



NEW HAVEN PUBLIC SCHOOLS
AGREEMENT COVER SHEET

Cover Sheet is an Internal Document for Business Office Use

Please Type

Contractor full name: Pacific Educational Group

Doing Business As, if applicable: **Courageous Conversation™**

- Business Address: Adrienne Edmands 2601 Blanding Avenue #C-545
Alameda, CA 94501

Business Phone: (415) 852-0127

Business email: contact@courageousconversation.com

- SS# OR Tax ID #:

Funding Source & Acct # including location code: Non-Financial

Principal or Supervisor: Carolyn Ross-Lee , Ivelise Valazquez

Agreement Effective Dates: From 12/01/20 To 12/31/2020.

Hourly rate or per session rate or per day rate. \$4650/day - \$13,900/day

Total amount: \$111,450.00

Description of Service: Please provide a one or two sentence description of the service. *Please do not write "see attached."*

Submitted by: Carolyn Ross-Lee__ Phone: __475-220-1161__



NEW HAVEN PUBLIC SCHOOLS

Memorandum

To: New Haven Board of Education Finance and Operations Committee
From: Ivelise Velazquez and Carolyn Ross-Lee
Date: November 10, 2020
Re: Pacific Education Group (PEG)

Please answer all questions and attach any required documentation as indicated below. Please have someone **ready to discuss** the details of each question during the Finance & Operations meeting or this proposal might not be advanced for consideration by the full Board of Education.

1. **Contractor Name:** Pacific Educational Group (PEG)
2. **Description of Service:** Professional Development for Equity Transformation Grant
3. **Amount** of Agreement and hourly or session cost: \$111,450.00
4. **Funding Source** and account number: Equity Transformation Grant #4448
5. **Continuation/renewal or new Agreement?**
Answer all questions:
 - a. If continuation/renewal, has the cost increased? No. If yes, by how much?
 - b. What would an alternative contractor cost: \$115,000.00
 - c. If this is a continuation, when was the last time alternative quotes were requested? NA
 - d. For new or continuation: is this a service existing staff could provide. If no, why not?
The Pacific Educational Group (PEG) services will provide the opportunity to advance the large scale development for staff and will accelerate the district's capacity to engage in equity transformation.
6. **Type of Service:**
Answer all questions:
 - a. Professional Development? Yes.
 - i. If this is a professional development program, can the service be provided by existing staff? If no, why not?
PEG will expand the districts capacity to sustain and maintain the equity transformation and development plan.
 - b. After School or Extended Hours Program? NA
 - c. School Readiness or Head Start Programs? NA

d. Other: (Please describe) NA

7. Contractor Classification:

Answer all questions:

- a. Is the Contractor a Minority or Women Owned Business?
Yes- Minority owned
- b. Is the Contractor Local?
No
- c. Is the Contractor a Not-for-Profit Organization? No. If yes, is it local or national? No
- d. Is the Contractor a public corporation? Yes
- e. Is this a renewal/continuation Agreement or a new service?
This is a new service agreement.
- f. If it is a renewal/continuation has cost increased? NA. If yes, by how much? NA.
- g. Will the output of this Agreement contribute to building internal capabilities? Yes.
If yes, please explain:
The output of this agreement will contribute to staff internal capacity to advance racial equity in New Haven Public Schools. The District Equity Leadership Team (DELT) and a broader scope of district personnel DELT-advisory will advance their skills in identifying inequity in practices and policies. PEG will promote staff abilities as well as build capacity within the community by engaging family and community partners in the training process. PEG will advance the districts capacity to sustain and deepen the knowledge growth and development towards equity within the district.

8. Contractor Selection:

Answer all questions

- a. What specific skill set does this contractor bring to the project? If a new contractor, please attach a copy of the contractor's resume.

PEG brings a unique and effective approach to understand, address and advance racial equity in New Haven Public Schools. Through their Racial Equity Vital Signs workshops staff will review and analyze quantitative and qualitative data including teacher and student handbooks policies and assessment tools through the lens of equity and antiracism to create more equitable systems and outcomes for NHPS students.

- b. How was the Contractor selected? Quotes, RFP/RFQ, Sealed Bid or Sole Source?
PEG was selected for its overall experience and demonstrated expertise from among a competitive group of contractors by the DELT leaders and in consultation with DELT members by process including zoom discussions, proposals and evaluations related to the district equity transformation plan.
- c. Please describe the selection process including other sources considered and the rationale for selecting this Contractor:
PEG and other vendors were invited to discuss the parameters of the project and secure proposals. Multiple DELT members met and questioned the contractors and read and evaluated the proposals. PEG was evaluated by the DELT and after additional questions and answers were received the PEG was recommended as the contractor.

9. Evidence of Effectiveness & Evaluation

Answer all questions

- a. What specific need will this contractor address and how will the contractor's performance be measured and monitored to ensure that the need is met?
Evaluations will be based on the measures from the equity transformation plan and the district improvement plan.
- b. If this is a renewal/continuation service attach a copy of the evaluation or archival data that demonstrates effectiveness. NA
- c. How is this service aligned to the District Continuous Improvement Plan?
This service is directly aligned with the goals of;
 1. Equity and Excellence: to provide school experiences that are culturally relevant and promotes equitable resources for all schools.
 2. To use the DELT to strengthen the system wide racial equity plan.

10. Why do you believe this Agreement is fiscally sound?

This agreement is fiscally sound because it advances the work of the proposed/ pending NHPS Racial Equity Policy and is directly aligned to the equity transformation plan and the district improvement plan to provide high quality professional development for multiple stakeholder groups and expanding the development and knowledge and capacity of the DELT advisory group to advance equity in the school district.

11. What are the implications of not approving this Agreement?

This agreement affords the district the much need opportunity to expand the internal growth and development of all key stakeholders toward racial equity at no direct cost to the district.



NEW HAVEN PUBLIC SCHOOLS

AGREEMENT
By And Between
The New Haven Board of Education
AND

Pacific Education Group

FOR DEPARTMENT/PROGRAM:

(Equity and Anti-Racism)

This Agreement entered into on the 1st day of _December 2020, effective (*no sooner than the day after Board of Education Approval*), the 1st day of 1st, 2020, by and between the New Haven Board of Education (herein referred to as the “Board” and, the Pacific Education Group located at, 2601 Blanding Avenue #C-545 Alameda, CA 94501 (herein referred to as the “Contractor”).

Compensation: The Board shall authorize payment to the contractor for satisfactory performance of services required the amount of \$111,450.00 to be paid by Higher Heights Youth Empowerment Group.

The maximum amount the contractor shall be paid under this agreement: (\$111,450.00). Compensation will be made upon submission of an itemized invoice which includes a detailed description of work performed and date of service.

Fiscal support for this Agreement shall be by _Higher Heights youth Empowerment Program_Not Applicable - Paid by Higher Heights **Program** of the New Haven Board of Education, **Account Number:** _ _ _ _ - _ _ _ _ - _ _ _ _ **Location Code:** _ _ _ _ . N/A

This agreement shall remain in effect from December 1, 2020 to December 31, 2021_.

SCOPE OF SERVICE: *Please provide brief summary of service to be provided.*

To provide professional consultation and coaching on equity and anti-racism training

Exhibit A: Scope of Service: Please attach contractor's detailed Scope of Service on contractor letterhead with all costs for services including travel and supplies, if applicable.

Exhibit B: Student Data and Privacy Agreement: Attached

APPROVAL: This Agreement must be approved by the New Haven Board of Education ***prior to service start date***. Contractors may begin service no sooner than the day after Board of Education approval.

HOLD HARMLESS: The Contractor shall insure and/or indemnify the Board and its members, employees and agents against all claims, suits, and expenses, including reasonable attorney's fees, in connection with loss of life, bodily injury or property damage arising from any neglect act or omission of the Contractor or its employees or agents. Further, the Contractor covenants and agrees that it shall hold the Board and its members, employees and agents harmless against any and all claims, suits judgments of any description whatsoever caused by the Contractor' breach of this agreement or based upon the conduct of the Contractor, or its agents or its employees or arising out of in connection with their activities under this agreement.

TERMINATION: The Board may cancel this agreement for any reason upon thirty (30) days' written notice sent to the Contractor by certified U.S. mail, return receipt requested; provided however, that the Board shall be responsible to the Contractor for all services rendered by the Contractor through the last day of thirty (30) day notice period, as long as the Agreement was approved by the Board prior to the start date of service.

Contractor Signature

President
New Haven Board of Education

Date

Date

Contractor Printed Name & Title

Revised: 11/27/19



NEW HAVEN PUBLIC SCHOOLS

EXHIBIT B

STUDENT DATA PRIVACY AGREEMENT SPECIAL TERMS AND CONDITIONS

For the purposes of this Exhibit B "directory information," "de-identified student information," "school purposes," "student information," "student records," "student-generated content," and "targeted advertising" shall be as defined by Conn. Gen. Stat. §10-234aa.

1. All student records, student information, and student-generated content (collectively, "student data") provided or accessed pursuant to this Agreement or any other services agreement between the Parties are not the property of, or under the control of, the Contractor.
2. The Board shall have access to and the ability to delete student data in the possession of the Contractor except in instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Contractor. The Board may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate accessible data following a disaster recovery. The Board may request the deletion of student data by the contractor within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the student data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Contractor that proper disposal of the data has occurred in order to prevent the unauthorized access or use of student data and that deletion has occurred in accordance with industry standards/practices/protocols.
3. The Contractor shall not use student data for any purposes other than those authorized pursuant to this Agreement.
4. A student, parent or legal guardian of a student may review personally identifiable information contained in student data and correct any erroneous information, if any, in such student data. If the Contractor receives a request to review student data in the Contractor's possession directly from a student, parent, or guardian, the Contractor agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Contractor agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in student data that has been shared with the Contractor, and correct any erroneous information therein.

5. The Contractor shall take actions designed to ensure the security and confidentiality of student data.
6. The Contractor will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of student data. Such notification will include the following steps:

Upon discovery by the Contractor of a breach of student data, the Contractor shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

7. Student data shall not be retained or available to the Contractor upon expiration of the contract between the Contractor and Board, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Contractor after the expiration of such contract for the purpose of storing student- generated content.
8. The Contractor and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.
9. The Contractor acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.
10. The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other agreement entered into by the Parties concerning student data.



Courageous Conversation™ Racial Equity Systemic Transformation

Proposal

Created by:

Luis Versalles

Courageous Conversation

Prepared for:

Ivelise Velazquez

New Haven Public Schools



Dear Ivelise,

Pacific Educational Group (PEG) will provide the following professional development, coaching, and consulting services to New Haven Public Schools during the **2020-2021** school year for the purpose of developing and accelerating the district's capacity to engage in systemic equity transformation and eliminate racial disparities.

Below you will find the fees for the aforementioned services.

2020-2021 Work Plan	Price	QTY	Subtotal
Virtual Courageous Conversation Experience (VCCE) for Administrators (7.5 hours; 80 participant capacity)	\$13,900.00	2	\$27,800.00
Virtual Courageous Conversation Experience (VCCE) for SOAR Student Leaders and Advisors (7.5 hours; 80 Participant Capacity)	\$13,900.00	1	\$13,900.00
Virtual Site Leadership Sessions - Racial Equity Vital Signs (2.5 hours each session) This session will show how to collect and analyze qualitative and quantitative data that will disrupt racist and biased practices and policies at the school level. Principals will be required to bring information and work through to practice protocols which will be incorporated to establish structures allowing antiracist analysis in the schools.	\$4,650.00	4	\$18,600.00
Virtual DELT (2.5 hours; 80 Participant Capacity)	\$4,650.00	4	\$18,600.00
Virtual SOAR Adult - Student Joint Trainings 1-7 (2.5 hours each; Continuation of the VCCE for students and SOAR advisors)	\$4,650.00	7	\$32,550.00

Subtotal **\$111,450.00**

Total \$111,450.00

Beyond Diversity is a pre-requisite for ANY further Professional Development in Courageous Conversation. Please make sure to consider this in your scheduling requests.

If your organization requires the use of Purchase Orders, please include the estimate number from this document on the PO and email an electronic copy to Adrienne Edmands: aedmands@courageousconversation.com. For any purchase order or invoicing questions, please call Adrienne @ 415.961.0742.



We appreciate the opportunity to explore a racial equity partnership with New Haven Public Schools.

With thanks and best regards,

A handwritten signature in black ink, reading 'Luis Versalles', written in a cursive style.

Luis Versalles
Director of Pre K-12 District Partnerships
Courageous Conversation™



To Accept this Proposal on behalf of New Haven Public Schools please sign and date this document.

Request for Taxpayer Identification Number and Certification

Give Form to the
requester. Do not
send to the IRS.

► Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank. Pacific Educational Group Inc.	
	2 Business name/disregarded entity name, if different from above	
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes. <input type="checkbox"/> Individual/sole proprietor or single-member LLC <input checked="" type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ► Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ►	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3): Exempt payee code (if any) _____ Exemption from FATCA reporting code (if any) _____ <i>(Applies to accounts maintained outside the U.S.)</i>
	5 Address (number, street, and apt. or suite no.) See instructions. 795 Folsom Street, 1st Floor	Requester's name and address (optional)
	6 City, state, and ZIP code San Francisco, CA 94107	
7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number									
			-				-		
or									
Employer identification number									
7	7		-	0	3	6	2	9	2

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign Here	Signature of U.S. person ► <i>AC Edwards</i>	Date ► 08/31/2020
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-INT (interest earned or paid)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)
- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.

Glenn E. Singleton

795 Folsom Street, First Floor
San Francisco, California 94107

Office: 415.346.4575 ♦ Mobile: 415.225.1260
Email: glenn@pacifieducationalgroup.com

SUMMARY OF RELATED EXPERIENCE

As founder and president of Pacific Educational Group, Glenn Singleton designs and delivers individualized, comprehensive support for school districts and other organizations in the form of leadership training, coaching and consulting. In 1995, Singleton developed “Beyond Diversity,” a nationally recognized seminar aimed at helping administrators, teachers, students and parents identify, define and examine the powerful intersection of race and schooling. The “Beyond Diversity” seminar has provided a foundation for PEG-led principals leadership development and teacher action-research work. Today, thousands of seminar participants throughout the U.S., Canada and Australia practice the agreements and conditions of “Courageous Conversation” as they struggle to usher in culturally proficient curriculum, instruction and assessment.

EDUCATION

- **Master of Arts in Education: Administration & Policy Analysis**, Stanford University, Stanford, CA
- **Bachelor of Arts**, University of Pennsylvania, Philadelphia, PA
 - Friars Senior Society
 - Onyx Senior Honor Society
 - 1986 Alumni Student Award of Merit
 - Mask & Wig Club

EMPLOYMENT

1992 - present **Founder and President - Pacific Educational Group, Inc.** San Francisco, CA

Guide the strategic and program development and implementation of a multi-million dollar educational consulting firm. Manage a team of professional consultants and administrative officers who provide training, coaching and consultation to teachers and administrators in more than fifty school districts and five state department offices across the United States and Canada. Address systemic issues of educational inequity by providing guidance as to how to meet the needs of underserved student of color populations.

2004 - present **Adjunct Professor, Educational Leadership – San Jose State University** San Jose, CA

Create and implement curriculum, instruction and assessment on the topic of racial equity for cohort of eighty graduate students who earn administrative credential and masters degree in two years. Provide guidance to current and aspiring school administrators and teachers in understanding school transformational leadership.

2000 - 2003 **Lecturer – University of California, Berkeley** Berkeley, CA

Designed and implemented curriculum, instruction and assessment on the subject of educational equity for students in the field of education. Mentored prospective school administrators participating in the UC Berkeley Principal Leadership Institute.

1987 - 1992 **Director of Western Regional Admission – University of Pennsylvania** Philadelphia, PA

Responsible for the recruitment, selection and matriculation of freshman candidates for undergraduate admission from eight western states. Oversaw \$1 million annual budget. Analyzed qualifications of prospective students utilizing established University admissions standards, guidelines and criteria. Corresponded with prospective applicants, University alumni, guidance counselors and other seeking information on admissions standards, academic and non-academic programs and student activities.

1986-1987 **Network Specialist – NW Ayer, Inc.** New York, NY

PUBLICATIONS

Singleton, Glenn. and Hays, Cynthia. "Beginning Courageous Conversations About Race" in *Everyday Antiracism: Getting Real About Race in School*, (Pollock, Mica, Ed.). New York: The New Press (2008), 18-23.

Singleton, Glenn and Linton, Curtis. *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Thousand Oaks, CA: Corwin Press, 2005.

Singleton, Glenn and Walker, Will. *Courageous Conversations About Race in The Encyclopedia of Diversity in Education*, James Banks, Editor, Thousand Oaks, Sage Publications, 2012

Various articles on the topics of equity, institutional racism, leadership and staff development in national journals, magazines and newspapers.

PROFESSIONAL ACTIVITIES

- Founder and Board of Advisors, Foundation for College Education, East Palo Alto, CA
- Board of Advisors, Bay Area Coalition of Equitable Schools, Oakland, CA
- Founder and Chairman of the Board, Pacific Educational Group Foundation, San Francisco, CA

AWARDS

- 2003 National School Public Relations Association Eugene T. Carothers Human Relations Award: For outstanding service in the fields of human rights and human relations.
- 2006 National Staff Development Council "Book of the Year" Award: For *Courageous Conversations About Race*.

Luis Versalles

6129 Brookview Avenue
Edina, MN 55424
E-Mail: luisversalles@gmail.com

Executive Profile

Passionate and skilled leader with demonstrated competencies in the areas of intercultural leadership, second language acquisition, and educational equity. Committed to leading communities through racial equity transformation.

Skill Highlights

- Native speaker of both English and Spanish; written and spoken academic and social proficiency in both languages
 - Demonstrated experience as an instructional leader of K-5 immersion program
 - Strong understanding of second language acquisition and bilingual theory
 - Strong intercultural competence and ability to apply knowledge in professional setting
 - Experience in leading staff development on intercultural conflict style differences
 - Experience as District Equity Leadership Team member for Richfield Public Schools
 - Over six years of training in Pacific Educational Group
 - Classroom teaching experience at elementary, middle school and high school levels in first-ring suburb of Minneapolis
 - Two plus years experience on Richfield Public Schools Equity Steering Committee leadership group
 - Staff development experience working with administrators and district curriculum coordinators in immersion/sheltered instruction for English language learners contexts
-

Core Accomplishments

Leadership

- Led the research and planning process resulting in creation of the first suburban Spanish-English dual language immersion program in history of Minnesota, the Richfield Dual Language School
- Attracted and retained 400+ students to the Richfield Public Schools in a period of five years
- Advocate at the state level for bilingualism and immersion education as Senior Chair of Minnesota Advocates for Immersion Network
- Joyce Bilingual Preschool "Bridging Cultures, Bridging Gaps" award recipient for advocacy for English language learners in Latino community of Twin Cities of Minneapolis and St. Paul, April, 2008

Curriculum Development/Staff Development

- Member of Richfield Public Schools Equity Steering Committee, 2009-present
- Coordinate immersion-specific staff development for staff
- Facilitate and oversee the development of culturally relevant, thematic units of

study that attend to bilingualism and biliteracy development as well as coordination between subjects taught in each language

- Lead facilitator of Richfield Dual Language School equity professional learning, 2007-present
- Participant and guest speaker, Bloomington Public Schools Seeking Educational Equity and Excellence, 2001-2003

Presentations

- Tedick, D., Swanson, U., & Versalles, L. (November, 2009). Personnel Considerations for Staffing Elementary Immersion Programs. Presented at Minnesota Advocates for Immersion Network General Meeting, Richfield, Minnesota.
- Swanson, U. & Versalles, L. (May, 2009). Administrator Competencies in the One-Way and Two-Way Immersion Contexts. Presented for the Louisiana Department of Education at Lafayette Parish, Lafayette, Louisiana.
- Versalles, L. (July, 2009 and 2011). Considerations for Adminstrating in the Immersion Context. Presented at University of Minnesota CARLA Summer Institute for Administrators, Minneapolis, Minnesota.
- Sugarman, J. & Versalles, L. (November, 2011). Leading for Equity in Dual Immersion Programs. To be presented at the "La Cosecha" Dual Language New Mexico annual conference, Albuquerque, New Mexico.

Professional Experience

July 2010 to
Current

Richfield Public Schools

Richfield, MN

Principal, Richfield Dual Language School

- Oversee all aspects of the Spanish-English two-way immersion academic program
- Serve as ambassador, educator, and advocate for two-way immersion program at the district, community, and regional levels
- Supervise and evaluate staff members to ensure fidelity to program model delivery
- Oversee building budget and prioritize resources for continual program expansion
- Maintain communications with parents of the school in both English and Spanish in a professional register in written and spoken form
- Execute program evaluation framework to evaluate program effectiveness with regard to bi-literacy development, bilingual oral language development, and attitudinal measures
- Promote systemic development of biliteracy and bilingualism in all aspects of the program
- Coordinate and lead parent engagement and empowerment programs
- Manage student data management system for tracking student system to track student demographic and performance longitudinally

July 2009 to
July 2010

Richfield Public Schools

Richfield, MN

Assistant Principal, Richfield Dual Language School

November 2006 to
July 2009

Richfield Public Schools

Richfield, MN

Program Coordinator, Richfield Dual Language School

- Provided staff development and mentoring to classroom teachers
- Serve as the lead educator and advocate for program in the district and community
- Developed critical partnerships with area universities and business to support the development of the program

November 2006 to
September 2007

Richfield Public Schools

Richfield , MN

Dual Language Project Coordinator

- Leveraged Minnesota Department of Education Magnet Programs Grants budgets in excess of \$264,000 to maximize resources in order to support start-up of magnet program
- Led the research and planning process resulting in creation of the first suburban Spanish-English dual language immersion program in history of Minnesota, the Richfield Dual Language School
- Attracted and retained 250+ students to the Richfield Public Schools in a period of three years

Responsibilities:

- Facilitated initial outreach, research, and feasibility study resulting in eventual creation of Richfield Dual Language School in 2007
- Administrated all immersion-specific aspects of the Spanish-English two-way immersion academic program

September 2004 to
November 2006

Richfield Public Schools

Richfield , MN

Teacher of English as a Second Language

Teacher of English as a Second Language, Richfield Middle School (2004-2005) and Centennial Elementary School (2005-2006)

August 2001 to
June 2004

Bloomington Public Schools

Bloomington, MN

Teacher of Spanish and English as a Second Language

Teacher of Spanish at Bloomington Jefferson High School (2001-2002) and Bloomington Kennedy High School (2003-2004); teacher of English as a Second Language at Bloomington Kennedy High School (2002-2003)

Education

2009

University of Minnesota

Minneapolis, MN, USA

Educational Policy and Licensure Certificate

PK-12 Administrative Licensure

4.00 GPA

2002

University of Minnesota

Minneapolis, MN, USA

Second Languages and Cultures

Master of Education

3.88 G.P.A.

1999

University of Minnesota

Minneapolis, MN, USA

Spanish and Latin American Studies

Bachelor of Arts

3.60 G.P.A.

Study abroad Pontificia Universidad Madre y Maestra, Santiago, Dominican Republic

References available upon request

Dawan Julien

102 Bradhurst Avenue, Apt. 101
New York, NY 10039
(347) 351-8741
dawan.julien@gmail.com

LEADERSHIP EXPERIENCE

East Harlem Tutorial Program, New York, NY

Managing Director, Out-of-School Time Programs

July 2015 - Present

Director, University Program

April 2012 - June 2015

- Manage team of 12 full-time and 24 part-time staff to provide comprehensive, educational after-school and summer programs for 600+ students from Kindergarten through college graduation
- Redesigned programming to increase effectiveness of family engagement, literacy and STEM instruction, middle and high school admissions, and college access and success
- Contributed to the creation of five year strategic plan, ensuring the inclusion of key initiatives such as the expansion of social services, the development and implementation of PK-12 culturally relevant curriculum for schools and programs, and the creation of a Racial Equity Statement
- Founded the Anti-Racism Coalition which leads anti-racism work across the organization through professional development and collaboration with senior management to hold leadership accountable to our Racial Equity Statement
- Collaborate with executive director and managing directors across the organization as member of the senior management team to set organizational priorities and track and analyze progress towards short-term and long-term goals
- Created and implemented essential programs, including those designed to increase enrollment, improve outcomes for high school admissions, track alumni, and support students through college graduation
- Deliver strategic updates, trainings and presentations to staff and board members at regularly scheduled meetings, retreats and professional development sessions year-round

KIPP NYC Through College, New York, NY

Director of High School Academic Support

July 2009 - June 2012

- Managed a team of 14 full-time advisors who provide academic advising and college counseling services for 350+ students attending 200+ high schools in NYC and nationwide
- Coordinated college counseling services for all high school seniors, including summer college prep program, monthly workshops, recommendation letter mailing, and college partnerships
- Developed and managed accountability systems to achieve goals for program participation, data collection, high school graduation and college matriculation
- Analyzed student and program outcomes on a monthly basis using Salesforce and Microsoft Excel

Director of High School Placement

July 2006 - June 2009

- Guided a caseload of 65-80 eighth grade students and families through the high school admissions process
- Taught test prep classes to prepare students for high school admissions exams including the SHSAT, SSAT, ISEE and TACHS
- Succeeded in placing qualified students in selective public and private high schools through partnerships with A Better Chance and Student Sponsor Partners

Dawan Julien

102 Bradhurst Avenue, Apt. 101
New York, NY 10039
(347) 351-8741
dawan.julien@gmail.com

Arturo Toscanini CJHS 145, Bronx, NY

Bilingual Staff Developer

September 2000 - June 2003

- Planned and led monthly meeting for Bilingual and ESL teachers to discuss strategies for increasing achievement
- Presented workshops to entire staff to share strategies for reaching ELL students in the mainstream classroom
- Collaborated across departments to ensure consistency in instruction across monolingual and bilingual classrooms

Teach For America Northeast Summer Institute, New York, NY

Corp Member Advisor

Summer 2001

- Supervised new corps members for a five-week intensive teacher training program
- Planned and facilitated workshops on lesson planning, classroom management, diversity, and bilingual education
- Reviewed corp members' lesson plans, observed classes and provided feedback

CLASSROOM TEACHING EXPERIENCE

- KIPP:STAR College Prep Charter School, Social Studies Teacher, July 2004 - June 2006
- CJHS 145, ESL Teacher, September 1999 - June 2003
- Calverton Middle School, Baltimore, MD, Spanish Teacher, September 1998 - June 1999

PROFESSIONAL ORGANIZATIONS

- Teach For America, 1999 New York Corps Member
- College Access Consortium of New York (CACNY), Vice Chair for Development, July 2017-Present
- College Access Anti-Racism Coalition, Co-Founder
- PASE Protective Practices Institute for Boys of Color in After-School, 2016 Cohort

EDUCATION

Columbia University, New York, NY

- Teachers College, M.A. in Teaching English to Speakers of Other Languages
- Columbia College, B.A. in African-American Studies
 - Study Abroad in Dominican Republic with focus on Caribbean and Afro-Latino cultural studies

CERTIFICATIONS AND PROFESSIONAL DEVELOPMENT

New York State Permanent Certification in Social Studies, Grades 7-12; New York State Permanent Certification in ESOL, Grades K-12; College Access Foundations Course Certificate; PISAB Undoing Racism

SKILLS

Conversational in Spanish; Proficient in Microsoft Office Suite Applications; Proficient user of Salesforce database

ROBERTO SOTO-CARRIÓN

Pronouns: HE/HIM



Contact

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Trained Facilitator of:

- Emergent Strategy Facilitation.
- Talking About Race in the Classroom for Educators.
- Facilitating for Racial Justice (Train the Trainer).
- Facilitative Leadership for Social Change.
- Talking About Impact: Addressing Our Unconscious Bias.
- Trauma-Informed Facilitation.
- Talking about Race for Parents & Caregivers.
- Deconstructing White Supremacy Culture.
- Masculinities & Patriarchy
- Building Racially Equitable Schools.
- Anti-Bias Education.
- Examining Whiteness.
- Uncovering Gender & Sexuality.
- Culturally Sustaining Pedagogies.
- Creating Racially Equitable Institutions.
- Mediation Training.
- Understanding Racial Identity Development.
- Racial Affinity Groups/Caucus
- Culturally Responsive Education.
- Restorative Circle-Keeping.
- Embodied Facilitation.

Languages

Fluent in Spanish writing, speaking, reading, and proficient in simultaneous interpretation. Proficient in Portuguese.

EMPLOYMENT EXPERIENCE

Director of Research, Evaluation, & Strategic Initiatives

2016-2020

Lead Racial Equity Trainer

2015-Present

Center for Racial Justice in Education, New York, NY

- Oversee the implementation of an evaluation plan for each program, including logic model, strategic & program evaluation questions, data collection methods, analysis & reporting; Develop outcomes and indicators to monitor program progress towards goals.
- Manage and direct the design, implementation, research, & evaluation of the "Racial Justice in Schools (RJIS)" cohort program; oversee outreach, recruitment, hiring/supervision, curriculum development; Supervise RJIS contractors and build their capacity to deliver content in alignment with CRJE values and mission.
- Lead the design and revision of training curriculum, tools, and training of independent contractors; ensure opportunities for observation, feedback, and assessment.
- Design and implement new strategic initiatives that align with organizational priorities and Theory of Change; build and manage strategic partnerships with external stakeholders.
- Oversee data collection policies and practices and monitor uniform data collection across the organization; utilize evaluation findings to inform programming, fundraising, trainer development, strategic planning, & organizational development.
- Design data collection methodology, processes, and research instruments for organization-wide Racial Equity Assessment. Conduct research, assess data, prepare reports, and present findings to organizational partners.
- Contribute to the writing of proposals, reports, and internal publications, informed by external and internal data collection.
- Research and analyze the latest thought pieces, policies, and research related to race and racism. Synthesize and integrate pieces as needed in areas such as curriculum design, proposals, public statements, outreach, and conference presentations.
- Direct the development and execution of social media communication strategy and design; curate and manage organizational Facebook posts and discussion.
- Support regional site directors in designing and implementing professional development systems for trainers in that region.
- Serve as lead trainer for schools, organizations, educators, parents, and other key stakeholders; Lead follow-up coaching, planning, & strategy sessions with partners.
- Direct the ideation and implementation of online virtual trainings and programming; train trainers to deliver online content.

Adjunct Professor

Hunter College Graduate School of Education, New York, NY

2014-Present

- Adjunct faculty member in the Dept. of Curriculum & Teaching; responsible for graduate seminars for pre-service teachers in the bilingual education track.
- Design course syllabus and all assignments; assess student progress. Report grade-related info.
- Collaborate with dept. to organize conferences, talks, PD and experiential learning activities.
- Hold office hours; provide relevant and timely feedback on student work
- Design, monitor, and facilitate online classroom page/sessions and online modules for hybrid courses. Participate actively in online discussions and provide student support.

Facilitator

The Emergent Strategy Ideation Institute (ESII), Detroit, MI

2019-Present

- Design and facilitate the Emergent Strategy training curriculum for adaptive immersions, coaching sessions, and facilitator trainings.
- Support the ideation of new curriculum, programs, and resources to aid the development of ESII programming.
- Support with the co-creation of conditions to support community, movement facilitation, and space to play and learn.

Affiliate Consultant/Trainer

[The Interaction Institute for Social Change \(IISC\), Boston, MA](#)

2019-Present

- Partner with organizations, communities, and networks to design and implement more effective, equitable, and inclusive social change processes.
- Facilitate trainings and consulting focused on racial equity, organizational/systems change, and collaboration for social change.
- Support the co-creation of internal organizational processes and resources to ensure IISC is in continual alignment with its values and mission.
- Lead the ideation of new online/virtual programming and curriculum.

Equity Practitioner

[The Human Root, New York, NY](#)

2018-Present

- Facilitate equity-focused training curriculum for educational institutions and non-profit organizations.
- Support the co-creation of new curriculum and resources to foster organizational development.

Co-Founder/Director of Curriculum & Pedagogy

[Small Axe Group, LLC, Los Angeles, CA](#)

2016-Present

- Co-founded educational consulting group with focus on racial equity, restorative/transformative justice, and culturally sustaining pedagogy.
- Design all curriculum and training pedagogy; facilitate trainings and coaching with organizational partners.
- Develop equity-centered support plans for school districts and provide ongoing evaluation and reporting.

Educational Consultant

[PAN, LTD.](#)

2015-Present

- Facilitate workshops for educators, district-level staff, and superintendent networks focused on equity, anti-racism, culturally responsive teaching and learning.
- Provide school districts with program evaluation and equity audits; assess institutional progress and share reports.
- Design qualitative research in the form of institutional case studies; create research instruments & implement interviews, focus groups, surveys, content analysis. Produce reports.

Restorative Justice Coordinator

[Make the Road New York, Brooklyn, NY](#)

2015-2017

- Instituted restorative and transformative justice practices and approaches throughout MRNY's Youth Development Dept. and collaborated with DOE partners to develop and implement restorative justice curriculum, professional development workshops, and organizational strategy/advocacy.
- Designed and directed restorative/transformative justice programs and school disciplinary responses centering a restorative and critical race lens across four community partner high schools. Served as the key contact and strategic partner for campus-wide restorative practices and programming.
- Developed and maintained relationships with school principals, administrators, teachers, and community stakeholders; served as consultant to school leadership team.
- Designed and facilitated high school curriculum for elective courses in two high schools; coordinated and facilitated bi-weekly class discussions and participatory action research projects for English language learners and students with individualized educational plans.
- Organized and oversaw campus-wide Youth Ambassador program; supervised graduate interns and student advocates and designed experiential learning and youth leadership initiatives/activities.
- Coordinated the development and execution of parent/community outreach efforts and events.
- Designed and maintained a common set of indicators and protocols for collecting and monitoring data to evaluate the impact of restorative programming.
- Supported the writing of proposals, reports, internal publications, and funder presentations.

Youth Development Coordinator

[The Committee for Hispanic Children and Families, New York, NY](#)

2013-2015

- Designed and led culturally responsive, bi-lingual programming for social-emotional development, gang intervention and family violence prevention for cohort of 55 public high school students.
- Provided individual and group counseling services and academic counseling to students in need of attendance and academic intervention. Assessed students individualized educational plans and advised teachers and administrators.
- Designed and implemented social justice curriculum for elective courses; coordinated and facilitated bi-weekly class discussions and participatory action research projects for English language learners and students with individualized educational plans.
- Directed restorative practices in two public high schools; developed and executed professional development opportunities for DOE and CHCF staff; implemented and directed RJ circle processes and peer panels; strategic thought partner with Principals and administration to plan Restorative Justice school-wide integration.
- Designed and led professional development workshops to train DOE and CHCF staff in anti-bias and culturally sustaining, student-centered, and restorative facilitation methods/framework. Provided technical assistance to colleagues.

Adjunct Professor/Research Assistant

[Department of Sociology, Brandeis University, Waltham, MA](#)

2010-2013

- Instructor for eight undergraduate sociology courses. Designed syllabi and assessed student progress.
- Teaching Assistant for over 15 diverse undergraduate sociology courses.
- Organized and facilitated weekly undergraduate class discussions and seminar lectures.
- Facilitated class discussions and review sessions. Evaluated and graded class presentations and papers. Assessed student progress.
- Maintained and updated course materials and online documents.
- Held weekly office hours to meet with undergraduate students to discuss pertinent concerns and/or questions.
- Served as a research assistant to Dr. David Cunningham; qualitative and archival research.
- Undergraduate thesis advisor. Sociology Dept.

Project Associate

[The Bronx Institute, The Research Foundation of The City University of New York- Lehman College, Bronx, NY](#)

2009-2010

- Managed the programmatic partnerships of four Bronx public Middle and High Schools with agency.
- Oversaw the RFP and funding processes, and monitored the implementation of collaborative afterschool programs.
- Led professional development workshops for school staff focused on differentiated learning, anti-bias education, and restorative justice; provided technical assistance and support coaching to colleagues.
- Guided individual and group counseling to identify personal strengths/challenges and address barriers to academic success.
- Organized and facilitated workshops, community events, trips and summer programming to promote college/career readiness.
- Developed and instructed a culturally relevant classroom curriculum for students at three public high schools.
- Compiled quantitative/qualitative data for submission to federal government grant administrators.

RESEARCH/PUBLICATIONS

Oppositional (non-white) Behavior: Examining the Racialization of School Discipline and Culture in New York City Public Schools.

Doctoral Dissertation: This study explores how students of color come to navigate and understand their own racialized identities and environments in response to and in the context of white supremacy culture in their schools. This research examines the impact of dominant white cultural norms in schools, on the racial identity development process for high school students of color.

Publications:

David Cunningham and Roberto Soto-Carrion. (2015). Infiltrators. In [Breaking Down the State: Protestors Engaged](#), edited by Jan Willem Duyvendak and James Jasper. 157-78. Amsterdam: Amsterdam University Press.

SERVICE/AWARDS

- *Mayoral Appointee*, The Panel for Educational Policy (PEP), New York City Department of Education, 2014-2017

One of eight panelists appointed to the Panel for Education Policy by New York City Mayor Bill de Blasio; Active voting member on all major policy changes at the New York City Department of Education. Responsible for providing standards, policies, and objectives directly related to educational achievement and instruction, significant changes in school utilization, budgetary items and department contracts.

- *Outstanding Teaching Fellow Award*, Department of Sociology, Brandeis University, 2012 and 2013
- *Janina Montero Prize*, Wesleyan University, 2007

Awarded annually to a Latinx student who has promoted the health, visibility, and participation of the Latinx community at Wesleyan.

EDUCATION

Brandeis University, Waltham, MA

PhD(c): Sociology

The University of Puerto Rico, Rio Piedras, San Juan

Social Sciences: International Study Program

Brandeis University, Waltham, MA

Master of Philosophy

Wesleyan University, Middletown, CT

Bachelor of Arts: Sociology and Latin American Studies

The University of Chicago, Chicago, IL

Master of Arts: Social Sciences