



Competitive Contracting PROPOSAL DOCUMENTS AND REQUIRED DOCUMENTATION

All documents in this section shall be completed, signed and submitted with the proposal package – Failure to submit the proposal documents and other documents so specified may be cause to reject the proposal for being non-responsive (N.J.S.A. 18A:18A-2(y)).



David Oliveira
School Business Administrator/Board Secretary

To be completed, signed below & returned with proposal.

PROPOSAL FORM

Proposal No. **CC 2023-104**

Proposal Date: **Tuesday, November 15, 2022**

Lump Sum fee for the scope of work and deliverables as described in the RFP	\$ <u>60,000</u>
Hourly rate for additional services	\$ <u>256</u> per hour

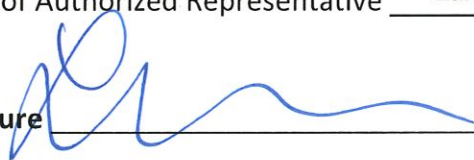
The respondent by signing this proposal form, acknowledges that he/she has carefully examined the proposal specifications and documents; and further acknowledges he/she understands and is able to render the scope of activity and services outlined in this proposal.

Name of Company Advancing Minds Educational Services, Inc.

Address 2222 Lawnwood Circle

City, State, Zip Gwynn Oak, MD 21207

Name of Authorized Representative Lanise Stevenson

Signature  Title CEO Date 11/10/22

All proposals must be received no later than 10:00 a.m. on Tuesday, November 15, 2022. All proposals are to be sent to:

David Oliveira
School Business Administrator
Piscataway Board of Education
1515 Stelton Road
Piscataway, NJ 08854

ACKNOWLEDGEMENT OF ADDENDA

Proposal Number CC 2023-104

Proposal Date: Tuesday, November 15, 2022

The Respondent acknowledges receipt of the hereinafter enumerated Addenda which have been issued during period of proposal and agrees that said Addenda shall become a part of this contract. The Respondent shall list below the numbers and issuing dates of the Addenda.

ADDENDA NO.

ISSUING DATES

_____	_____
_____	_____
_____	_____
_____	_____

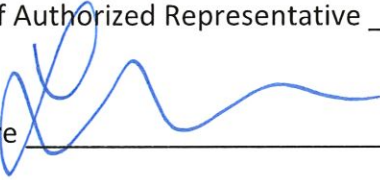
☒ **No Addenda Received**

Name of Company Advancing Minds Educational Services, Inc.

Address 2222 Lawnwood Circle P.O. Box _____

City, State, Zip Code Gwynn Oak, MD 21207

Name of Authorized Representative Lanise Stevenson

Signature  Title CEO

To be completed, signed and returned with Proposal

AFFIRMATIVE ACTION QUESTIONNAIRE

Proposal No. **CC 2023-104**

Proposal Date: **Tuesday, November 15, 2022**

This form is to be completed and returned with the proposal. However, the Board will accept in lieu of this Questionnaire, an Affirmative Action Evidence Certificate of Employee Information Report.

1. Our company has a Federal Affirmative Action Plan approval. ☐ Yes ☒ No
If yes, please attach a copy of the plan to this questionnaire.

2. Our company has an N.J. State Certificate of Employee Information Report ☐ Yes ☒ No
If yes, please attach a copy of the certificate to this questionnaire.

3. If you answered "NO" to both questions No. 1 and 2, you must apply for an Affirmative Action Employee Information Report – Form AA302.

Please visit the New Jersey Department of Treasury website for the Division of Public Contracts Equal Employment Opportunity Compliance:

[NJ Department of the Treasury Contract Compliance \(state.nj.us\)](http://state.nj.us)

Click on "AA 302 Employee Information Report"

Complete and submit the form with the appropriate payment to:

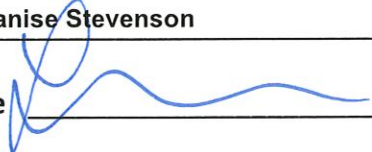
Department of Treasury
Division of Purchase and Property
Contract Compliance and Audit Unit

The complete mailing address may be found on the Instructions page of Form AA-302.

All fees for this application are to be paid directly to the State of New Jersey. A copy of the Employee Information Report and a copy of the check shall be submitted to the Board of Education prior to the execution or award of the contract.

I certify that the above information is correct to the best of my knowledge.

Name: Lanise Stevenson

Signature 

Title CEO Date November 10, 2022

Name of Company Advancing Minds Educational Services, Inc.

City, State, Zip Gwynn Oak, MD 21207

To be completed, signed and returned with Proposal

ASSURANCE OF COMPLIANCE

Contact with Students

There may be times during the performance of this contract, when a contracted service provider may come in contact with students of the school district. The district fully understands its obligation to provide all students and staff members, with a safe educational environment. To this end, the district is requiring all bidders to sign a statement of Assurance of Compliance, acknowledging the bidder's understanding of the below-listed requirements and further acknowledging the bidder's assurance of compliance with those listed requirements.

Anti-Bullying Reporting--Requirement

When applicable, the contracted service provider shall comply with all applicable provisions of the New Jersey Anti-Bullying Bill of Rights Act—N.J.S.A. 18A:37-13.1 et seq., all applicable code and regulations, and the Anti-Bullying Policy of the Board of Education. In accordance with N.J.A.C. 6A:16-7.7 (c), a contracted service provider, who has witnessed, or has reliable information that a student has been subject to harassment, intimidation, or bullying shall immediately report the incident to any school administrator or safe schools resource officer, or the School Business Administrator/Board Secretary.

Criminal History Background Checks—N.J.S.A. 18A:6-7.1--Requirement

When applicable, the contracted service provider shall provide to the school district prior to commencement of the contract, evidence or proof that each employee assigned to provide services and that comes in regular contact with students has had a criminal history background check, and furthermore, that said background check indicates that no criminal history record information exists on file for that worker. Failure to provide proof of criminal history background check for any employee coming in regular contact with students, prior to commencement of contact, may be cause for breach of contract. All contracted service providers shall comply with N.J.S.A. 18A:6-7.6 et seq., and NJDOE Broadcast September 9, 2019, as it pertains to disclosure of information from previous employers, when applicable.

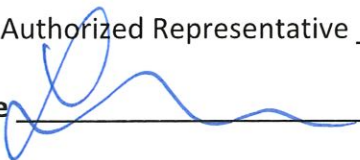
Pre-Employment Requirements

When applicable, all contracted service providers, whose employees have regular contact with students, shall comply with the Pre-Employment Requirements in accordance with New Jersey P.L. 2018 c.5, N.J.S.A. 18A:6-7.6 et seq. Contracted service providers are to review the following New Jersey Department of Education, Office of Student Protection—Pre-Employment Resource P.L. 2018 c.5 link below for guidance and compliance procedures.

<http://nj.gov/education/educators/crimhist/preemployment/>

Name of Company Advancing Minds Educational Services, Inc.

Name of Authorized Representative Lanise Stevenson

Signature  Title CEO

To be completed, signed and returned with Proposal

PISCATAWAY Board of Education

Chapter 271

POLITICAL CONTRIBUTION DISCLOSURE FORM

(Contracts that Exceed \$17,500.00)

The undersigned, being authorized and knowledgeable of the circumstances, does hereby certify that _____ (Business Entity) has made the following **reportable** political contributions to any elected official, political candidate or any political committee as defined in N.J.S.A. 19:44-20.26 during the twelve (12) months preceding this award of contract:

Reportable Contributions

Date of Contribution	Amount of Contribution	Name of Recipient Elected Official/ Committee/Candidate	Name of Contributor

The Business Entity may attach additional pages if needed.

☒ **No Reportable Contributions** (Please check (✓) if applicable.)

I certify that Advancing Minds Educational Services, Inc. (Business Entity) made no reportable contributions to any elected official, political candidate or any political committee as defined in N.J.S.A. 19:44-20.26.

Certification

I certify, that the information provided above is in full compliance with Public Law 2005—Chapter 271.

Name of Authorized Agent Lanise Stevenson

Signature  Title CEO

Business Entity Advancing Minds Educational Services, Inc.

CC No. 00-00

C. 271 POLITICAL CONTRIBUTION DISCLOSURE FORM

Contractor Instructions

Business entities (contractors) receiving contracts from a public agency that are NOT awarded pursuant to a "fair and open" process (defined at N.J.S.A. 19:44A-20.7) are subject to the provisions of P.L. 2005, c. 271, s.2 (N.J.S.A. 19:44A-20.26). This law provides that 10 days prior to the award of such a contract, the contractor shall disclose contributions to:

- any State, county, or municipal committee of a political party
- any legislative leadership committee*
- any continuing political committee (a.k.a., political action committee)
- any candidate committee of a candidate for, or holder of, an elective office:
 - of the public entity awarding the contract
 - of that county in which that public entity is located
 - of another public entity within that county
 - or of a legislative district in which that public entity is located or, when the public entity is a county, of any legislative district which includes all or part of the county

The disclosure must list reportable contributions to any of the committees that exceed \$300 per election cycle that were made during the 12 months prior to award of the contract. See N.J.S.A. 19:44A-8 and 19:44A-16 for more details on reportable contributions.

N.J.S.A. 19:44A-20.26 itemizes the parties from whom contributions must be disclosed when a business entity is not a natural person. This includes the following:

- individuals with an "interest" ownership or control of more than 10% of the profits or assets of a business entity or 10% of the stock in the case of a business entity that is a corporation for profit
- all principals, partners, officers, or directors of the business entity or their spouses
- any subsidiaries directly or indirectly controlled by the business entity
- IRS Code Section 527 New Jersey based organizations, directly or indirectly controlled by the business entity and filing as continuing political committees, (PACs).

When the business entity is a natural person, "a contribution by that person's spouse or child, residing therewith, shall be deemed to be a contribution by the business entity." [N.J.S.A. 19:44A-20.26(b)] The contributor must be listed on the disclosure.

Any business entity that fails to comply with the disclosure provisions shall be subject to a fine imposed by ELEC in an amount to be determined by the Commission which may be based upon the amount that the business entity failed to report.

The enclosed list of agencies is provided to assist the contractor in identifying those public agencies whose elected official and/or candidate campaign committees are affected by the disclosure requirement. It is the contractor's responsibility to identify the specific committees to which contributions may have been made and need to be disclosed. The disclosed information may exceed the minimum requirement.

The enclosed form, a content-consistent facsimile, or an electronic data file containing the required details (along with a signed cover sheet) may be used as the contractor's submission and is disclosable to the public under the Open Public Records Act.

The contractor must also complete the attached Stockholder Disclosure Certification. This will assist the agency in meeting its obligations under the law. **NOTE: This section does not apply to Board of Education contracts.**

¹ N.J.S.A. 19:44A-3(s): "The term "legislative leadership committee" means a committee established, authorized to be established, or designated by the President of the Senate, the Minority Leader of the Senate, the Speaker of the General Assembly or the Minority Leader of the General Assembly pursuant to section 16 of P.L. 1993, c.65 (C.19:44A-10.1) for the purpose of receiving contributions and making expenditures.

List of Agencies with Elected Officials Required for Political Contribution Disclosure
N.J.S.A. 19:44A-20.26

County Name: Middlesex

State: Governor, and Legislative Leadership Committees

Legislative District #: 13, 14, 17, 18, 19, 22

State Senator and two members of the General Assembly per district.

County:

Freeholders

County Clerk

Sheriff

Surrogate

Municipalities (Mayor and members of governing body, regardless of title):

Carteret Borough	Middlesex Borough	Plainsboro Township
Cranbury Township	Milltown Borough	Sayreville Borough
Dunellen Borough	Monroe Township	South Amboy City
East Brunswick Township	New Brunswick City	South Brunswick Township
Edison Township	North Brunswick Township	South Plainfield Borough
Helmetta Borough	Old Bridge Township	South River Borough
Highland Park Borough	Perth Amboy City	Spotswood Borough
Jamesburg Borough	Piscataway Township	Woodbridge Township
Metuchen Borough		

Boards of Education (Members of the Board):

Carteret Borough	Middlesex Borough	Plainsboro Township
Cranbury Township	Milltown Borough	Sayreville Borough
Dunellen Borough	Monroe Township	South Amboy City
East Brunswick Township	New Brunswick City	South Brunswick Township
Edison Township	North Brunswick Township	South Plainfield Borough
Helmetta Borough	Old Bridge Township	South River Borough
Highland Park Borough	Perth Amboy City	Spotswood Borough
Metuchen Borough	Piscataway Township	Woodbridge Township

Fire Districts (Board of Fire Commissioners):

East Brunswick Township Fire District No. 1	Plainsboro Township Fire District No. 1
East Brunswick Township Fire District No. 2	South Brunswick Township Fire District No. 1
East Brunswick Township Fire District No. 3	South Brunswick Township Fire District No. 2
Jamesburg Borough Fire District No. 1	South Brunswick Township Fire District No. 3
Monroe Township Fire District No. 1	Woodbridge Township Fire District No. 1
Monroe Township Fire District No. 2	Woodbridge Township Fire District No. 2
Monroe Township Fire District No. 3	Woodbridge Township Fire District No. 4
Old Bridge Township Fire District No. 1	Woodbridge Township Fire District No. 5
Old Bridge Township Fire District No. 2	Woodbridge Township Fire District No. 7
Old Bridge Township Fire District No. 3	Woodbridge Township Fire District No. 8
Old Bridge Township Fire District No. 4	Woodbridge Township Fire District No. 9
Piscataway Township Fire District No. 1	Woodbridge Township Fire District No. 10
Piscataway Township Fire District No. 2	Woodbridge Township Fire District No. 11
Piscataway Township Fire District No. 3	Woodbridge Township Fire District No. 12
Piscataway Township Fire District No. 4	

To be completed, signed and returned with Proposal

CONTRACTOR/VENDOR QUESTIONNAIRE & CERTIFICATION

Proposal Number **CC 2023-104**

Proposal Date: **Tuesday, November 15, 2022**

Equity Audit Consulting Services

Name of Company Advancing Minds Educational Services, Inc.

Address 2222 Lawnwood Circle PO Box _____

City, State, Zip Gwynn Oak, MD 21207

Business Phone Number (443) 418-7106 Emergency Phone Number (410) 298-2781

FAX No. (410) 298-2781

E-Mail info@careforequity.org/lanise@careforequity.org

FEIN No. 61-1651094

Unique Entity Identifier (If Applicable) _____ CAGE Code (if applicable) _____

References – Work previously done for School Systems in New Jersey

Name of District	Address	Contact Person/Title	Phone
1. Franklin Township Public Schools	2301 Route 23, Somerset, NJ 08873	Dr. Dan Loughran/Ass't. Sup.	(732) 873-2400 x. 297
2. Middletown Public Schools	372 Hunting Hill Ave, Middletown, CT 06457	Dr. Jada Waters/Dir. DEI	(860) 638-1469
3. Meriden Public Schools	22 Liberty Street, Meriden, CT 06450	Dr. Lysette Torres/Dir. DEI	(203) 630-4188

VENDOR CERTIFICATION

Direct/Indirect Interests

I declare and certify that no member of the PISCATAWAY Board of Education, nor any officer or employee or person whose salary is payable in whole or in part by said Board of Education or their immediate family members are directly or indirectly interested in this proposal or in the supplies, materials, equipment, work or services to which it relates, or in any portion of profits thereof. If a situation so exists where a Board member, employee, officer of the board has an interest in the proposal, etc., then please attach a letter of explanation to this document, duly signed by the president of the firm or company.

Gifts; Gratuities; Compensation

I declare and certify that no person from my firm, business, corporation, association or partnership offered or paid any fee, commission or compensation, or offered any gift, gratuity or other things of value to any school official, board member or employee of the Board of Education.

Vendor Contributions

I declare and certify that I fully understand N.J.A.C. 6A:23A-6.3(a) (1-4) concerning vendor contributions to school board members.

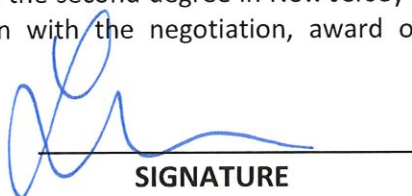
Debarment Certification

I certify that my company and any person employed by my company, nor any affiliates are not debarred from contracting with a Federal government agency, nor debarred from contracting with the State of New Jersey.

I further certify that I understand that it is a crime in the second degree in New Jersey to knowingly make a material representation that is false in connection with the negotiation, award or performance of a government contract.

Lanise Stevenson

President or Authorized Agent (Print)


SIGNATURE

**PISCATAWAY BOARD OF EDUCATION
DISCLOSURE OF INVESTMENT ACTIVITIES IN IRAN FORM**

BID SOLICITATION/PROPOSAL TITLE Equity Audit Consulting Services Proposal No: CC 2023-104
VENDOR/BIDDER NAME Advancing Minds Educational Services, Inc.

Pursuant to N.J.S.A. 52:32-57, et seq. (P.L. 2012, c.25 and P.L. 2021, c.4) any person or entity that submits a bid or proposal or otherwise proposes to enter into or renew a contract must certify that neither the person nor entity, nor any of its parents, subsidiaries, or affiliates, is identified on the New Jersey Department of the Treasury's Chapter 25 List as a person or entity engaged in investment activities in Iran. The Chapter 25 list is found on the Division's website at <https://www.state.nj.us/treasury/purchase/pdf/Chapter25List.pdf>. Vendors/Bidders must review this list prior to completing the below certification. If the Director of the Division of Purchase and Property finds a person or entity to be in violation of the law, s/he shall take action as may be appropriate and provided by law, rule or contract, including but not limited to, imposing sanctions, seeking compliance, recovering damages, declaring the party in default and seeking debarment or suspension of the party.

CHECK THE APPROPRIATE BOX

☒ I certify, pursuant to N.J.S.A. 52:32-57, et seq. (P.L. 2012, c.25 and P.L. 2021, c.4), that neither the Vendor/Bidder listed above nor any of its parents, subsidiaries, or affiliates is listed on the New Jersey Department of the Treasury's Chapter 25 List of entities determined to be engaged in prohibited activities in Iran.

OR

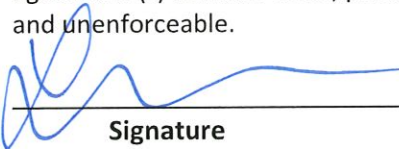
☐ I am unable to certify as above because the Vendor/Bidder and/or one or more of its parents, subsidiaries, or affiliates is listed on the New Jersey Department of the Treasury's Chapter 25 List. I will provide a detailed, accurate and precise description of the activities of the Vendor/Bidder, or one of its parents, subsidiaries or affiliates, has engaged in regarding investment activities in Iran by completing the information requested below.

Entity Engaged in Investment Activities _____
Relationship to Vendor/ Bidder _____
Description of Activities _____

Duration of Engagement _____
Anticipated Cessation Date _____
Attach Additional Sheets If Necessary

CERTIFICATION

I, the undersigned, certify that I am authorized to execute this certification on behalf of the Vendor/Bidder, that the foregoing information and any attachments hereto, to the best of my knowledge are true and complete. I acknowledge that the State of New Jersey is relying on the information contained herein, and that the Vendor/Bidder is under a continuing obligation from the date of this certification through the completion of any contract(s) with the State to notify the State in writing of any changes to the information contained herein; that I am aware that it is a criminal offense to make a false statement or misrepresentation in this certification. If I do so, I will be subject to criminal prosecution under the law, and it will constitute a material breach of my agreement(s) with the State, permitting the State to declare any contract(s) resulting from this certification void and unenforceable.



Signature
Lanise Stevenson, CEO

Print Name and Title

November 10, 2022

Date

Version REV. 2.1 2021

This form is to be completed, certified and submitted prior to the award of the contract.

To be completed, signed and returned with Proposal

NON-COLLUSION AFFIDAVIT

Equity Audit Consulting Services

CC No. 00-00

Proposal Date: Tuesday, November 15, 2022

I, Lanise K. Stevenson of the City of Gwynn Oak
in the County of Baltimore and the State of Maryland
of full age, being duly sworn according to law on my oath depose and say that:

I am Chief Executive Officer of the Advancing Minds Educational Services, Inc.
Position in Company Name of Company

and the respondent making the Proposal for the above names contract, and that I executed the said Proposal with full authority so to do; that I have not, directly or indirectly, entered into any agreement, participated in any collusion, discussed any or all parts of this proposal with any potential bidders, or otherwise taken any action in restraint of free, competitive bidding in connection with the above named proposal, and that all statements contained in said proposal and this affidavit are true and correct, and made with full knowledge that the Board of Education relies upon the truth of the statements contained in said Proposal and in the statements contained in this affidavit in awarding the contract for the said proposal.

I further warrant that no person or selling agency has been employed or retained to solicit or secure such contract upon an agreement or understanding for a commission, percentage, brokerage or contingent fee, except bona fide employees of bona fide established commercial or selling agencies maintained by

Advancing Minds Educational Services, Inc.

(Print Name of Contractor/Vendor)

Subscribed and sworn to:

(SIGNATURE OF CONTRACTOR/VENDOR)

before me this 10 day of Nov, 2022.
Month Year



NOTARY PUBLIC SIGNATURE

Romin Shah

Print Name of Notary Public

My commission expires 04 03, 2024.
Month Day Year

SEAL

STAMP

Romin Shah ID#2384239
NOTARY PUBLIC
STATE OF NEW JERSEY
MY COMMISSION EXPIRES 04/03/2024

To be completed, signed and returned with Proposal

STATEMENT OF OWNERSHIP DISCLOSURE

N.J.S.A. 52:25-24.2 (P.L. 1977, c.33, as amended by P.L. 2016, c.43)

This statement shall be completed, certified to, and included with all bid and proposal submissions. Failure to submit the required information is cause for automatic rejection of the bid or proposal.

Name of Organization: Advancing Minds Educational Services, Inc.

Organization Address: 2222 Lawnwood Circle

City, State, ZIP: Gwynn Oak, MD 21207

Part I Check the box that represents the type of business organization:

- ☐ Sole Proprietorship (skip Parts II and III, execute certification in Part IV)
- ☒ Non-Profit Corporation (skip Parts II and III, execute certification in Part IV)
- ☐ For-Profit Corporation (any type) ☐ Limited Liability Company (LLC)
- ☐ Partnership ☐ Limited Partnership ☐ Limited Liability Partnership (LLP)
- ☐ Other (be specific): _____

Part II Check the appropriate box

- ☐ The list below contains the names and addresses of all stockholders in the corporation who own 10 percent or more of its stock, of any class, or of all individual partners in the partnership who own a 10 percent or greater interest therein, or of all members in the limited liability company who owns a 10 percent or greater interest therein, as the case may be. **(COMPLETE THE LIST BELOW IN THIS SECTION)**
- OR**
- ☐ No one stockholder in the corporation owns 10 percent or more of its stock, of any class, or no individual partner in the partnership owns a 10 percent or greater interest therein, or no member in the limited liability company owns a 10 percent or greater interest therein, as the case may be. **(SKIP TO PART IV)**

(Please attach additional sheets if more space is needed):

Name of Individual or Business Entity	Home Address (for Individuals) or Business Address

Part III DISCLOSURE OF 10% OR GREATER OWNERSHIP IN THE STOCKHOLDERS, PARTNERS OR LLC MEMBERS LISTED IN PART II

If a bidder has a direct or indirect parent entity which is publicly traded, and any person holds a 10 percent or greater beneficial interest in the publicly traded parent entity as of the last annual federal Security and Exchange Commission (SEC) or foreign equivalent filing, ownership disclosure can be met by providing links to the website(s) containing the last annual filing(s) with the federal Securities and Exchange Commission (or foreign equivalent) that contain the name and address of each person holding a 10% or greater beneficial interest in the publicly traded parent entity, along with the relevant page numbers of the filing(s) that contain the information on each such person. **Attach additional sheets if more space is needed.**

Website (URL) containing the last annual SEC (or foreign equivalent) filing	Page #'s

Please list the names and addresses of each stockholder, partner or member owning a 10 percent or greater interest in any corresponding corporation, partnership and/or limited liability company (LLC) listed in Part II **other than for any publicly traded parent entities referenced above.** The disclosure shall be continued until names and addresses of every non-corporate stockholder, and individual partner, and member exceeding the 10 percent ownership criteria established pursuant to N.J.S.A. 52:25-24.2 has been listed. **Attach additional sheets if more space is needed.**

Stockholder/Partner/Member and Corresponding Entity Listed in Part II	Home Address (for Individuals) or Business Address

PART IV CERTIFICATION

I, being duly sworn upon my oath, hereby represent that the foregoing information and any attachments thereto to the best of my knowledge are true and complete. I acknowledge: that I am authorized to execute this certification on behalf of the bidder/proposer; that the **PISCATAWAY Board of Education** is relying on the information contained herein and that I am under a continuing obligation from the date of this certification through the completion of any contracts with the **Board of Education** to notify the **Board of Education** in writing of any changes to the information contained herein; that I am aware that it is a criminal offense to make a false statement or misrepresentation in this certification, and if I do so, I am subject to criminal prosecution under the law and that it will constitute a material breach of my agreement(s) with the, permitting the **Board of Education** to declare any contract(s) resulting from this certification void and unenforceable.

Full Name (Print):	Lanise Stevenson	Title:	CEO
Signature:		Date:	November 10, 2022

This statement shall be completed, certified to, and included with all bid and proposal submissions. Failure to submit the required information is cause for automatic rejection of the bid or proposal.

APPENDIX A
AMERICANS WITH DISABILITIES ACT OF 1990
Equal Opportunity for Individuals with Disability

The contractor must comply with all provisions of the Americans with Disabilities Act (ADA), P.L 101-336, in accordance with 42 U.S.C. §121 01 et seq.

The contractor and the Board of Education (hereafter "owner") do hereby agree that the provisions of Title 11 of the Americans With Disabilities Act of 1990 (the "Act") (42 U.S.C. §121 01 et seq.), which prohibits discrimination on the basis of disability by public entities in all services, programs, and activities provided or made available by public entities, and the rules and regulations promulgated pursuant there unto, are made a part of this contract. In providing any aid, benefit, or service on behalf of the owner pursuant to this contract, the contractor agrees that the performance shall be in strict compliance with the Act. In the event that the contractor, its agents, servants, employees, or subcontractors violate or are alleged to have violated the Act during the performance of this contract, the contractor shall defend the owner in any action or administrative proceeding commenced pursuant to this Act. The contractor shall indemnify, protect, and save harmless the owner, its agents, servants, and employees from and against any and all suits, claims, losses, demands, or damages, of whatever kind or nature arising out of or claimed to arise out of the alleged violation. The contractor shall, at its own expense, appear, defend, and pay any and all charges for legal services and any and all costs and other expenses arising from such action or administrative proceeding or incurred in connection therewith. In any and all complaints brought pursuant to the owner's grievance procedure, the contractor agrees to abide by any decision of the owner which is rendered pursuant to said grievance procedure. If any action or administrative proceeding results in an award of damages against the owner, or if the owner incurs any expense to cure a violation of the ADA which has been brought pursuant to its grievance procedure, the contractor shall satisfy and discharge the same at its own expense.

The owner shall, as soon as practicable after a claim has been made against it, give written notice thereof to the contractor along with full and complete particulars of the claim. If any action or administrative proceeding is brought against the owner or any of its agents, servants, and employees, the *owner shall* expeditiously forward or have forwarded to the contractor every demand, complaint, notice, summons, pleading, or other process received by the owner or its representatives.

It is expressly agreed and understood that any approval by the owner of the services provided by the contractor pursuant to this contract will not relieve the contractor of the obligation to comply with the Act and to defend, indemnify, protect, and save harmless the owner pursuant to this paragraph.

It is further agreed and understood that the owner assumes no obligation to indemnify or save harmless the contractor, its agents, servants, employees and subcontractors for any claim which may arise out of their performance of this Agreement. Furthermore, the contractor expressly understands and agrees that the provisions of this indemnification clause shall in no way limit the contractor's obligations assumed in this Agreement, nor shall they be construed to relieve the contractor from any liability, nor preclude the owner from taking any other actions available to it under any other provisions of the Agreement or otherwise at law.

To All Respondents

REMINDER!

Did you sign all of the documents?

All proposal documents returned to the Board shall be signed with original signatures. Please try to use **blue ink**.

The Board will not accept facsimile, rubber stamp, electronic or digital signatures.

Failure to sign all proposal documents may be cause for disqualification and rejection of the proposal.

David Oliveira

School Business Administrator/Board Secretary



STATE OF NEW JERSEY BUSINESS REGISTRATION CERTIFICATE

Taxpayer Name:	ADVANCING MINDS EDUCATIONAL SERVICES A NJ NONPROFIT CORPORATION
Trade Name:	
Address:	2222 LAWNWOOD CIRCLE GWYNN OAK, MD 21207
Certificate Number:	2627518
Effective Date:	September 03, 2021
Date of Issuance:	November 10, 2022

For Office Use Only:

20221110081859997



C.A.R.E.

(443) 418-7106
2222 Lawnwood Circle, Gwynn Oak, MD 21207

Date: November 10, 2022

David Oliveira
School Business Administrator/Board Secretary
Piscataway Board of Education
1515 Stelton Road
Piscataway, New Jersey 08854

Greetings Mr. Oliveira,

It is my pleasure to submit the enclosed proposal to Piscataway Public Schools for Proposal for Equity Audit Consulting Services (RFP/CC No.: 2023-104) due on Tuesday, November 13, 2022, at 10:00 a.m.

I have enclosed all required forms and the proposed scope of work that includes four services:

(1) Equity Audit, (2) Data Reporting, Recommendations, & Sharing Information, (3) Professional Development, and (4) Additional services as needed.

Please feel free to contact me if you have any questions.

Best Regards,

Lanise K. Stevenson, MS, MEd, EdS
President/Chief Executive Officer
Center for Applied Research & Equity
dba of Advancing Minds Educational Services, Inc.



C.A.R.E.

QUOTE

(443) 418-7106
2222 Lawnwood Circle, Gwynn Oak, MD 21207

Date: November 10, 2022

David Oliveira
School Business Administrator/Board Secretary
Piscataway Board of Education
1515 Stelton Road
Piscataway, New Jersey 08854

Description of Work	Amount
Equity Audit 12 semi-structured interviews, 3 comprehensive instruments measuring 7 DEI measures, data analysis and results, 2 waves of data collection, and reporting, and technical support for data analysis and implications	\$ 35,500
Data reporting, Recommendations, Sharing Information Two written reports and presentations with actionable research-based recommendations for short- and long-term planning; ongoing planning and technical support to convert recommendations into a comprehensive district equity plan	\$ 9,000
Professional Learning Program 3 in-person and 3 virtual professional learning days to support the implementation professional development to staff at all levels of the school district	\$ 4,500
DEI SME & Consulting 43 hours of on-demand best-practice research, literature review, technical support, consulting, and SME related to curriculum, instruction, assessments, and policy development	\$ 11,000
Total Amount	\$ 60,000



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Executive Summary

Advancing Minds Educational Services, Inc. operating under a DBA as The Center for Applied Research & Equity (CARE) has outlined a plan that will provide the Piscataway Board of Education with data-driven feedback and recommendations and guide their efforts in becoming a more equitable and inclusive school district. CARE proposes a total of four services including an extensive equity audit, a written report and presentation of the audit findings with actionable research-based recommendations for short- and long-term planning, a multifaceted professional learning program for teachers, leaders, and students that will build their capacity to collaboratively problem solve, and foster transformational change. Additional services may include technical assistance, research services, curriculum development, leadership coaching, and subject-matter expertise as needed. Collectively, CARE's goal is to help Piscataway Public Schools improve practitioner knowledge, skills, and understanding in the four areas of culturally and linguistically responsive (CLR) pedagogy, socioemotional learning (SEL), anti-racism, and equity leadership.

Established in 2011 as an equity-focused, non-profit organization, CARE exists to create learning environments and workplaces, where all stakeholders have a strong sense of belonging, and where student outcomes are not predictable by race. We envision a nation of equity-driven school systems that afford all students the opportunity to learn by providing the tools, resources, and personnel that match the academic, cultural, linguistic, and socio-emotional needs of all students.

The COVID-19 pandemic shed light on the educational inequities that have existed in K-12 public schools for more than a century. The Piscataway Board of Education has outlined many of these challenges in the following board policies: Affirmative Action Program (Policy 1140), Comprehensive Equity Plan (Policy 1523), Affirmative Action Program for School and Classroom Practices (Policy 2260), and Equity in Educational Programs and Services (Policy 5755). CARE shares the board's goal of ensuring that all curriculum and educational opportunities are available to all students, with input welcome from all stakeholders. We have been providing similar services to neighboring school districts, like Franklin Township Public Schools, for more than four years.

The proposed scope of services is designed to build upon the equity work that the district began in 2021 by providing district leaders with targeted data, resources, recommendations, programming, and supports to assess and increase



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Diversity, Equity, and Inclusion (DEI) among students, staff, and families, and meet the four specific targets associated with Goal #2 of the 2022-2023 District Goals.

If awarded the contract, the length of the term will begin on or about January 1, 2023, and conclude on June 30, 2023, with the option of contract renewals. CARE proposes four services.

The Equity Audit will be conducted as a convergent mixed method needs assessment to study the factors that promote or inhibit equity and belonging. Specifically, the CARE research team will collect and analyze qualitative (e.g., focus groups, interviews, artifacts) and quantitative (e.g., survey) data to study the factors that are associated with equity and belonging, including support from peers, teachers, and parents; achievement outcome data (performance, discipline, enrollment, attendance, and intervention); curricular, instruction, and assessment policies and practices; and strategies for family and community engagement. CARE will use its social-ecological model to examine the interactive and multilayered implications of personal and environmental variables that may promote or inhibit equity and belonging. The theoretical framework illustrates the relationships and interactions among groups of people and the systems and structures with which they interact in society.

CARE will provide two written reports and formal presentations during the equity audit. The preliminary report and presentation will be delivered at the midway point of the audit timeline. The final report and presentations will describe the audit findings and outline actionable research-based recommendations for short and long-term planning. The reports and presentations will be designed to scaffold the strategic planning process and support the development of a multi-year strategic plan focused on decreasing disproportionality, increasing student outcomes, and improving stakeholders' perceptions of belonging.

CARE will offer suggestions for professional development aligned with the research-based recommendations outlined in the final report. Presently, CARE offers high-quality professional learning programs for teachers, leaders, and students for districts with similar needs. CARE will guide leaders in the development of new programs or the implementation of CARE's professional development programs to staff at all levels of the school district.



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Finally, we recognize that sustainable change is less likely to occur without ongoing partnership support. For this reason, CARE will provide additional services (e.g., technical assistance, research services, curriculum development, leadership coaching, and subject-matter expertise) as needed to support the development and implementation of all goals.

We are pleased to present the enclosed proposal to help the Piscataway Board of Education advance its efforts in becoming a more equitable and inclusive school district.

Best Regards,

Lanise K. Stevenson, MS, MEd, EdS

President/Chief Executive Officer

Center for Applied Research & Equity

dba of Advancing Minds Educational Services, Inc.



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Proposal

Purpose of Proposal

This proposal outlines the statement of work and scope of services for the Piscataway Township Public School District, located in Piscataway, NJ. Piscataway Township's teaching staff is comprised of 537 full-time teachers who serve a diverse population of approximately 7,000 students. The proposed equity audit and professional learning programming and services are designed to improve practitioner knowledge, skills, and understanding in the four areas of equity leadership, culturally and linguistically responsive (CLR) pedagogy, socioemotional learning (SEL), and anti-racism. Collectively, these programs will improve the learning experiences for all students, but especially those who are members of traditionally marginalized racial and ethnic minority groups, a goal that the district outlined in the Comprehensive Equity Plan (Policy 1523) and the Affirmative Action Program for School and Classroom Practices (Policy 2260).

Introduction and Background

Advancing Minds Educational Services, Inc., operating under a DBA as The Center for Applied Research & Equity (CARE), was established in 2011 as an equity-focused, non-profit organization that exists to create learning environments and workplaces where all stakeholders have a strong sense of belonging (see Appendix A: Business Organization Capacity & Professional References). CARE envisions a nation of equity-driven school systems that afford all students the opportunity to learn by providing the tools, resources, and personnel that match the academic, cultural, linguistic, and socioemotional needs of all students.

CARE has conducted large-scale equity audits and provided professional learning programs for a diverse portfolio of school districts, including Franklin Township Public Schools. Our exceptional programs and services have helped districts advance equity goals similar to those outlined in Piscataway's Comprehensive Equity Plan (Policy 1523). Appendix A provides evidence of our experience providing audit services related to racial equity, diversity, inclusion, and/or cultural competency. We hope to continue to support the district's professional learning needs in the 2022-2023 school year and beyond.

We understand the term of the contract. The length of the term will begin on or about January 1, 2023, and conclude on June 30, 2023, unless otherwise directed by the Piscataway Board of Education.



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Statement of Work/Scope of Services

CARE proposes a total of four services to support Piscataway Township Public School's efforts to expand and focus its DEI work. These services include (1) Equity Audit, (2) Data Reporting, Recommendations, & Sharing Information, (3) Professional Development, and (4) Additional services as needed.

The proposed equity audit and professional learning programming and services are designed to improve practitioner knowledge, skills, and understanding in the four areas of equity leadership, culturally and linguistically responsive (CLR) pedagogy, socioemotional learning (SEL), and anti-racism. Collectively, these programs will improve the learning experiences for all students, but especially those who are members of traditionally marginalized racial and ethnic minority groups, a goal that the district outlined in Piscataway's Comprehensive Equity Plan (Policy 1523) and the Affirmative Action Program for School and Classroom Practices (Policy 2260).

The following section provides the statement of work and summarizes the scope of services.

(A) Equity Audit (Project Plan)

Introduction

This project plan describes the rationale for the project and outlines the methodology, roles, and responsibilities of CARE to provide the specified deliverables and outcomes to the Piscataway Township School District. The research design and methodology are grounded in the body of literature on belonging and equity and are guided by the social-ecological framework. Appendix B provides a review of the literature that serves as the rationale for the equity audit. Appendix C describes the theoretical underpinnings of the equity audit. Appendix D provides a draft timeline for the project.

Purpose

The purpose of the equity audit is to determine how the problem of school belonging and equity manifests in the context and to identify the relevant factors that contribute to it. The proposed equity audit will study the factors that are associated with equity and belonging, including support from peers, teachers, and parents; achievement outcome data (performance, discipline, enrollment, attendance, and intervention); curricular, instruction, and assessment policies and practices; and strategies for family and community engagement.



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Methodology

CARE will conduct a convergent mixed methods design (Creswell & Plano Clark, 2018) in order to provide a more complete understanding of the factors that inhibit and promote school belonging and equity among different stakeholder groups. In this approach, qualitative and quantitative data are collected in parallel, analyzed separately, and then merged. CARE will measure belonging perceptions among different stakeholder groups by simultaneously collecting quantitative and qualitative data from students, teachers, school and district leaders, families, and community partners to explore the supports and barriers to cultivating school belonging and equity for students. By comparing and synthesizing complementary datasets on the same topic, the researcher seeks to provide a comprehensive understanding of the root causes of the problem of school belonging and equity.

Description of Quantitative Phase

During the quantitative phase of the audit, CARE will administer surveys to students, teachers, school and district leaders, families, and community partners. Table 1 provides one example of the measures that will be included in the teacher survey. CARE will analyze the primary source of quantitative survey data to determine if there is a statistically significant difference in school belonging perceptions between and within student subgroups by race/ethnicity, gender, and grade level. Other measures will be used to collect data on school-level characteristics and academic outcomes. School-level characteristics will include demographic (enrollment, student subgroups, staff, attendance, mobility, discipline, etc.), achievement/outcome (local, state, and national assessments), process (policies and procedures, academic and behavioral expectations, etc.), perception data (parent, staff, and community surveys), and artifacts (board and school publications and curricular samples).

Similarly, CARE will analyze a secondary source of performance data to determine if there is a statistically significant difference in performance between and within student subgroups by race/ethnicity, gender, grade level, English proficiency, and disability. The secondary source of quantitative data will originate from annual performance data reported to the state office of education accountability. Data from secondary data included performance, discipline, enrollment, attendance, and intervention.

Table 1. Equity Audit: Measures of knowledge, efficacy, and expectations (sample)

Instrument	Items	Description	Sample Item
Culturally Responsive Teaching Self-Efficacy Scale (CRTSES)	40	Items measure teacher efficacy to execute specific teaching practices and tasks associated with culturally responsive pedagogy	I am able to identify the diverse needs of my students.
Culturally Responsive Teaching Outcome Expectancy Scale (CRTSOE)	26	Scale assesses teachers' beliefs that engaging in culturally responsive teaching practices will have positive classroom and student outcome	Using culturally familiar examples will make learning new concepts easier.
Color-Blind Racial Attitudes Scale (CoBRAS)	20	Scale measures people's denial of existence of racism and racial dynamics, including (a) White privilege, (b) institutional racism, and (c) the existence of "general, pervasive racial discrimination"	Racial and ethnic minorities in the United States have certain advantages because of the color of their skin.
Anti-racism Behavioral Inventory (ARBI)	55	Inventory examines teacher knowledge and behaviors associated with anti-racism advocacy and activism	When I hear people telling racist jokes and using negative racial stereotypes, I usually confront them.
Equitable Classroom Practices (ECP)	54	Scale measures frequency of use for 27 observable and measurable teacher behaviors related to equity literacy	Welcomes students by name as they enter the classroom.

Description of Qualitative Phase

During the qualitative phase of the audit, CARE will conduct twelve (12) focus groups with purposefully selected teachers, school administrators, district leaders, and parents to measure two constructs: belonging and equity. Additionally, CARE will conduct semistructured interviews with four stakeholders. The researcher will use purposeful and convenience sampling methods to recruit participants. Of the potential participants, the researcher will select participants who express interest, and other participants will be selected based on feasibility. The participants will meet specific sociodemographic characteristics to increase the likelihood that they will have a unique perspective to share regarding the supports and barriers to promoting school belonging and equity, and the role of students and adults in cultivating belonging and equity for students. In addition to the focus groups and interviews, CARE will conduct site visits to collect evidence of district, school, departmental, and classroom



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strategies and practices that promote or inhibit equity and belonging. During this phase, the researcher used qualitative data to explain the quantitative results through the socioecological model of school belonging.

(B) Data Reporting, Recommendations, & Sharing Information

CARE will provide two written reports and formal presentations during the equity audit. The preliminary report and presentation will be delivered at the midway point of the audit timeline. The final report and presentations will describe the audit findings and outline actionable research-based recommendations for short and long-term planning. The reports and presentations will be designed to scaffold the strategic planning process and support the development of a multi-year strategic plan focused on decreasing disproportionality, increasing student outcomes, and improving stakeholders' perceptions of belonging.

(C) Professional Development

CARE will offer suggestions for professional development aligned with the research-based recommendations outlined in the final report. Presently, CARE offers high-quality professional learning programs for teachers, leaders, and students for districts with similar needs. CARE will guide leaders in the development of new programs or the implementation of CARE's professional development programs for staff at all levels of the school district.

Appendix E provides a sample professional development plan that was recommended at the end of an equity audit. Please note, the sample provided only includes one part of the comprehensive recommendation for districtwide professional learning.

(D) DEI SME Consulting

Effective program implementation is achieved when CARE's partners establish an ongoing process in which all stakeholders work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Leadership engagement at the school and district levels is vital to program success. The SME Consulting structure will ensure stakeholders are aware of and can effectively respond to emerging trends in stakeholder (students, staff, and families) learning, satisfaction, and success. CARE will provide 30 hours of on-demand best-practice research, literature review, technical support, consulting, and SME related to curriculum, instruction, assessments, and policy development. The hours will be structured into 60-90 minute coaching sessions and consultations to help partners address concerns regarding policy, practice, and structures.



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Deliverables and Outcomes

Appendix D provides a draft timeline for the project. Table 2 section outlines the deliverables and outcomes.

Table 2. Deliverables and Outcomes

Deliverables	Outcomes
Administer surveys and conduct twelve (12) focus groups with students, families, teachers/staff, principals, central office staff, and Board of Education members (one for preschool, one for each K-12 building, and one for central office/Board of Education).	• By March 2023, CARE will administer stakeholder surveys • By March 2023, CARE will conduct twelve (12) focus groups with students, families, teachers/staff, principals, central office staff, and Board of Education members
Review family engagement data and practices, and provide recommendations for increasing our efforts to foster welcoming environments in each of our schools, particularly for our families of color, and those from marginalized groups.	• By March 2023, CARE will review family engagement data and practices • By June 2023, CARE will provide recommendations for increasing our efforts to foster welcoming environments in each of our schools, particularly for our families of color, and those from marginalized groups
Review curricula to ensure it adequately reflects the diversity of our district, and offer recommendations to help increase representation in areas that might need it across the district.	• By April 2023, CARE will review curricula to ensure it adequately reflects the diversity of our district • By June 2023, CARE will offer recommendations to help increase representation in areas that might need it across the district
Review current efforts to recruit and retain staff who reflect the demographics of our students (staff of color), and offer recommendations to improve our recruitment and retention activities.	• By March 2023, CARE will review current efforts to recruit and retain staff who reflect the demographics of our students (staff of color) • By June 2023, CARE will offer recommendations to improve our recruitment and retention activities
Support central office and district leadership team members in promoting and sustaining equitable and inclusive practices among the staff in their schools and departments.	• By June 2023, CARE will support central office and district leadership team members in promoting and sustaining equitable and inclusive practices among the staff in their schools and departments
Submit a final report outlining the findings of the Equity Audit (including supporting data), along with specific recommendations for improving our equity and inclusivity efforts in areas of weakness.	• By June 2023, CARE will submit a final report outlining the findings of the Equity Audit (including supporting data), along with specific recommendations for improving our equity and inclusivity efforts in areas of weakness



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Appendix A: Business Organization Capacity

Entity Name: Advancing Minds Educational Services, Inc.

Address: 2222 Lawnwood Circle, Gwynn Oak, MD 21207

Phone: (443) 418-7106

Website: www.careforequity.org

Email address: info@careforequity.org

Brief Historical and Current Summary:

Advancing Minds Educational Services, Inc. operates under a DBA as The Center for Applied Research & Equity (CARE) proposes a total of five services to improve practitioner knowledge, skills, and understanding in the four areas of culturally and linguistically responsive (CLR) pedagogy, socioemotional learning (SEL), anti-racism, and equity leadership. Established in 2011 as an equity-focused, non-profit organization, CARE exists to create learning environments and workplaces where all stakeholders have a strong sense of belonging. We envision a nation of equity-driven school systems that afford all students the opportunity to learn by providing the tools, resources, and personnel that match with the academic, cultural, linguistic, and socio-emotional needs of all students.

The COVID-19 pandemic shed light on the educational inequities that have existed in K-12 public schools for more than a century. Some of these challenges are outlined in Piscataway's Comprehensive Equity Plan (Policy 1523) and the Affirmative Action Program for School and Classroom Practices (Policy 2260). After identifying the pervasive equity concerns and documenting them in the district policy, district leaders across the nation began systemwide equity initiatives, and CARE supported the work. During the 2019-2020 school year, CARE conducted large-scale equity audits and delivered high-quality professional learning to teachers and school leaders in various school districts, including Franklin Township Public Schools in Somerset, New Jersey. As a result of CARE's work, the district developed its multi-year District Equity Plan and all practitioners developed a foundational understanding of culturally and linguistically responsive (CLR) pedagogy and equity literacy. At the same time, CARE was also conducting large-scale equity needs assessment and providing districtwide professional development programs for Middletown Public Schools in Middletown, Connecticut; Meriden Public Schools in Meriden, Connecticut; Springfield Public Schools in Springfield, Illinois; Baltimore City Public Schools in Baltimore, Maryland; and Andover Public Schools in Andover, Massachusetts. CARE has continued to partner with these school districts as they continue their efforts in becoming a more equitable and inclusive school community.

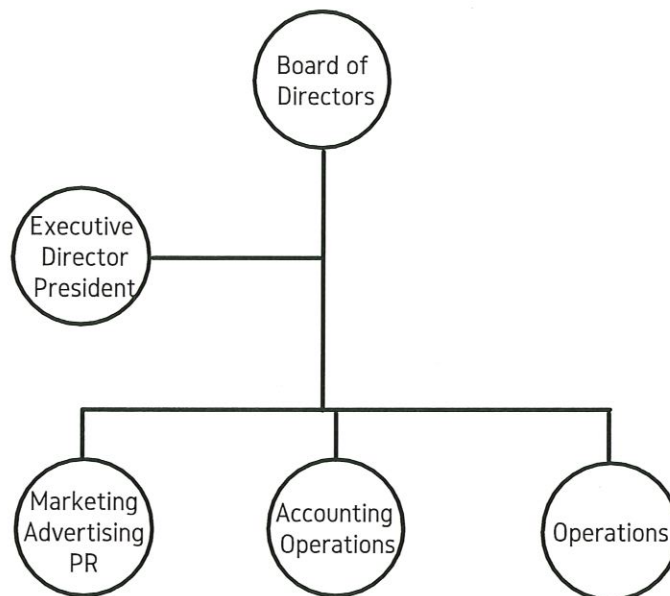


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Appendix A: Business Organization Capacity (continued)

Organizational Chart



Board of Directors

Chair: Diwee Sewell, 3610 Milford Mill Road, Windsor Mill, MD 21144

Vice-Chair: Gwen Hudson, 747 N. Grantley Street, Baltimore, MD 21229

Secretary: Andrea Dougherty, 5920 Spring Leaf Court, Elkridge, MD 21075

Treasurer: Kiana Jones, 2401 Bridgehampton Drive, Baltimore, MD 21234

Executive Director/President: Lanise Stevenson, 3949 Nemo Road, Randallstown, MD 21133



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Appendix A: Business Organization Capacity Professional References

Franklin Township Public Schools
Dr. Dan Loughran
Assistant Superintendent for Curriculum and Instruction
2301 Route 27, Building #3
Somerset, NJ 08873
(732) 873-2400 ext. 297
dloughran@franklinboe.org

Springfield Public Schools
Jamar Scott
Chief Equity and School Improvement Officer
1900 W. Monroe
Springfield, IL 62704
(217) 525-3017
jdscott@sps186.org

Middletown Public Schools
Dr. Jada Waters
Director of Diversity, Equity, and Inclusion
372 Hunting Hill Avenue
Middletown, CT 06457
(860) 638-1469
watersj@mpsct.org

Baltimore City Public Schools
Aisha Almond
Principal, Coppin Academy High School
2500 West North Avenue
Baltimore, MD 21206
(443) 642-5062
aalmond@bcps.k12.md.us

Meriden Public Schools
Dr. Lysette Torres
Director of Equity and Instruction
22 Liberty Street
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lysette.torres@meridenk12.org

Andover Public Schools
Dr. Magda Parvey
Superintendent of Schools
30 Whittier Court
Andover, MA 01810
(978) 247-7010
magda.parvey@andoverma.us



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Appendix A: Business Organization Capacity
Evidence of Experience Providing Equity Audits



FRANKLIN TOWNSHIP PUBLIC SCHOOLS

Excellence, Opportunity and Affirmation For Every Child

District Equity Plan 2021-2024

FTPS Districtwide Equity Plan

2021-2024

February 24, 2020

Dear Franklin Township Families and Community Members:

We are pleased to share this document with you, as it represents hundreds of hours of data collection and analysis that help us better understand the equity issues facing our students. More than a mere list of action items, this District Equity Plan establishes a commitment -- to our students, our families, and our district staff members -- to moving forward together with courage to do the work that will begin to yield equitable outcomes for our district families.

In July 2020, to address systemic racism in our district, the Franklin Township Board of Education approved Lanise Stevenson's proposal to conduct a system-wide equity needs assessment. This rigorous qualitative and quantitative analysis enabled us to identify the factors that contribute to a sense of school belonging for students from traditionally marginalized racial and ethnic minority backgrounds. The needs assessment helped us to identify processes and practices that cause or contribute to inequitable student outcomes.

Ms. Stevenson presented her findings to the District Equity Core Team and its subcommittees in January and then recommended research-based intervention strategies that can best address the equity issues that were surfaced. As the following pages show, four areas were identified -- Anti-Racism, Cultural & Linguistic Responsiveness, Equity Literacy, and School Belonging -- each with its own overarching goal, followed by benchmark goals to reach along the way. When reading this plan, please also note the bold-faced statements we highlighted to indicate language from the Board of Education's Anti-Racism policy, approved in August 2020.

Thank you for supporting us in this important work. We will count on the school community's goodwill, collaboration, and support in seeing this District Equity Plan succeed.

Sincerely,



John A. Ravally, Ed.D.
Superintendent of Schools



Daniel C. Loughran
Assistant Superintendent for Curriculum & Instruction

FTPS Districtwide Equity Plan

2021-2024

Domain 1: Anti-Racism

Overarching Goal: *Increase the awareness of systemic racism and inequities that exist in our school community.*

By the end of the 2020-2021 school year, stakeholders will...

- Explicitly highlight examples of systemic racism and inequities in curricular units of study.
- Provide and structure opportunities for students to share their personal experiences with systemic racism and inequities.
- Disaggregate data to identify disparities between racial groups in student academic performance, achievement, and participation in academic programs (high school graduation rates, advanced course participation, standardized test scores, suspension rates, and the identification of students as gifted and talented, or requiring special education services).
- **Respect and champion the diversity and life experiences of all community members.**
- **Acknowledge that racism is often compounded by other forms of discrimination, including, but not limited to, access disparities, implicit bias and microaggressions.**
- Elevate opportunities for stakeholders to volunteer with anti-racist or racial justice organizations.
- Audit each curriculum to identify the degree to which it creates authentic connections about the history and contributions of racial and ethnic minorities
- Use a survey tool to assess cultural or racial biases of all teacher applicants and long-term substitutes.
- Require *Race, Gender, and Equity* for all FHS graduates, beginning with the Class of 2025.

By the end of the 2021-2022 school year, stakeholders will...

- Embed within each curriculum opportunities for authentic connections about the history and contributions of racial and ethnic minorities.
- Design assessments with examples of the history and contributions of racial and ethnic minorities.
- Critically examine each curriculum to determine whether it reinforces negative cultural stereotypes.

By the end of the 2022-2023 school year, stakeholders will...

- Establish and sustain a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.

By the end of the 2023-2024 school year, stakeholders will...

- Establish and sustain a school community that shares the collective responsibility to address, eliminate, and prevent actions, decisions, and outcomes that result from and perpetuate racism.

FTPS Districtwide Equity Plan

2021-2024

Domain 2: Cultural & Linguistic Responsiveness

Overarching Goal: *Develop a culturally and linguistically responsive (CLR) mindset that enables individuals and organizations to recognize the implications of race and equity on all aspects of teaching, learning, and leading.*

By the end of the 2020-2021 school year, stakeholders will...

- Respond and interact effectively with people who differ racially, linguistically, and culturally.

By the end of the 2021-2022 school year, stakeholders will...

- Improve teaching, learning, programs, and services and ask students to provide feedback indicating the learning activities that are effective in helping them to learn.
- Encourage teachers to remove low-frequency vocabulary and complex language structures from assessments, which often serve as barriers that have no relevance to the learning being assessed.

By the end of the 2022-2023 school year, stakeholders will...

- Ensure all students complete their education prepared for success in college, career, and community.
- Facilitate teacher access to training(s) on assessment reliability.
- Develop comprehensive curricula that promote a CLR school environment.

By the end of the 2023-2024 school year, stakeholders will...

- Monitor progress in all areas identified above and revisit areas that may still need collective focus.

FTPS Districtwide Equity Plan

2021-2024

Domain 3: Equity Literacy

Overarching Goal: *Develop a shared understanding of the research-based strategies to increase equity in all school environments.*

By the end of the 2020-2021 school year, stakeholders will...

- Interpret curriculum by encouraging staff members to talk about issues of diversity, values, and social justice and by modeling equity beliefs for school staff members.
- Use instructional practices that recognize the potential for bias in special education identification and which support research-based instructional practices.
- Establish a system of assessment and evaluation practices to monitor progress toward achievement gap reduction and celebrate all achievement gains

By the end of the 2021-2022 school year, stakeholders will...

- Develop a shared understanding and common language for what it means to incorporate equity into teaching practice by implementing the 27 equitable classroom practices (ECPs), which are observable and measurable teacher behaviors that reflect culturally relevant teaching practices.
- Interpret curriculum by clarifying misconceptions about equity issues and creating a safe, affirming school environment.
- Use assessment and evaluation practices that provide appropriate accommodation on assessments and discourage strategies that involve “gaming” the accountability system.
- Involve community members by recognizing the expertise of parents and community members and creating partnerships with parents to support learning.

By the end of the 2022-2023 school year, stakeholders will...

- Use instructional practices that enable teachers to provide all students with the support they need.
- Use assessment and evaluation practices that increase the reliability of assessments for diverse student populations and avoid cultural, linguistic and gender bias in item writing.

By the end of the 2023-2024 school year, stakeholders will...

- Use instructional practices that provide all students with access to the whole curriculum.

FTPS Districtwide Equity Plan

2021-2024

Domain 4: School Belonging

Overarching Goal: *Create a nurturing school environment where stakeholders feel personally welcomed, accepted, respected, included, and supported by school staff members in the school social environment*

By the end of the 2020-2021 school year, stakeholders will...

- Create a nurturing school environment where stakeholders feel personally welcomed, accepted, respected, included, and supported by school staff members in the school social environment by increasing the percentage of students who feel a sense of belonging in school by obtaining information regarding students' academic interests and weaknesses.

By the end of the 2021-2022 school year, stakeholders will...

- Create a nurturing school environment where stakeholders feel personally welcomed, accepted, respected, included, and supported by school staff members in the school social environment by increasing the percentage of students who feel a sense of belonging in school by...
 - designing a classroom environment using displays that reflect a variety of cultures and languages.
 - asking students to provide feedback indicating the learning activities that are effective in helping them to learn.
 - using varied forms of formal and informal communication to highlight the diversity of extra-curricular activities.
- Foster a school culture and climate that centers student voices and affords students agency by creating a structure that helps students identify trusted adults.
- Support strong student-teacher relationships by reinforcing the value of mutual respect, inclusion, and democratic practices by continually adopting a stance that demonstrates the district's endorsement of these values.

By the end of the 2022-2023 school year, stakeholders will...

- Monitor progress in all areas identified above and revisit areas that may still need collective focus.

By the end of the 2023-2024 school year, stakeholders will...

- Monitor progress in all areas identified above and revisit areas that may still need collective focus.

FTPS Districtwide Equity Plan

2021-2024

Equitable Classroom Practices

Culturally and Linguistically Responsive Pedagogy requires a foundational understanding and competency in the use of Equitable Classroom Practices (ECPs). ECPs are 27 observable and measurable teacher behaviors that reflect culturally relevant teaching practices. They include the following:

1. Welcomes students by name as they enter the classroom
2. Uses eye contact with high- and low-achieving students
3. Uses proximity with high- and low-achieving students equitably
4. Uses body language, gestures, and expressions to convey a message that all student's questions and opinions are important
5. Arranges the classroom to accommodate discussion
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students
7. Uses a variety of visual aids and props to support student learning
8. Learns, uses, and displays some words in students' heritage language
9. Models use of graphic organizers
10. Uses class building and team building activities to promote peer support for academic achievement
11. Uses random response strategies
12. Uses cooperative learning structures
13. Structures heterogeneous and cooperative groups for learning
14. Uses probing and clarifying techniques to assist students to answer
15. Acknowledges all students' comments, responses, questions, and contributions
16. Seeks multiple perspectives
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content
18. Identifies students' current knowledge before instruction
19. Uses students' real-life experiences to connect school learning to students' lives
20. Uses Wait Time
21. Asks students for feedback on the effectiveness of instruction
22. Provides students with the criteria and standards for successful task completion
23. Gives students effective, specific oral and written feedback that prompts improved performance
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard
25. Explains and models positive self-talk
26. Asks higher-order questions equitably of high- and low-achieving students
27. Provides individual help to high- and low-achieving students



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Appendix A: Business Organization Capacity

Principal Investigator Resume/CV

LANISE K. STEVENSON

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SUMMARY

Diversity executive, researcher, and consultant with over 23 years of experience in the public and nonprofit sectors. Proven success in leading/developing/implementing successful diversity, equity, and inclusion (DEI) strategies for leadership accountability, employee engagement, and staff/student retention. Experience leading and developing outcomes-driven DEI interventions to improve student belonging and employee relations. Recognized for diversity leadership and district improvement by the Maryland and New Jersey departments of education, the University of Maryland, Baltimore County, and the Maryland Association of Secondary School Principals.

EDUCATION

Doctor of Education in Entrepreneurial Leadership in Education, Johns Hopkins University, Baltimore, MD
2019 – Present

- **Related Coursework:** Multicultural Education, Leadership in Schools and Education Organizations, Evaluation of Education Policies and Programs, Talent Management and Organizational Finances
- Conducted research on socio-ecological issues marginalizing faculty, staff, and students from racial and ethnic minority groups, documenting and disseminating research findings on school and workplace belonging perceptions through bi-annual reports; reviewed human and fiscal policies, including proposed DEI legislation for talent management, community engagement
- Designed, implemented, and assessed an institution-wide DEI intervention for over 400 faculty and 100 district leaders and increased teacher and leader efficacy to implement culturally and linguistically responsive (CLR) practices

Master of Science in Curriculum and Instruction, McDaniel College, Westminster, MD 2016 – 2018

Post-Baccalaureate Certificate in Education Leadership, Administrator I 2018 – 2019

- **Related Coursework:** School Law, Curriculum & Assessment for Instructional Leaders, Instructional Technology, Curriculum Design and Assessment, Training and Development
- Researched DEI issues affecting minority students in Advanced Placement (AP) and university programs, documenting findings on the factors contributing to low academic self-efficacy and disseminating research through a thesis project and presentation
- Designed, implemented, and assessed an evidence-based intervention for 300+ faculty and staff; increased knowledge of DEI leadership and instructional best practices and collaborated with university leadership to develop PD trainings focused on implicit bias, anti-racism, and CLR practices

Bachelor of Science in Biology: Pre-Medicine, Towson University, Towson, Maryland 2002 – 2004

Graduate Certificate in Secondary Science Education 2004 – 2005

HONORS/AWARDS

American Educational Researcher Association (AERA) Scholar, 2021

Aileen and Gilbert Schiffman Fellowship, 2020

Edward Buchner Fellowship, 2019

School of Education Endowment Scholarship, 2019; 2020

COVID Well-Being Grant Awardee, 2021

Carnegie Fellowship/Grant Awardee, 2019-2021

RELATED EXPERIENCE

Lecturer, Johns Hopkins University School of Education, Baltimore, MD 2021 – Present

- Develop curricula and deliver course material and conduct research, fieldwork, and investigations in the area of school belonging, entrepreneurship in education, and educational equity.
- Publish research, attend conferences, deliver presentations, and network with education scholars and practitioners.

Executive Director, *Center for Applied Research and Equity (CARE)*, Owings Mills, MD 2019 – Present

- Consulted with the dean and senior faculty in two universities to evaluate the social justice competencies in their accredited programs; presented three courses to improve pre-service teacher competencies in relational care practices, CLR pedagogy, and high-impact instructional practices
- Designed, lead, delivered, and evaluated evidence-based, high quality, and comprehensive education and professional development training programs for 6,000+ employees across a portfolio of 30 school, university, and nonprofit partners
- Partnered with four statewide healthcare associations to conduct three leadership programs on diversity in talent management, implicit bias, and cultural responsiveness for 4,000+ facility administrators; produced three turnkey trainings to standardize diversity compliance training statewide
- Contracted with a global advertising agency to facilitate a keynote speech on the impact of racial allyship and interracial dialogue for 10,000+ employees; collaborated with the Global Director of Equity and the Office of Human Resources (HR) to produce a DEI-focused talent management model that increased employee recruitment, relations, and retention
- Administered needs assessments of 1,800+ employees in three school districts to identify skill and knowledge gaps related to anti-racism, CLR, and equity leadership; proposed strategic plans to advance DEI goals related to policy, instruction, talent management, community relations, and employee training
- Produced four customizable learning infrastructures that helped 22 partners operationalize their strategic vision for diversity and equity; led a four-part strategic planning series and facilitated 11 coaching sessions for 56 executive leaders and five governing boards resulting in the development of progressive strategic plans that reflected common DEI goals, greater transparency, and clear accountability metrics
- Developed an equity-driven improvement plan for two school district and facilitated the implementation process, resulting in the adoption of anti-racism legislation, a 96% increase in employee efficacy to implement diversity and CLR best practices, and recognition by two state education agencies; three districts adopted the plan within the same fiscal year
- Provided SME in equity and diversity to support the implementation of DEI initiatives; produced and disseminated resource guides at state and national conferences related to program and policy evaluation, talent management, strategic planning, research, improvement science, and design thinking; recognized by two state education associations for DEI work

Senior Partnership Director, *Equal Opportunity Schools (EOS)*, Seattle, WA 2019 – 2022

- Collaborated with a portfolio of 23 schools and four district partners to identify and disrupt articulation systems that caused race and income disparities in AP course enrollment, completion, and success rates resulting in the development of 100+ AP courses in Title I schools
- Consulted with four senior leadership teams and proposed infrastructure upgrades to realign human, material, and fiscal resources with DEI initiatives; provided technical assistance to ensure effective implementation resulting in improved performance on all program success metrics, an average 200% increase in stakeholder engagement, and a 500% increase in AP enrollment at a Title I school
- Partnered with the superintendent of Buffalo Schools to increase stakeholder awareness and support of the strategic plan to expand AP programming to vocational schools; consulted with the Director of Communications to produce a 3-minute commercial highlighting the race-based opportunity gaps preventing college and career readiness; recognized by state and local news and education agencies
- Facilitated eight districtwide convenings to standardize leadership development programming, increase school-school collaboration, improve district-level support, and ground DEI efforts in cultural responsiveness, inclusion, implicit bias, and anti-racist foundations resulting in the development of four best practice guides to enhance teaching and learning, articulation, recruitment and engagement efforts

Director of Curriculum and Instruction, *Advancing Minds Educational Services*, Baltimore, MD 2011 – 2019

- Partnered with local and state education agencies to redesign science, technology, engineering, and math (STEM) middle and high school curricula, assessments, and educator training; produced over 50 CLR-infused learning sequences benchmarked to 21st Century Skills and the Next Generation Science Standards (NGSS)

- Consulted with two international media and education companies to reduce racial bias and increase cultural relevance in state assessments resulting in the development of three new science assessments that were administered to students in 41 states and the Department of Defense Education Agency
- Produced three interdisciplinary programs to help six nonprofit agencies strengthen the academic and socioemotional skills of 1000+ middle school students attending local Title I schools
- Developed the infrastructure design and delivery of evidence-based professional learning focused on CLR pedagogy, three-dimensional learning, and engineering design; collaborated with four biotechnology companies to facilitate high-quality educator training programs for 700+ middle and high teachers

Montgomery County Public Schools, Rockville, MD

2008 – 2019

Principal Intern & Staff Development Specialist, *Gaithersburg High School*

2017 – 2019

- Supervised the Equity Team in the implementation of 32 school-wide Equity Outreach events, which engaged over 2,300 students and 200 staff and resulted in an increase in AP enrollment for underserved students from 381 to 677
- Spearheaded the EOS Initiative and directed the development and implementation of the EOS Equity Team Strategic Plan; trained 11 aspiring leaders to manage survey administration to 2k+ student and 200+ staff resulting in a response rate of over 80%
- Led 12 coaching sessions with 27 equity leaders to support student outreach resulting in the engagement of 1,200 minority students and enrollment of 650+ students in AP courses
- Redesigned the professional learning infrastructure to improve the quality of job-embedded activities, increase the flexibility of the learning cycle, enhance collaborative decision making, problem-solving, and data analysis, and assess the growth of more than 340 staff and 40 professional learning communities
- Collaborated with internal and external resources to design and deliver high-level, comprehensive, and multimodal DEI training aligned with CLR pedagogy, anti-racism, equity literacy, increasing the employee satisfaction rate by more than 30%
- Developed improvement plans for 43 staff members and provided differentiated job-embedded training to support their professional growth, leading to a 60% decrease in teacher attrition over two years
- Consulted with the finance manager to analyze financial reports related to the fiscal, human, and material resource allocation for core instruction; facilitated listening sessions with department chairs to determine instructional needs and redistributed \$1.2 million to equitably support core programming for 189 classes

Instructional Specialist, *Department of Secondary Curriculum and Districtwide Programs*

2015 – 2017

- Collaborated with district leaders and HR to develop a talent management infrastructure for curriculum development that advanced DEI recruitment goals resulting in a 300% increase in diversity hiring; trained, coached, and supervised a team of 27 curriculum writers and 6 PD trainers to audit the seventh and eighth science curriculum, resulting in the completion of the three-year design program
- Directed the development and implementation of new NGSS-aligned curricula and assessment for more than 100 secondary schools
- Actively solicited a diverse portfolio of grants and managed all budgets related to STEM, career and technology education (CTE) totaling nearly \$1.8 million from sources, including Perkins IV, Howard Hughes Medical Institute, and the Shady Grove Life Science Center to support six AP magnet, 23 traditional STEM, and 6 CTE programs
- Facilitated bi-weekly, strategic conversations with performance directors and principals to enhance data-driven decision making, which resulted in improved educational outcomes for racial and ethnic minority students enrolled at four middle and two high schools—improvements included an increased enrollment in AP courses and a significant decrease in race-based achievement gaps in math and reading

JHU Leadership and Advisory Council Appointments, Baltimore, MD

2019 – 2021

Sustainability Leadership Council (SLC), Steering Committee Member

- Championed an environmental justice (EJ) agenda resulting in the publishing of a Hopkins-sponsored white paper, the development of an EJ working group, the convening of four public events, and an annual symposium focused on EJ initiatives
- Co-lead the design, development, coordination, and implementation of two Sustainability Leadership

Conferences

Diversity Leadership Council, D&I Conference Co-chair

- Collaborated with key internal stakeholders to design, development, coordination, and implementation of the 2021 Diversity and Inclusion Conference
- Advanced university-wide DEI education and professional development initiatives by connecting internal and external resources across leadership councils

JHU Roadmap 2020 Task Force, Community Engagement Work Group

- Provided subject-matter expertise in school, community, and nonprofit leadership and contributed to the development of a comprehensive plan to expand economic inclusion, authentic community-based learning and engagement, and faculty-led initiatives, and community-based learning, place-based commitments

University-wide Student Advisory Council, School of Education Graduate Student Appointee

- Collaborated with key internal stakeholders, including Human Resources, Office of General Counsel, and Faculty Council to develop COVID-responsive initiatives resulting in the development of JHNeedsU Social Compact, Student Compact, and social media campaign, resulting in the engagement of 5k stakeholders
- Advised JHU President, Provost, Vice-Provosts on crisis management initiatives, policies, regulations, and programming resulting from the COVID-19 pandemic and advocated for causes that disproportionately impact students from marginalized populations

Security Advisory Council, Graduate Student Appointee

- Advised Vice President of Security on DEI concerns related to the Hopkins Police Force that disproportionately affect marginalized populations
- Collaborated with security leaders to develop a strategic plan focused on improving relations among the JHU security and students, and Baltimore residents

OTHER EXPERIENCE

Science Department Chair & Curriculum Writer, Shady Grove Middle School

2008 – 2015

- Developed strategic partnerships with Shady Grove Life Science Center, Johns Hopkins University, and Shady Grove Adventist Hospital to design the First Annual Bioscience Day, resulting in an eight-year district-wide initiative and grant funding to support STEM initiatives for the 21st century classroom
- Redesigned the professional learning model to provide teachers with more opportunities to engage in microlearning focused on district and school priorities, culturally responsive instructional practices, equitable pedagogical strategies, instructional technology, and other DEI efforts
- Observed and evaluated teacher performance to assess teaching effectiveness and to provide feedback related classroom management, differentiation, equity, cultural relevance and rigor

ASSOCIATIONS

American Educational Research Association

Divisions: Administrator, Organization & Leadership; Postsecondary Education; Educational Policy and Politics; Research, Evaluation and Assessment in Schools

Special Interest Groups: Critical Educators for Social Justice; Leadership for School Improvement; Leadership for Social Justice; School Effectiveness and School Improvement; Social & Emotional Learning; Supervision and Instructional Leadership

Association of Curriculum Development and Supervision

Maryland Association of Secondary School Principals

Smithsonian Science Education Institute



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Appendix B: Equity Audit Rationale/Literature Review

Rationale

The following review of the literature provides a rationale for the research design of the proposed equity audit.

The relationship between student belonging and student achievement

Racial and ethnic minority students may not view the education setting as a safe place where they feel welcomed, supported, and academically challenged (Benner, Boyle, & Bakhtiari, 2017; Steele, 1997, Walton & Spencer, 2009). An emerging body of research suggests that the underachievement of students from traditionally marginalized racial and ethnic minority groups is partially attributed to a low sense of school belonging (Connell, Spencer, & Aber, 1994; Faircloth & Hamm, 2005; Walton & Cohen, 2011). It is important to understand the relationship between belonging and achievement because the racial/ethnic opportunity gaps are longstanding and persistent (McFarland et al., 2019; McFarland, Cui, Holmes, & Wang, 2020; Wirt et al., 2000) and these outcomes can pose a long-lasting impact on outcomes along the life course (Watts, 2020). This literature review analyzes the research on school belonging for racial and ethnic minority students and provides three major factors that promote or inhibit belonging.

Students from racially, ethnically, and socioeconomically diverse backgrounds are less likely than their peers to view the education setting as a safe place where they feel welcomed, supported, and academically challenged (Connell et al., 1994; Faircloth & Hamm, 2005; Sari, 2012; Walton & Cohen, 2017). Stigmatization, stereotype threat, and academic fit have been found to contribute to low perceptions of school belonging among traditionally marginalized students (Walton & Cohen, 2017). As racial and ethnic opportunity gaps remain between White students and their diverse peers (McFarland et al., 2019; McFarland et al., 2020), school belonging is a contributing factor in the underachievement of students from racially and ethnically marginalized groups (Benner, et al., 2017; Sari, 2012; Walton & Cohen, 2007).

Peer support can promote or inhibit equity and belonging

Peers can support positive perceptions of school by providing academic and social support from peers (Wentzel, 1998), which is associated with positive affect, cognitive and psychological engagement, and the use of coping strategies in stressful environments (Reschly, 2008). Additionally, peers can offer acceptance (Wentzel, 1998;



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Appendix B: Equity Audit Rationale/Literature Review (cont'd.)

Wright, 2011), build trust (Garcia et al., 2005), and be meaningfully involved in academic and extracurricular activities (Whitlock, 2006). Peers can also help racial and ethnic minority students develop healthy racial and ethnic identity (Wright, 2011), a construct that may be interpreted as a sign of belonging and status among peers. This developmental competency can support one's academic success, agency, and social well-being. These social assets may help minority youth cope and persist in inhibiting school environments where they regularly experience adverse conditions such as staff indifference, cultural insensitivity, and neglect (Valenzuela, 1999).

Teacher support can promote or inhibit equity and belonging

The support of a warm, demanding teacher is among the greatest contributor to school belonging throughout the middle and high school years (Allen & Kern, 2017; García-Coll et al., 1996; Gay, 2002; Gay & Howard, 2000; Ladson-Billings, 1995). Adolescents are more likely to engage in risky behaviors and become disconnected from school (Allen & Kern, 2017). They also spend more time at school and away from the supervision of their parents, so they depend on the guidance and support of their teachers (Hill et al., 2013). Therefore, the quality of the relationship between minority students and their teacher is important to their academic and socioemotional well-being (Holt & Gershenson, 2019; Rogers et al., 2021; Valenzuela, 1999).

According to the U.S. Department of Education (2020), the majority (79%) of K-12 teachers are European American, yet most students are not. More importantly, in schools where most students are racial/ethnic minorities, the majority of teachers are White. These trends have caused alarm for some scholars because research suggests when students are taught by same-race teachers, they have improved attendance, decreased rates of suspension, and higher perceptions of school belonging (Holt & Gershenson, 2019). However, teachers can overcome the effects of the demographic divide if they employ a pedagogical approach that prioritizes students' home culture and language (Gay, 2000, 2018; Ladson-Billings, 1995). Culturally responsive pedagogical practices (e.g., embedding culturally specific knowledge in the curriculum, validating and acknowledging funds of knowledge from students and families, and incorporating multicultural resources into the curriculum; Brown, 2017) support minority students' academic and socioemotional needs, which directly influence how they connect to school (Gay, 2000, 2018; Ladson-Billings, 1995; White, 2011).



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Appendix B: Equity Audit Rationale/Literature Review (cont'd.)

Parent support can promote or inhibit equity and belonging

Although peers and teachers have a growing influence on the developing adolescent, parental guidance and support are vital in fostering school belonging (Allen & Kern, 2017; Brewster & Bowen, 2004; Wang & Eccles, 2012). In general, when parents provide academic and socioemotional support and guidance, their children have stronger connections to school (Annunziata et al., 2006; Murray, 2009). Factors related to employment, race, and poverty create barriers to parental support and guidance in the academic setting (Damaske et al., 2017). Family structure, composition, and socioeconomic status contribute to minority students' perceptions of school belonging (Connell et al., 1994). Parental guidance and support are vital in fostering school belonging in secondary school; however, minority parents face more challenges related to employment, race, and poverty when supporting their children's academic and socioemotional needs. Racial, cultural, and linguistic incongruences (U.S. Department of Education, 2020; Valenzuela, 1999; White, 2011) between the students' school and home environments require minority families to develop an adaptive culture, which is described as "a social system defined by sets of goals, values, and attitudes that differs from the dominant culture" to meet the contextual demands of inhibiting environments (García Coll et al., 1996, p. 1896).

The proposed equity audit will study the factors that are associated with equity and belonging, including support from peers, teachers, and parents; achievement outcome data (performance, discipline, enrollment, attendance, and intervention); curricular, instruction, and assessment policies and practices; and strategies for family and community engagement.



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Appendix C: Equity Audit Theoretical Framework

Theoretical Framework

The proposed equity audit is guided by Bronfenbrenner's Ecological Systems Theory (1977, EST), which provides a lens to examine the interactive and multilayered implications of personal and environmental variables that may promote or inhibit equity and belonging. The theoretical framework illustrates the relationships and interactions among groups of people and the systems and structures with which they interact in society. The socio-ecological model consists of a set of nested structures and the innermost structure is the focal individual. Contributing factors to student belonging can be identified by focusing on the dynamic interactions among people and systems that directly or indirectly influence the individual's development. The EST relates to the problem of disproportionality, equity, and student belonging because it depicts how different systems impact minority students in school, and it enables researchers to analyze focal individuals in complex ecological contexts, such as the school environment.



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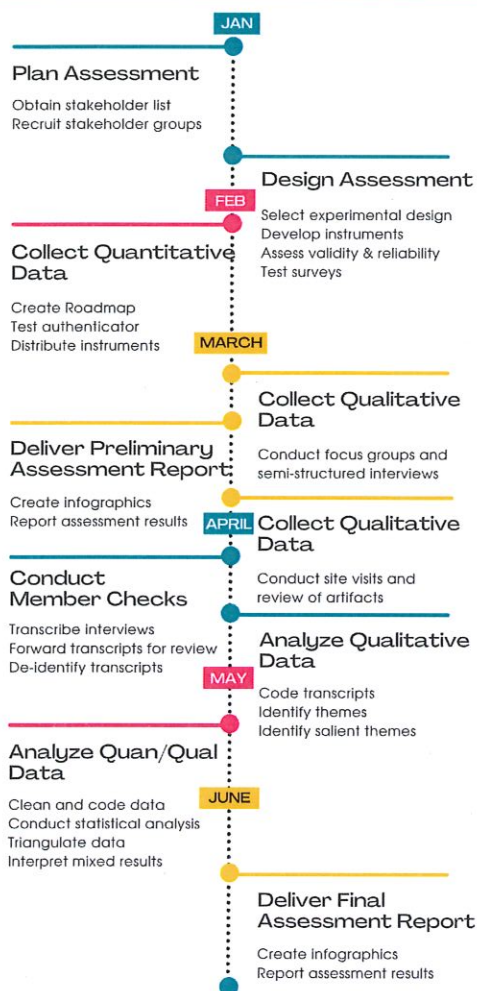
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Appendix D: Equity Audit Draft Timeline

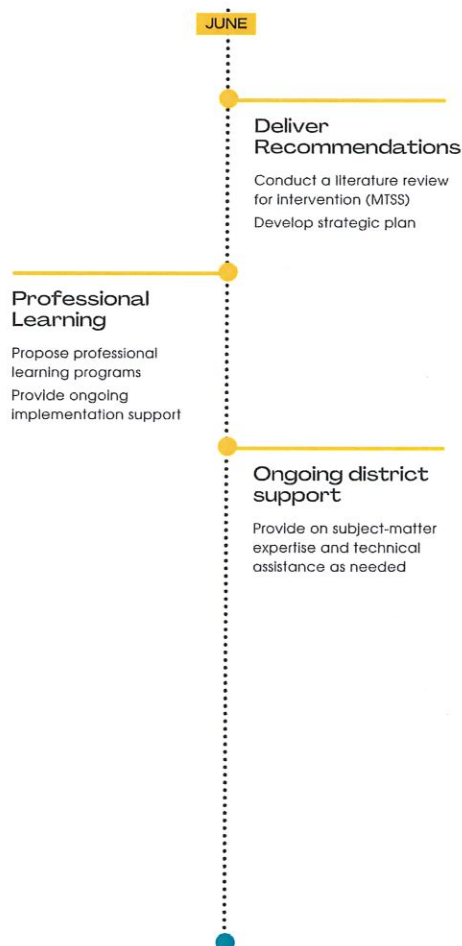
PISCATAWAY TOWNSHIP PUBLIC SCHOOLS DISTRICTWIDE EQUITY AUDIT

TIMELINE



PISCATAWAY TOWNSHIP PUBLIC SCHOOLS DISTRICTWIDE EQUITY AUDIT

TIMELINE



Appendix E: Sample Professional Learning Program

Teacher Professional Learning Program

The teacher professional learning program will equip practitioners with knowledge, skills, strategies, and emotional intelligence to create a transformative, supportive, responsive, and multicultural school environment that offers all students the opportunity to learn. The comprehensive program is designed to support teachers and content leaders in developing five core competencies related to CLR pedagogy. These competencies are grounded in anti-racism and transformative SEL. Figure 1 describes the five core pedagogical competencies that are presented in the program.

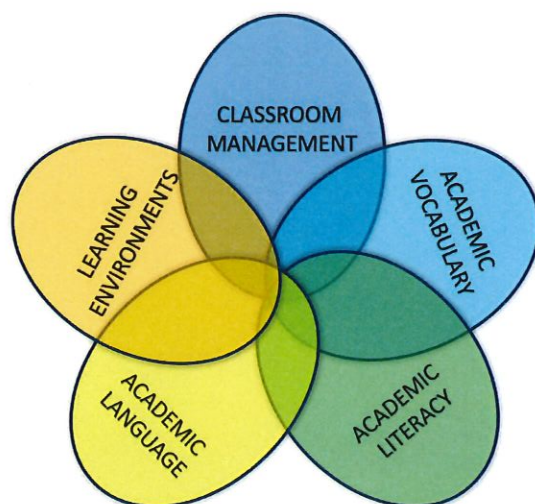
Participants will engage in five PD sessions. During the five leadership PD sessions, practitioners will deepen their foundational understanding of transformative social and emotional learning (SEL), policy and practice evaluation, and critical pedagogy. Using the Plan-Do-Study-Act (PDSA) improvement science model, participants will develop and implement an action plan to demonstrate their understanding of CLR pedagogical strategies.

CARE will offer five optional virtual coaching sessions to support the implementation of new skills and concepts, which will be scheduled one week after each learning session. Table 3 (see pg. 6) depicts a sample PD learning cycle.

Figure 1. Five Core Competencies related to CLR Pedagogy

Responsive Learning Environments

Practitioners will broaden the awareness of conditions that create isolation and inclusion in the classroom environment. CLR pedagogy is rooted in the belief that students and teachers should develop visuals representing their cultural backgrounds. As participants engage in learning, they will study their learning spaces, analyze visual text in their classroom, and select images, posters, and signs more racially representative of their student population. The learning is designed to help teachers construct learning spaces where 70 percent of the images, posters, and signs in the learning space represent and promote student learning.





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Appendix E: Sample Professional Learning Program (cont'd.)

Figure 1. Five Core Competencies related to CLR Pedagogy (continued)

Responsive Academic Literacy

CLR pedagogy helps educators recognize their responsibility to build academic literacy across content areas. Culturally authentic text is essential in this process. The learning session will build teachers' understanding of authentic text and help them select culturally authentic text. Additionally, it will help teachers identify the best practices to engage students in read-aloud as a form of storytelling and oral language. When students develop strong academic literacy skills, they understand how text functions in their daily lives. CLR strategies help students understand how the text functions as a social practice and scaffolds their understanding of the academic text.

Responsive Classroom Management

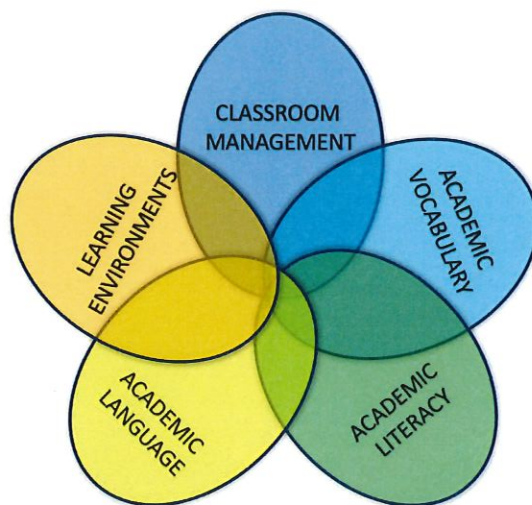
CLR strategies focus on increasing student engagement and decreasing management issues. Teachers will develop a CLR mindset and consider the implications of race and equity on student discipline. The session is designed to help participants adopt the strategies of culturally responsive positive school discipline.

Responsive Academic Language

CLR strategies focus on situational appropriateness, as opposed to right and wrong. The session will help practitioners to create an environment where students have an opportunity to choose the cultural and linguistic behaviors that are most appropriate for the context. Participants will learn to validate and affirm students' verbal and oral expressiveness and how to develop explanatory devices that integrate students' dialectic language.

Responsive Academic Vocabulary

Students struggle when they do not develop their academic vocabulary as they matriculate through school. Teachers will use CLR strategies to help students "own words" and increase their literacy (reading, writing, and speaking) skills. CLR strategies provide teachers with a systematic way of teaching vocabulary. When students interpret words and phrases in the context of a sentence, paragraph, or literary work, they can make sense and meaning of the word and make connections among each level.





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Appendix E: Sample Professional Learning Program (cont'd.)

Table 3. Sample PD Learning Cycle

Topic	Learn	Deepen	Prepare	Share
Cultural Identities/ Equitable Classroom Practices	September 17	September 24	October 11	October 18
Responsive Classroom Management	October 21	October 28	December 13	December 20
Responsive Academic Literacy	January 6	January 13	February 14	February 21
Responsive Academic Vocabulary & Language	March 17	March 24	April 2	April 9
Responsive Learning Environment	April 28	May 5	June 6	June 13

