferred, the school district is asked to create/duplicate these at their cost. In addition, sticky chart paper, sticky notes, markers are required for face-to-face training. Praxis Lead Equity, LLC will provide materials to the site of training prior to the event.

***PROPOSED OUTLINE OF PROFESSIONAL SERVICES**

The proposed professional services are based on our initial meeting of September 17, 2021 and are divided into three distinct deliverables.

- I. A one-day Staff Professional Development on *Cultural Proficiency – Equity and Access for All Students*. This one-day staff professional development will provide a basic understanding of Cultural Proficiency and will provide an introduction and general overview of the following:
 - What is Cultural Proficiency? Why Cultural Proficiency?
 - Core Values, Culture, Identity
 - Barriers to Cultural Proficiency

- Guiding Principles of Cultural Proficiency
- Continuum of Cultural Proficiency
- Essential Elements of Cultural Proficiency

Cost: \$15,000. Daily rate is \$5000/day per presenter inclusive of planning and associated travel costs. The date discussed was February 21, 2022. This would be for a ½ day (3 hours). Dr. Randall Lindsey will deliver opening remarks.

- II. Introduction to the Cultural Proficiency Framework (Small Group Elementary and Secondary) Cohort: These workshops will provide important foundational knowledge for a cohort comprised of Elementary and Secondary team members. This cohort model will provide personnel an introduction to the Conceptual Framework for Culturally Proficient Practices. This will include learning and using the four tools and committing to individual and organizational work (Inside-Out Approach) in between sessions for addressing equity and access gaps within the district. Service Proposal is detailed and outlined in **Attachment A**.

Lead consultant will be Dr. Peter Flores accompanied by Dr. Roberto Núñez.

Cost: \$30,000. Daily rate is \$10,000/per workshop for two presenters for a total of three workshops. This cost is inclusive of pre-planning. This proposal includes all pre-planning/preparation, materials, Cultural Proficiency: A Manual for School Leaders (4th ed.) book, and all associated pre-planning, presentation, and travel costs.

- III. Optional: 10-Day Cultural Proficiency Certification Program. This proposal is based on certification for a cohort of 30 participants. The 10 days are presented in three phases. Phase I is three days and is the introduction to Cultural Proficiency, the inside-out approach, the conceptual framework and the four tools. Phase II is three days and focuses on how to apply the concept and tools to inform your organization's needs and practice. This may include learning how to conduct an equity assessment, review an existing equity plan or develop an initial equity action plan. Phase III encompasses four days with a continued focus on inquiry and application of the tools coupled with a focus on developing presentation and facilitation skills for leading group dialogue relative to building capacity towards equity and access using the lens of Cultural Proficiency. Overall Goals, Purpose, Certification Program, and In-Kind Support. Services Proposal is detailed and outlined in **Attachment B**.

This proposal includes all pre-planning/preparation, materials, Cultural Proficiency: A Manual for School Leaders (4th ed.) books, certificate, and all associated pre-planning, presentation, and travel costs.

Cost: \$61,350 (\$2045/per person for all three phases). This rate is set by the Center for Culturally Proficient Educational Practice (CCPEP). Minimum is 30 participants.

DESCRIPTION OF VENDOR/FACILITATORS

Praxis Lead Equity

Praxis Lead Equity, LLC is a proud supporter of and consultant that has worked in collaboration with The Center for Culturally Proficient Educational Practice. The Center for Culturally Proficient Educational Practice (CCPEP) is in North County San Diego, CA, as a collaborative partnership among the Southern California Professional Development Federation, and Co-Founders, Delores and Randall Lindsey.

Praxis consultants work throughout schools and other educational organizations to help achieve the vision of CCPEP, which is to provide and support educators with an equity-based professional learning framework that ensures high quality teaching and learning experiences exist for all learners. Praxis Lead Equity, LLC provides professional learning to individuals who wish to lead change in increasing equity, access, and inclusion in their school organizations.

Peter Flores III, Ed.D.



Dr. Peter Flores III is founder and lead consultant of Praxis Lead Equity, LLC, and is a Senior Associate for the Center for Culturally Proficient Educational Practice (CCPEP). Dr. Flores is a lead facilitator of the CCPEP Cultural Proficiency Certification program having conducted Cultural Proficiency training and equity professional development for county offices, school districts, and universities throughout California and across the United States. He has also presented at numerous state conferences, the International Cultural Proficiency Institute, facilitated at the Institute for Equity in Education and the Museum of Tolerance in Los Angeles as part of the Tools for Tolerance for Educators program. He co-authored ACSA Leadership articles titled “*Overcoming Barriers to Change*” and “*Leading from the Strawberry Fields: Transformative Leadership from Santa Maria*” and had a chapter published titled, *The Role of Formal and Nonformal leaders in Creating Culturally Proficient Educational Practices*. He is a former teacher and administrator with over 18 years’ experience in public education as a high school teacher, community school dean, assistant principal of middle school and high schools, and Director of Student Services at the district level. He is a retired and decorated U.S. Navy veteran who served honorably for 25 years and attended the U.S. Navy Senior Enlisted Academy.

Roberto Núñez, Ed.D.



Dr. Roberto Núñez is a K-12 Administrator and Educator, having served over 20 years as a high school, middle school, and elementary school principal. Roberto most recently served six years opening up the new Monte Bella Elementary, in the Alisal Union School District, and lead the effort of making the school a California Distinguished Gold Ribbon School within the first three years of existence. As the Director of Leadership Development at the MCOE, he is leading and developing the new Transformative Leadership Center at the county level. Dr. Núñez has presented on the topics of Cultural Proficiency and Transformative Leadership throughout the last several years, most recently co-presenting at CIBE 2019 and at CALSA Mentor-Protégé in March 2019. Dr. Núñez has walked the talk of being a transformative leader. He advocates for students of color having more access to an 21st Century education system, closing of the achievement gap, disrupting the school-to-prison pipeline, and is all in for equity.

***QUESTIONS TO BE ANSWERED IN NEGOTIATION OF THIS AGREEMENT**

- How many days are available to work with Superintendent and Leadership group? What days? What times? Duration?
- In what ways can the Superintendent and Leadership group commit to leading this work in between face-to face sessions? Dr. Flores and Dr. Núñez can provide options, to be worked out, for a hybrid delivery, including virtual (synchronous and asynchronous) and face-to-face.
- If we travel to you, how will that structure look for maximizing our time while there?
- We will be using a co-facilitator model, and coaching is individually provided by Dr. Flores or Dr. Núñez. Do you want us to connect virtually with the Superintendent Leadership group monthly?
- Can two rooms be available on the days of the 10-day Cultural Proficiency Certification or Introduction to the Tools of Cultural Proficiency staff professional development days? (Whole Group and Break Outs, Separately, etc.)
- What questions/concerns do you have?

*Details to be decided and agreed upon by both parties.

ATTACHMENT A

***Leadership Development of Cultural Proficiency Framework
to the PGUSD Elementary and Secondary Cohort***

Presented to

Dr. Ralph G. Porras
Superintendent Pacific Grove Unified School District

By

Peter Flores III
Praxis Leadership and Equity Consulting
Praxis Lead Equity, LLC

October 6, 2021

Overall Goals for Pacific Grove Elementary and Secondary Cohort

- To operationalize the concept of equity among staff, parents, and students
- To understand the framework of Cultural Proficiency and how it relates to each site in the Pacific Grove Unified School District as a tool to address the achievement and opportunity gaps for all students.
- To prepare the PGUSD Cohort in partnership with the Superintendent to utilize the Tools of Cultural Proficiency in their planning and decision-making process.

Training Themes

- Use of the Four Tools of Cultural Proficiency:
 - Embracing the Guiding Principles of Cultural Proficiency as core values in esteeming culture as central to professional and institutional practice.
 - Recognizing, identifying, and overcoming professional and policy barriers to Cultural Proficiency.

ATTACHMENT B

Cultural Proficiency Certification and Related Training Experiences

Memorandum of Understanding (MOU) for Services

Presented to

Dr. Ralph G. Porras

Superintendent Pacific Grove Unified School District

by

Peter Flores III

Praxis Leadership and Equity Consulting, LLC

October 6, 2021

Propose

To develop the capacity of educational leaders within the Pacific Grove Unified School District to apply the Framework of Cultural Proficiency with focused attention on narrowing and closing achievement disparities. We propose a model that develops professional capital within the district to address inequities and builds on the richness of diversity within the school community.

Overall Goals for 2021-22

- To systematize Cultural Proficiency efforts within the district that support student achievement goals aligned with the district's equity plan.
- To expand and deepen leadership practices throughout the school district to build on the inside-out process of personal commitment reflected in educators' values and their school or unit's policies and practices.
- To train PGUSD educational leaders in Culturally Proficient systemic educational practices; and,
- To engage participants in a book study and an inquiry project at their school or office sites.

Purpose

The purpose of the training is to learn and apply the Cultural Proficiency Framework and its attendant Tools to engage in an educator-led inquiry to support all students achieving at high levels.

Participants will probe their personal values, beliefs, and assumptions about the students they serve

and the extent to which assumptions embedded in institutional policies and practices support or limit access and achievement opportunities and outcomes for all students and their respective communities. The cohort will continue learning together as a team developing professional capital and capacity to lead continuous academic growth within their sites and throughout the district.

An expectation we facilitators hold is for participating educational leaders to be “doing their own work” by engaging in an ongoing book study and an on-going inquiry project that accompanies the professional learning sessions. Professional learning by members of this cohort begins by building a broad foundation of support throughout the district that will, intentionally, converge with other district professional learning opportunities.

Cultural Proficiency Certification Program: 2021-2022 School Year

The 10-day certification program is designed to develop the capacity of educators from Pacific Grove Unified School District (PGUSD) and their school sites to engage in, foster, assess, and sustain Culturally Proficient Educational Practices in service of all students within Paramount Unified School District. The Cultural Proficiency Certification Program is a 3-phase, 10-day professional learning experience offered by the Center for Culturally Proficient Educational Practice (CCPEP). The training consists of these phases:

- **Phase I (3 days):** The Cultural Proficiency Framework: The Four Tools. Participants will understand the 4 Tools of Cultural Proficiency as a response to address in proactive manner lingering equity gaps that are reflected in disparate achievement among student demographic groups.
- **Phase II (3 Days):** An Inquiry/Equity Action Plan. Participants, working in school-site or district-based teams identify inequities to examine, to describe and to address in a systemic manner students’ persistent and historical under achievement. Members will collect site-based data and explore how the Tools Cultural Proficiency can inform practice. Equity Action Plan are informed by inclusive core values informed by the Guiding Principles of Cultural Proficiency. Inclusive and intentional core values are used to frame the Five Essential Elements of Cultural Competence and Cultural Proficiency action plans to address disparities in ways that lead to increased student involvement in

school academic and extra-curricular activities. Students being more involved in the core activities of schooling necessarily improve learning opportunities and outcomes.

- **Phase III (4 Days):** Development of Presentation and Facilitation Leadership Skills for Equity and Access. Facilitators use trainer-of-trainer model to prepare participants as Certified Training Associates (CTAs) to build capacity using the Framework and 4 Tools of Cultural Proficiency in their school and district contexts. Participants engage in professional learning focused on developing or refreshing skills that foster presentation and facilitation of culturally proficient leadership practices.
- **Caveat.** Important to note is that the certification training is not designed or conducted to train the next generation of equity consultants. Rather, the training is intended for participants to engage selves, colleagues, community members, and students in culturally proficient learning that addresses and impacts persistent educational inequities in schools and districts. That said, we recognize that some participants will engage in consulting relationships with colleagues and others.
- **Schedule.** We propose below dates for training to be delivered in-person format.
Delivery method can be modified according to COVID-19 safety guidelines. Due to CDC guidelines, we may need to collaborate with PGUSD for an alternate delivery model that may allow for one or more of these features:
 - Including on-line (virtual, synchronous/asynchronous) components for delivery of content and collaboration.
 - Modifying Phase III to include leadership skills; and
 - Situating PGUSD’s Cultural Proficiency Equity Action Plan to link with current SEL, and PGUSD district Equity Plan and LCAP initiatives.

Proposed model/schedule for completing the 3-Phase Certification Training. To be delivered in person or virtual (synchronous/asynchronous) format. The following dates have been pre-scheduled:

Phase I Tools - (TBD)

Day 1:

Day 2:

Day 3:

Phase 2 Inquiry - (TBD)

Day 1:

Day 2:

Day 3:

Phase 3 Facilitation and Presentation - (TBD)

Day 1:

Day 2:

Day 3:

Day 4:

In-Kind Support

- PGUSD agrees to provide information technology support for the virtual training at locations as designated by the district. If training is conducted virtually, Praxis Lead Equity, LLC, will provide all technical facilitation with connectivity support from PGUSD.
- PGUSD agrees to provide room/location and any associated materials, meals, or snacks for participants.

Services Proposal

- Praxis Lead Equity, LLC, will coordinate with PGUSD the tracking of attendees' completion of training, coordinating with PGUSD on logistics, technology support, coordination of make-up sessions, W-9, insurance, and payment of consultants.

- This proposal covers the cost of the Certification fee (\$100.00) for 45 participants designated to be certified as verified by the consultant. Praxis Lead Equity, LLC will provide payment directly to the Center for Culturally Proficient Educational Practice (CCPEP) at the end of Phase III.
- This proposal covers the cost of books. Praxis LLC will arrange delivery of the books to PGUSD for the *Cultural Proficiency: A Manual for School Leaders*, (4th ed.) for participants prior to the start of training.
- Two (2) Consultants will co-facilitate the 10-day certification. This includes planning time and any associated travel costs. Consultants will provide PGUSD electronic folders of materials. Materials will also be provided to participants in digital format.
- Consultants: Dr. Peter Flores III and Dr. Roberto Núñez.
- Praxis Lead Equity will pay consultants as assigned to the 10-day certification. Consultants are not employees of PGUSD.

Total Cost: \$61,350.00

Payment Terms

The total cost for training shall be divided in three payments. Each payment shall be due 30 days after each phase and according to the following payment schedule:

Payment one: \$20,450.00 due by _____.

Payment two: \$20,450.00 due by _____.

Payment three: \$20,450.00 due by _____.

Mail payment to:

Praxis Lead Equity, LLC, 582 Clubhouse Drive, Santa Maria, CA 93455