



KOO:EOS GCPS Blueprint alignment

GCPS seeks to provide the highest quality education to each and every student in the district. As an indicator of this commitment, GCPS recently adopted the Blueprint for the Future. The Blueprint identifies four priorities: empathy, equity, effectiveness and excellence. Furthermore, the Blueprint expressly commits GCPS to providing a world class education that meets the needs of ALL students. It is in this spirit and to support achieving the goals, objectives and strategies outlined in the Blueprint that Kingmakers of Oakland and Equal Opportunity Schools seek to partner with GCPS.

Koo and EOS are confident that our unique, one-of-a-kind services will support the essential needs of GCPS across each of the four strategic priorities: Empathy, Equity, Effectiveness and Excellence. While our partnership seeks to have a wide-ranging impact on all students, we begin with an abiding commitment to uplift the stories, experiences, aspirations and voices of black students in the South Gwinnett and Shiloh Clusters. By all relevant data available in GCPS, this is the population furthest from educational opportunities.

The scope of work contained herein assumes a multi-year partnership but begins with what we call a “Year 0”. This year of learning, planning, engagement and community building is anchored in the [Kingmakers Blueprint](#) and the [EOS Action for Equity Framework](#). By deploying KOO and EOS in the Shiloh and South Gwinnett clusters during the 2022-2023 school year, GCPS will ensure that it takes the time needed to understand the opportunity for district wide implementation in the coming years while also addressing the unique and specific experiences of students, staff and administrators in these clusters.

Kingmakers of Oakland (KOO) is a nationally recognized (Dee & Penner (2019)), non-profit committed to improving educational life outcomes for Black boys. KOO uses a liberatory design process to build the capacity of educational leaders in public schools to create healthy, affirming learning environments for Black boys. Through professional learning, collaborative learning communities, coaching, and curriculum KOO seeks to improve the competencies of the educators within public school systems to cultivate culture and conditions where Black boys, *Kings*, express their innate greatness and lead from their internalized sense of brilliance and beauty.

Equal Opportunity Schools (EOS) is the go to solution for the development of access, belonging and success in advanced coursework, EOS provides a one of a kind data architecture and analysis, a student and staff survey, as well as a host of proprietary tools and professional coaching to transform the way students are seen, engaged and resourced in relation access and opportunity. In particular, using our dynamic Student Insight Card, EOS widens the aperture of readiness and ensures that more students enroll and succeed in advanced academic pathways. EOS has partnered with over 800 schools, surveyed nearly 3 million students and supported districts to enroll an additional 52,000 students into advanced academic pathways.

Together, EOS and KOO will provide GCPS with a wide range of data, services, coaching and engagement to address a number of the district's strategic priorities. The SOW contained herein comprises 4 main



activities that culminate in Spring 2023 with cluster and school based Action Plans in both the Shiloh and South Gwinnett Clusters. These action plans, informed by the data architecture and surveys of EOS, are anchored in the [Kingmakers Playbook](#).

The work of “Year 0” will directly and indirectly address components of each strategic priority.

Strategic Priority #1: Empathy

“Empathy, the ability to understand the feelings of another person and place yourself in their position, is the entry point towards creating a culture where staff and students feel a sense of belonging and safety.”

By engaging in meaningful data gathering, analysis and review and through the deep dive convenings, listening campaigns and professional learning, GCPS staff will increase their cultural competence and proficiency, be better prepared to promote the well being of students and staff and be introduced to a host of strategies designed to improve their capacity to meet the needs of students and staff. In the long term, the presence and effectiveness of these activities and the courage and tenacity to engage in this work, will support a robust pipeline of diverse staff.

Strategic Priority #2: Equity

“Board Policy BAAE - Educational Equity charged district administration to “design or redesign systemic programs and initiatives to address and reduce educational inequity, providing students and staff with targeted supports and enrichment that increase opportunities to succeed.”

The facilitated learning experiences, readings and engagement with the [Kingmakers Blueprint](#) will support the the development of Cluster and site based action plans that facilitate a comprehensive understanding of the way in which their supports for students can be most effectively operationalized and how their resources can be more finely attuned to meet the needs of those furthest from educational opportunity. In addition, particularly in the high schools, the deployment of the EOS Action for Equity Tools will directly support an increase in access and opportunity.

Strategic Priority #3: Effectiveness

“Every system is perfectly designed to get the results that it gets. – W. Edwards Deming

This well-known adage is so simple, yet profound. In this new era, the district’s challenge is to sustain the legacy of excellent performance while responding to the diverse needs of a growing community.”

While one year will not redefine or transform the system, the long term intent of this partnership is designed around a fundamental shift in the inputs, behaviors, mindsets and outcomes that guide the way GCPS sees, engages and resources students. The “Year 0” of this engagement will set the table for future success of this priority by supporting school and district leaders to understand the unique, but generalizable needs of African American students in the Shiloh and S. Gwinnett Clusters.

Strategic Priority #4: Excellence



Excellence is not optional. To achieve the GCPS mission and vision, excellence is the standard. This strategic priority continues a long-standing ethos in the district to be a world-class organization in service to students and families.

A commitment to the structures, design principles and infrastructure articulated in the [Kingmakers Blueprint](#) and the [EOS Action for Equity Framework](#) demonstrates a deep and abiding commitment to a standard of excellence for the students, families and community. For GCPS to be the first choice for students and staff, and for it to ensure it is preparing students for their future, it will need to transform the inputs it uses to guide its decisions, behaviors, process and mindsets. Together, KOO and EOS provide a dynamic starting point and in consultation with District leaders can support the long term effectiveness of the district to accomplish this goal.

To meet these Strategic Priorities, KOO and EOS will deploy 4 main activities:

Convenings: KOO and EOS will host seven (7) convenings including both cluster wide and school specific convenings. These convenings will support leaders to expand equity consciousness and shift from traditional leadership paradigms to a more dynamic approach to equity-focused problem-solving and decision-making required for leading for equity in complex systems. In addition, participants will work together to identify a set of activities (the Action Plan) calibrated to the Kingmakers Drivers, and design, apply, and reflect on approaches to advance progress toward equity.

Data Analytics, Reports, and Insights: The EOS data analytics infrastructure and survey of students and staff at each high school, along with the KOO intake form and additional data from the district will undergird all learning modalities. This includes the deployment of the EOS Student Insight Cards at each high school as well as a host of real time data analytics to accelerate opportunity, belonging and success.

Leadership Consulting: A significant aspect of Year 0 is the development of cluster and site specific plans rooted in the unique experiences of each school team. KOO and EOS will support leaders to learn and apply a Learning Partnership approach to change, working collaboratively with colleagues and students to implement rapid cycles of inquiry, running small tests of change to learn what works, how it works, for whom, under what conditions, and why.

Training and Professional Development: As part of each convening, as well as ongoing through engagement, trainings and content, KOO and EOS will build the capacity of school and cluster leaders to articulate a definition of success that is liberatory and inclusive of the values and aspirations of students of color, with prioritization of African American Students, and students living in poverty in their communities.

Both Clusters will identify 10-12 people that comprise a cross-functional intergenerational team (school, community, student, parents). Both Clusters will convene initial meetings with cross functional teams to level set and socialize design-thinking, expectations, and goals. These teams will lead the building of their strategy for centering black boys while serving all students. Both clusters will be encouraged to add a student(s), parent(s), classified staff and a community member.



Scope of Work Activities and Alignment

Convenings

By engaging in deep reflection, action and learning, these convening, and the activities between each one, support GCPS to achieve the following strategic goals:

Increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.

Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.

In Year "0" the 7 foundational convenings and 3 anchor the engagement. These convenings are full day and comprise a multitude of learning modalities. Both the convenings themselves and the work completed in between will drive the overall success of this initiative.

Facilitate four (4) full-day foundational convenings with the GCPS cross functional intergenerational team (classroom, building, central office/policy and community leadership) to prepare GCPS to engage in the following essential activities:

- a. Learn and engage with Kingmakers Healing the Fish, While Treating the Toxic Ecosystem framework to expand equity consciousness and shift from traditional leadership paradigms to a more dynamic approach to equity-focused problem-solving and decision-making required for leading for equity in complex systems.

Intake/Needs Assessment Process

This initial four-step information gathering process helps KOO and the district shape a strategy to transform the district system that Black boys experience.

Step 1: KOO leads an intake process, engaging the district team with one or all of the following empathy methods to learn more about the needs of Black boys in their context:

- b. Conduct a [listening campaign](#) to identify community connections to GCPS, community hopes and visions for Black students, and identify the role(s) GCPS can contribute toward their hopes and visions for Black students.
- c. Hold focus groups with Black male students, teachers, administration, families of Black male students, community members; share findings..
- d. Conduct data review and disaggregation.
- e. Administer the [KOO Readiness Rubric](#) and intake assessment.
- f. Develop a data informed rationale (research, strategy, policy, budget) for the targeted focus on African American males/females to engage the community.



Step 2: Learning Collaborative Kickoff:

KOO holds a [Learning Collaborative Kickoff](#) for both Shiloh and [S. Gwinnett Clusters](#). During the kickoff, district teams (cross-functional, intergenerational) engage with the following content:

- Overview and Vision: Core Values, Theory of Action
- The Pond: School Culture and Conditions, and Integrated Approaches to Change (i.e, Targeted Universalism, Liberatory Design, Drivers, Metrics)
- Purpose and Scope of the Learning Collaborative: What will we do in our Learning Collaborative meetings? What will district teams do between meetings?
- Community Agreements
- Stages of Team Development (Notice and Reflect/Empathize): How will our Cluster engage in teaming work?
- Identity Work (Notice and Reflect/Empathize)
- Systems Thinking and Race ([See the System](#)): What is systemic oppression and how does it exist in district policies, practices and structures that adversely impact Black boys, their families and Black staff? (Powell, 2011)
- Data (Notice and Reflect/Define and Inquire): What does the research say? What is the current state of district data for Black boys? What is the ideal state of district data for Black boys? (Each district brings their district data.)
- [Drivers](#) (Notice and Reflect/Inquire and Imagine): districts identify and discuss their driver(s) and change idea

Learning Collaborative Cluster Team (Cross-functional/ Intergenerational) Action Periods:

Action Periods (four to six weeks): expert KOO Service Delivery (Driver) Teams provide technical assistance (TA), coaching support, resources, and mini-lesson professional learning to Shiloh and S. Gwinnett Cluster cross-functional, intergenerational teams.

- Identify a Driver
- Cycle 1: Prototype
- Cycle 2: Prototype
- Cycle 3: Try
- Cycle 4: Try

Learning Collaborative (Cluster Teams)

Learning Collaboratives Cluster Teams (four times per academic year): Cluster teams share strategies, impact data and progress, build relationships, and, ultimately, leverage their collective wisdom to reimagine and redesign school systems to intentionally support Black boys. During the Learning Collaboratives, teams deepen their knowledge, understanding and capacity to implement change for



their focus drivers and share how they are leveraging the Liberatory Design Process in their district work.

Facilitate three (3) full-day convenings with elementary, middle and high school classroom and building leadership (cluster-wide in Shiloh and S. Gwinnett regions). GCPS will receive technical assistance and executive coaching to take the following essential actions between each convening:

- a. Conduct a review and inventory of effective practices, models and research at/within your school/cluster.
- b. Synthesize learnings around culture, conditions and competencies.
- c. Co-design strategy development based on KOO's Theory of Change and Drivers.
- d. Strategy development, action plan development, and strategic communication plan build out for Year 1 (SY23-24).

Data Analytics, Reports, and Insights

The Eos Action for Equity Framework supports GCPS to achieve the following goals:

Expand student opportunities to engage in and access high-quality, rigorous, and culturally relevant curriculum, advanced coursework (e.g., Advanced Placement and dual enrollment), and enrichment activities (e.g., the arts, gifted, STEM, career technical education).

Prepare each and every student for postsecondary and workforce readiness so that they have multiple pathways to success based on their demonstrated knowledge, skills, abilities, and interests.

Implement the EOS Action for Equity Framework at both high schools (see EOS Collaboration Agreement for further details and pricing)

- a. All students and staff at each high school take the 25 minute EOS Survey
- b. All data reports and analysis are integrated into convenings, coaching and consulting
- c. Student Insight Cards along with student identified trusted adult data is available on the Eos Portal

Leadership Consulting

These activities support GCPS to finalize site specific action plans to achieve the following strategic priorities:

Overhaul resource allocation systems and processes to ensure that each school's instructional, social emotional, and behavior supports match the unique student and community needs.

Develop robust pipelines and support systems to recruit and retain an educator workforce that reflects the diversity of our students and community.

Implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.



- a. Executive coaching and technical assistance support for student and staff listening sessions to ensure planning, implementation and execution aligns with KOO Liberatory Design and GCPS Blueprint goals.
- a. Strategic advisory and technical assistance in developing the foundational action plan, authentic community engagement strategy, strategic communications plan to communicate with the broader community the work of GCPS to create the necessary conditions and move policy and procedure into action.
- b. Policy and procedure review to support GCPS in the execution of strategies adopted in the action plan.

Training and Professional Development

These professional learning opportunities, support GCPS to achieve the following:

Increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.

- a. Admission to the Fall Session Registration for leadership group of ten (10) for each Clusters cross functional teams. Registrations are for virtual or in-person registrations. Travel not included.
- a. Admission to the Spring Symposium Registration for leadership group of ten (10) for each Clusters cross functional teams Registrations are for virtual or in-person registrations. Travel not included.
- b. Both Clusters will identify delegation members for the 2022 Fall Forum and 2023 Spring Symposium no less than 30 days prior to each event.
- c. We Dare Say Love book study, books, and guiding questions for the implementation team and executive leadership team to prepare for curriculum implementation, up to 20 participants. Additional books may be purchased. Each Cluster will designate a lead staff person for book study, the Cluster lead will work with KOO to mutually determine a book club activity schedule that aligns with co-facilitation goals and outcomes.

Service/Deliverable	Fee	Blueprint Alignment and Rationale
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<p>1. Facilitate 4 (quarterly) convenings with cross-functional intergenerational teams</p>	<p>\$114,000</p>	<p>Based on the Kingmakers of Oakland Roadmap and in line with the following strategic priorities:</p> <p><i>Increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.</i></p> <p><i>Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.</i></p> <ul style="list-style-type: none"> • Anticipated schedule: <ul style="list-style-type: none"> –September 2022 (readiness, initialization, discovery, mindset) –November 2022 (research, development, data, mindsets) –February 2023 (strategy development) –April 2023 (training, communication, building will)
<p>0. Facilitate 3 convenings with cluster teams</p>	<p>\$85,500</p>	<p>Based on the Kingmakers of Oakland Roadmap and in line with the following strategic priorities:</p> <p><i>Increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.</i></p> <p><i>Promote student and staff wellbeing through prioritizing self-care, physical and mental health, and social emotional learning.</i></p>



		<ul style="list-style-type: none"> • Includes all prep and materials • Anticipated schedule: <ul style="list-style-type: none"> –October 2022 –January 2023 –May 2023
<p>0. Ongoing leadership consulting (equity-centered executive coaching and strategic advising)</p>	<p>\$82,500</p>	<p><i>Overhaul resource allocation systems and processes to ensure that each school’s instructional, social emotional, and behavior supports match the unique student and community needs.</i></p> <p><i>Develop robust pipelines and support systems to recruit and retain an educator workforce that reflects the diversity of our students and community.</i></p> <p><i>Implement a comprehensive framework to fully operationalize a multi-tiered system of supports to address academic and non-academic student needs and remove barriers to success.</i></p> <ul style="list-style-type: none"> • Includes all prep and materials • Access to exemplar models and best practices • KOO to collaborate as needed with Shiloh and S. Gwinnett Clusters including District, site, community, parent, and student leaders • Thought partnership and consultation with Superintendent, Board, GCPS Leadership.



<p>0. Leadership Training & Professional Development</p>	<p>\$80,000</p>	<p><i>Increase the cultural competence and proficiency of our organization and individual staff members to improve service delivery, strengthen programs, and enhance engagement across the full spectrum of our diverse community.</i></p> <ul style="list-style-type: none"> ● Includes all prep and materials ● KOO to provide access exemplar trainings and best practices in systems culture and conditions for equity
<p>Total Service Fees</p>	<p>\$362,000</p>	
<p>OTHER EXPENSES TO BE INVOICED: (15% of Total Contract Costs) Project budget does not include direct expenses. Direct expenses include reasonable and customary out-of-pocket expenses such as travel, meals, accommodations and other expenses specifically related to this engagement. For distance clients >50miles from KOO Offices, these are estimated at 15% of total project cost, but will be billed based on actuals. Additional services may be negotiated as needed.</p>	<p>\$54,300</p>	<p>**to be billed as actuals Travel expenses and accommodations to be billed based on actual expenses. We anticipate at least one in-person trip between now and the contract term.</p>