



Proposal for:  
Educational Equity Needs  
Assessment

Submitted to:  
City Schools of Decatur

September 29, 2017

Submitted by:



THOMAS P. MILLER & ASSOCIATES

September 29, 2017

Lillie Huddleston, Ph.D.  
Equity Director  
City Schools of Decatur  
125 Electric Avenue  
Decatur, GA 30030

Dear Dr. Huddleston:

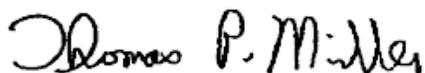
Thomas P. Miller & Associates (TPMA), in partnership with Next Step Associates (NSA), is pleased to submit a proposal to conduct an educational equity needs assessment for City Schools of Decatur.

At TPMA, we are driven by our mission to empower communities through strategic partnerships and informed solutions that create positive, sustainable change. This mission pushes us to seek out projects that specifically require our abilities to work with multiple stakeholders and facilitate continuous improvement through the data collection and analysis process. We are adept at synthesizing quantitative and qualitative data to formulate recommendations, develop accessible and actionable reports, and conduct trainings.

TPMA and NSA have an extensive history of working with educational entities. We have experience conducting community needs assessments and working with underserved and marginalized populations. Through these experiences, TPMA and NSA have gained an understanding of the issues affecting communities and approaches to cross-cultural interaction.

For this project, we have assembled a highly-qualified team of professionals to effectively complete the services defined in the scope of work. We look forward to speaking with you further about our proposal. If you have any questions or need additional information regarding this proposal, please contact Abby Kelly-Smith, Director of Evaluation at TPMA, at (317) 517-9191 or [akellysmith@tpma-inc.com](mailto:akellysmith@tpma-inc.com).

Sincerely,



Thomas P. Miller  
President and CEO

The following Addenda are attached to this proposal:

- Project Team Biographies
- Work Samples (sent as separate files)

**1. Organization Summary**

<b>Organization Name:</b> Thomas P. Miller & Associates		
<b>Address:</b> 1630 North Meridian Street, Suite 430		
<b>City:</b> Indianapolis	<b>State:</b> Indiana	<b>Zip:</b> 46202
<b>Phone:</b> (317) 894-5508	<b>Fax:</b>	<b>Web:</b> www.tpma-inc.com
<b>Principal:</b> Thomas P. Miller		
<b>Phone:</b>	<b>Email:</b>	
<b>Primary Proposal Contact (if different from above):</b>		
<b>Name:</b> Abby Kelly-Smith	<b>Title:</b> Director of Evaluation	
<b>Phone:</b> (317) 517-9191	<b>Email:</b> akellysmith@tpma-inc.com	
<b>Organization Mission or brief organization description (50 words or less):</b>		
We envision a world that thinks strategically, works collaboratively, and acts sustainably. In keeping with our vision, we empower organizations and communities through strategic partnerships and informed solutions that create positive, sustainable change.		
<b># of Staff:</b> 54	<b>1st Year of Organization’s Service:</b> 1989	

**2. Proposal Summary**

TPMA and NSA have both worked with school districts, nonprofit organizations, and underserved and marginalized communities across the U.S. and internationally to identify community needs and resources gaps, help alleviate poverty, and make recommendations for program development and service strategies. Our Team has participated in cross-cultural projects and are familiar with issues affecting diverse communities. TPMA and NSA have numerous project examples listed in the following section highlighting expertise in these areas, making this partnership valuable for CSD staff as they work to promote educational equity within the Decatur school district.

TPMA also possesses extensive data collection and analysis expertise that will lend itself to this project, as the Team collects information to conduct the needs assessment. The Team approaches all projects from a collaborative framework to ensure that the results will be useful and meaningful to CSD staff. TPMA and NSA will draw upon this breadth and depth of expertise and will work collaboratively with the CSD Equity Department to conduct a district-wide needs assessment.

### 3. Minimum Qualifications

#### Firm History

Thomas P. Miller & Associates, LLC (TPMA) provides comprehensive consulting services throughout the United States and internationally, working with local and state governments, nonprofit organizations, workforce investment boards, educational institutions, and industry associations to enhance the value of those communities, institutions, and companies.

TPMA's partner, Next Step Associates, LLC (NSA), works to level the education playing field to ensure that all children have equal access to all necessary and desired resources, and their resultant opportunities. NSA is a SBA 8(a) certified, minority, women-owned management and education consulting company and was founded in 2004 by Dr. Cassandra Jones, who, in her 35 years in urban education, served as a teacher, Executive Director of Curriculum and Instruction, and Chief Academic Officer with the School District of Philadelphia and Baltimore City Public System.

#### Assessing School/Community Organization Needs

TPMA has conducted needs assessments and feasibility studies for 11 school districts throughout Indiana pursuing an Implementation Grant from the Lilly Endowment's Comprehensive Counseling Initiative. These projects included extensive stakeholder engagement through focus groups, interviews, and surveys, as well as best practice research, and historical document review. Data were synthesized to inform recommendations on counseling program models and initiatives, and the development of the grant.

TPMA conducted a Community Needs Assessment for Wayne County, Michigan, which encompasses Detroit, and included a synopsis of the causes and conditions of poverty, a housing market overview, a demographic overview of the county's children and families, and regional profiles highlighting findings and statistics for each of the Wayne Metro Community Action Agency's (WMCAA's) six program regions around the county. A community needs assessment was also conducted for the Head Start Eligible families in Out-Wayne County, which described the diverse needs of these children and families.

#### Researching, Working with, and Gaining Trust of Underserved and Marginalized Communities

TPMA has extensive experience conducting mixed-methods evaluations for programs that serve diverse and low-income communities, which have included implementation and impact evaluations for organizations working in both rural and urban areas. These organizations serve both low-income and minority populations, including predominantly Hispanic communities in South Florida, Pennsylvania, and Arizona; predominantly African-American and Arabic neighborhoods in Central Indiana and Detroit; Roma populations across Bulgaria; and predominantly low-income populations in areas such as Eastern and Central Tennessee, Southeastern Michigan, and Northern Indiana.

For a study of disconnected young adults in Berks County, Pennsylvania, TPMA developed surveys for young adults in a friendly, easy-to-read format, due to the likely lower reading level of the

population, as well as a survey for friends and family members of the young adults to create a comprehensive data collection approach. These surveys collected demographic data, and information on sources of income, reasons for disconnection, additional barriers to employment, community services accessed, and place of residence.

TPMA conducted an evaluation of the College Prep Institute, a program designed by an Indianapolis nonprofit organization to improve college admissions, persistence, and graduation rates of African American youth by providing services and resources to parents and students. TPMA conducted an analysis of secondary data pertaining to college admissions, readiness, and persistence and combined findings with qualitative data from focus groups and interviews with parents and students.

### **Familiarity with Issues Affecting Diverse Communities**

Team members have worked with a variety of organizations (e.g., AmeriCorps, Community Action Agencies, and K-12 school districts) seeking to alleviate poverty in their communities. For example, TPMA conducted an organizational capacity assessment to identify the key capacity needs for Indianapolis Continuum of Care organizations serving individuals and families facing homelessness. The project generated recommendations to address capacity needs through focused technical assistance and consulting.

One Team member authored multiple reports on topics related to childhood wellbeing that included: teen suicide, drug use, Adverse Childhood Experiences, soft skills, youth violence, and childhood hunger. The reports highlighted data and research on the topic, and provided actionable recommendations for organizations including best practices, information on incorporating strategies into an organization, and how to add evidence-based practices into existing programming.

### **Expertise in Cross-Cultural Interactions**

The Team understands the value and necessity of involving key informants from a variety of fields in all projects, and especially when working with diverse communities. NSA possesses experience in designing and delivering diversity trainings, and Dr. Jones and her associates are skilled facilitators and trainers. For example, NSA organized an All Means All Conference on Diversity and Equity Education Solutions in Philadelphia. NSA also provided training for the federal Office of Personnel Management on the Government-Wide Diversity and Inclusion Strategic Plan.

### **Project Team**

For more information about the team’s specific qualifications and roles on the project, see [Addendum A](#). Team members’ project role titles are outlined below:

<b>Cassandra Jones</b>	<b>Abby Kelly-Smith</b>	<b>Delores Abson</b>	<b>Diana Barrett</b>	<b>Kaley Schoeph</b>	<b>Aimee Wilkinson</b>
CSD liaison, site work/ Team lead	Qualitative specialist	Data gathering support	Data analysis expert	Project Manager	Data analysis support

#### 4. Proposal Narrative

##### Task 1: Launch Meeting and Draft Needs Assessment Plan

The Team will conduct an in-person launch meeting with CSD staff at the beginning of the project. This meeting will serve to establish relationships across the Team and CSD; establish a shared understanding of the project methodology; and solidify goals, timelines, expectations, communication channels and frequency, and contact persons. The Team and CSD staff will identify key program documents, artifacts, and data points to review and analyze. During this meeting, the Team will begin refining the Draft Needs Assessment Plan.

During the project launch meeting, a communication schedule will be established through calls and meetings. These regular calls will allow the Team to discuss the status of the project and manage necessary tasks with CSD staff. In between the regularly scheduled calls, the Project Manager and the Project Team will be available for ad hoc calls, requests, updates, and other communication that will strengthen the project. In addition, the Team Lead will be available monthly for in-person meetings with the CSD leadership. Frequent communication, coupled with in-person presence, will ensure seamless project flow and prompt information, updates, and progress sharing.

*Deliverables: Launch Call Notes; Communication Schedule; Draft Needs Assessment Plan*

##### Task 2: Compile and Review Secondary Data

The Team has a rich history of gathering and analyzing administrative sources of school and student-level data. For this project, the Team will work with CSD to identify appropriate existing administrative and student-level data. Administrative data may include data pertaining to the School Board, parents and the community, staff professional development and training, and school and classroom practices (e.g., incorporating multi-cultural units in the curriculum, and representation of gender and racial minorities). De-identified student-level data may include data on enrollment, student demographic characteristics, socio-economic status, attendance, corrective and disciplinary measures and records, and academic achievement. TPMA will provide access to Citrix ShareFile – a secure file sharing site to protect personally identifiable information from unauthorized access. If desired, TPMA will create a Data Sharing Agreement with CSD, outlining the data that will be obtained, how it will be manipulated, who will have access to it, how it will be kept, and how it will be destroyed. The Team will identify and summarize key themes that emerge from the data analysis that will inform the primary data to be collected as part of the needs assessment.

The following factors would be used in the review to consider the impact promoting educational equity:

- **Student Enrollment Trends** – Current student enrollment in relation to enrollment data for the past three to five years, and any available projected enrollment data.
- **Educational Programs** – A review of the educational adequacy of all programs in the building; classroom size and shape; teacher to student ratio; proximity of special-use areas such as cafeterias and libraries to classrooms; equipment, including career and

technical education equipment; and space and resources to support academic performance as well as specific curriculum offerings.

- **Racial and Ethnic Composition of Student Body** – An examination of the racial composition of student populations in the City Schools of Decatur and any potential impact on the racial composition.
- **Discipline and corrections** – An analysis of the incidence and prevalence of citations, incidents, and disciplinary action taken (including suspension and expulsion), broken down student demographics.

*Deliverables: Data Sharing Agreement; Secondary Data Summary Report and Findings*

### **Task 3: Finalize Needs Assessment Plan**

Following the secondary data review, the Team will develop and finalize the Needs Assessment Plan, using best and promising, yet customized needs assessment practices. The plan will outline and detail the approach for conducting the needs assessment, including key tasks, timelines, and a detailed methodology. The plan will be created in consultation with the CSD with ample time to review, provide feedback, and vet the Needs Assessment Plan.

*Deliverables: Detailed Needs Assessment Plan*

### **Task 4: Develop Educational Equity Needs Assessment Instruments**

Based on findings from secondary data review and the customized needs assessment plan, the Team will develop data collection instruments to further support the needs assessment efforts. These tools may be both qualitative and quantitative in nature. The Team will develop focus group and interview protocols and survey questionnaires intended to gather additional data from relevant stakeholders. All instruments will be provided to CSD for review and feedback on contents and language. This process will ensure high quality of the instruments. If requested, will offer to test the survey on a subset of the population.

*Deliverables: Focus Group and Interview Protocols and Questions; Survey Questionnaire*

### **Task 5: Conduct Educational Equity Needs Assessment**

In collaboration with CSD, the Team will identify appropriate target groups for focus groups and surveys. For example, surveys may be the most appropriate tool to reach the school staff and administrators, while focus groups may be more appropriate to use with the parents. Besides school staff, administrators, and parents, the target groups for focus groups and interviews may include students and relevant community stakeholders, as well as any other population CSD deems important.

The Team suggests conducting in-person focus groups. Should virtual focus groups be implemented, the Team will provide access to a video-conferencing tool. Survey will be built using SurveyMonkey software and disseminated via email or text. To ensure desirable response rates, the Team will seek assistance in disseminating the survey from CSD.

### **Parent Involvement and Empowerment**

The Team will map out the parent involvement avenues that exist and are effective. We will hold focus groups with parents to provide a platform to give input on their children's educational

environment. In these focus groups, the parents will have the opportunity to review current data, ask questions, express concerns, and make recommendations as they pertain to educational equity.

In collaboration with CSD, the Team can offer surveys as a supplement to focus groups to accommodate the parents who may not be available for focus group discussions.

### **Student Voice**

One of the key components for schools to be successful is for students to feel that they have ownership in their school. This means having a voice in decisions that involve key policies and events. With guidance from CSD, the Team will explore the possibility (including the IRB requirements) of holding a series of focus groups for elementary, middle, and high school students to determine access to programs and supports for all students. The focus group questions and discussion guides will be adapted to accommodate the differences in education levels. Should we proceed with engaging students, we anticipate including a sample of students to represent all nine schools.

### **Teachers and School Administrators**

The Team will prepare a combination of focus groups and key stakeholder interviews to determine teacher and classroom needs in each school, further explore the level of preparation of teachers, as well as the Principals' commitment to lead by example and find creative ways to provide students in their respective schools with equitable opportunities to learn.

### **Other Stakeholders**

In consultation with CSD, the Team will explore the possibility to use a variety of platforms (small and large meetings, charrettes, neighborhood based and city-wide opportunities) to engage key stakeholders from all neighborhoods – students, parents, community leaders, local business, faith leaders, and all concerned citizens. In these efforts, the Team will review and utilize existing city of Decatur systems to convene regular facilitated meetings with stakeholders (for example, Small Business Office/Procurement, College and Career Forums, and The Chamber).

*Deliverables: Focus Group and Interview Findings; Survey and Survey Analysis*

### **Task 6: Capacity Building Training**

The Team will convene and train a diverse group of stakeholders to serve as a Think Tank for the Equity Director. The purpose of the training will be to share the methodology, protocols, and procedures with the staff. The staff will be trained in needs assessment so such assessments can be replicated and conducted periodically with limited external guidance.

*Deliverables: Capacity Building Training; Handouts*

### **Task 7: Final Report**

The Team believes strongly in producing reports that include contextually relevant and actionable recommendations that are useful beyond the life of the project. The Team will provide a draft to CSD for review and feedback in a single document. Upon incorporating the feedback,

the final report will include all required elements, as well as recommendations for the duration of the project, and any additional information decided upon by CSD and the Team during the project. The Team will work with CSD staff to review and finalize the report by the established deadline. If desired, the Team will provide an in-person presentation of the final report to CSD leadership and select stakeholders. Our Evaluation Team has direct experience delivering written materials to multiple audiences and will ensure the report is relevant to the key stakeholders.

*Deliverables: Draft Report; Final Report*

**Timeline**

Task	November	December	January	February	March	April	May
Launch Meeting	█						
Draft Needs Assessment Plan	█						
Compile & Review Secondary Data	█	█					
Finalize Needs Assessment Plan		█					
Develop Instruments		█	█				
Conduct Needs Assessment			█	█			
Draft Report					█		
Think Tank Training						█	
Final Report							█

**5. Project Budget**

The budget includes development of a needs assessment, secondary data analysis, development of equity instruments, and on-site work. TPMA brings expertise in quantitative and qualitative analysis and will lead those components of the project, while NSA will be leading on-site data collection, providing expertise on data collection instruments, and providing the Think Tank training.

The total budget proposed for this project is \$41,928.00. The budget outlined below encompasses all expenses tied to the project tasks outlined throughout this proposal, including travel costs and personnel costs. There are no indirect or supply costs associated with this project.

Task	Description	TOTAL
1	<b>Launch Meeting and Draft Needs Assessment Plan</b> Conduct launch meeting and begin draft of needs assessment plan	\$5,554.00
2	<b>Compile and Analyze Secondary Data</b> Create lists of secondary data, collaborate with CSD staff to discuss data sources and potential data sharing agreements, review and analyze sources, and compile summary report	\$5,716.00
3	<b>Finalized Needs Assessment Plan</b> Provide recommendations on secondary data collection, and finalize needs assessment through feedback obtained by CSD	\$4,702.00
4	<b>Develop Educational Equity Needs Assessment Instruments</b> Develop instruments for teachers, students, parents, administrators, and other stakeholders; analyze data; and submit report	\$13,036.00
5/6	<b>Conduct Educational Equity Needs Assessment/Capacity Building Training</b> On-site training and assessment	\$2,980.00
7	<b>Final Report</b> Compile findings and submit final report, upon CSD feedback	\$9,940.00
<b>TOTAL</b>		<b>\$41,928.00</b>

6. References

Dearborn-Ohio County Schools

Andrew Jackson, Ed.D.  
Superintendent  
Sunman-Dearborn Community School Corporation  
1 Trojan Lane, Suite B  
St. Leon, IN 47012  
812-623-2291  
[ajackson@sunmandearborn.k12.in.us](mailto:ajackson@sunmandearborn.k12.in.us)

TPMA provided technical assistance to achieve the outcomes desired from planning grant activities that included stakeholder surveys distributed across all four school districts to parents, high school students, and school staff; and stakeholder engagement through focus groups and key informant interviews (faith leaders, civic/educational/economic development leaders, school counselors, teachers, and administrators). TPMA also provided a Labor market research including overall area trends and profiles highlighting information specific to the zip codes each school district serves.

Wayne Metro Community Action Agency

Mary Price, Development Manager  
7310 Woodward Avenue, Suite 800  
Detroit, MI 48202  
Phone: (313) 463-5536 | Email:  
[mprice@waynemetrol.org](mailto:mprice@waynemetrol.org)

TPMA conducted a Community Needs Assessment for Wayne County, Michigan. This analysis included a synopsis of the causes and conditions of poverty, a demographic overview of the county’s children and families, and regional profiles of highlighted findings and statistics for each of WMCAA’s six program regions around the county. Additionally, TPMA collected and reported feedback from the Wayne County community through focus groups of WMCAA clients, community forums, and interviews with strategic partners. Subsequently, WMCAA hired TPMA to conduct a Head Start Needs Assessment. TPMA analyzed community-level data and program data, facilitated focus groups and administered surveys of parents and Head Start staff from nine locations.

Berks County Workforce Development Board

Dan Fogarty, Director  
1920 Kutztown Road, Suite G  
Reading, PA 19604  
Phone: (610) 988-1363 | Email:  
[dfogarty@bccl.org](mailto:dfogarty@bccl.org)

TPMA conducted a research study of disconnected youth (youth ages 16-24 who are unemployed and not enrolled in school) to determine the causes of disconnection, current services being utilized by these youth, and needs for additional services, to inform the County and Workforce Development Board on the most effective use of WIOA funding in future years. Data collection included on-line and paper surveys to disconnected youth and friends and families, as well as focus groups and interviews.

**Pennsylvania Department and Industry**

Stephanie Larkin, Director of PA WIBs  
651 Boas Street, 12th Floor  
Harrisburg, PA 17121  
Phone: (717) 772-4966 | Email:  
[stlarkin@pa.gov](mailto:stlarkin@pa.gov)

TPMA and NSA were hired by the Commonwealth of Pennsylvania to evaluate the effectiveness of the U.S. Department of Labor Workforce Innovation Fund grant project, “Micro-credentials: Opportunity through Stackable Achievements.” The project, involving seven partnerships (community colleges and Workforce Development Boards) throughout the state, is utilizing an implementation evaluation, outcomes evaluation, and cost analysis to determine the impact of the micro-credential programs on populations with barriers to higher education and employment.

**America for Bulgaria Foundation – Trust for Social Achievement**

Ivanka Tzankova, Ph.D., Director of  
Monitoring and Evaluation  
America for Bulgaria Foundation  
6 Maliovitsa Street  
Sophia 1000  
Bulgaria  
(+359 2) 806-3800  
[itzankova@americanforbulgaria.org](mailto:itzankova@americanforbulgaria.org)

TPMA performed a comprehensive evaluation of a non-profit organization focusing on the organization’s programs with Roma people. Mixed methods evaluation plan included outcome analysis of the programs, sustainability analysis of the organization’s grantees, cost analysis and organizational assessment, as well as developing a quality rating system used throughout and after the evaluation process. The evaluation was done through multiple interviews, surveys, and focus groups with the organization and its grantees to evaluate whether they have reached the program goals, as well as whether their projects are contributing to the mission of America for Bulgaria Foundation.

## Addendum A. Project Team Biographies

### Dr. Cassandra Jones, Team Lead, NSA

#### Project Role

For this project, Dr. Cassandra Jones will serve as the Team Lead – leading site visits and lending her expertise in cross-cultural interaction and equity to this project. Dr. Jones will assist with instrument development and will lead the capacity building training and on-site data collection.

#### Professional Experience

**Next Step Associates, LLC (NSA), Philadelphia, PA**  
**CEO and President**

NSA employs a systematic approach of tenaciously following through and ensuring accountability and fidelity for successfully reach goals. We assess the organization capabilities, aligning goals, strategies processes, polices, assessments, communication and finance.

NSA provides the following services:

- Ethics and leadership development
- Systemic reform initiatives
- Curriculum development
- Education policy development
- Developing and sustaining functional partnerships
- Effective facilitation
- Job-embedded professional development
- Executive and organization coaching
- Program audits
- Emerging Leaders Institute

### **The School District of Philadelphia** **Chief Academic Officer (Interim)**

The Chief Executive Officer of the School District of Philadelphia and the Board of Education adopted an aggressive plan for reorganizing the operational structure of the District. The goal of the plan was to reallocate staff and financial resources to create an efficient, streamlined structure designed to achieve the following objectives:

- Reduce non-instructional, administrative, and non-essential costs
- Reallocate human resources from administrative positions to schools
- Increase academic performance through the creation of district-wide curricula and an increased focus on instruction
- Reduce administrative costs
- Instill a customer service orientation toward the public, parents, students, schools, and other key stakeholders

The district wide plan had an overarching goal of targeting and aligning several areas of concern to ensure a continuum of quality service throughout the pre-K- 12 systems. Specific goals were to create a sustained focus on instruction (math, literacy and science); to focus on principal and new teacher development; and to achieve economies of scale for allocated resources.

- Appointed by CEO (Interim) to serve on the three-person, project management team charged with the following: assessing existing functional areas and staff expertise; leading the transition; implementing the new structure; and providing support and guidance to division heads.
- Served as chief liaison between the CEO and the field staff around all issues pertaining to the restructuring.
- Led the oversight of eleven transition teams (summer programs and operations communications, human resources and labor relations; legal; finance; professional education/leadership development; parent support services; special education; transition programs/equity; libraries; and safety; charged with ensuring a smooth transition from 22 clusters to 10 area academic offices. Outlined key issues and developed implementation timelines for streamlining functional areas and delivering services to targeted communities.
- Led the process to develop position summaries for new or recalibrated offices in support of the alignment process for each functional area within the District.
- Galvanized resources and drove the alignment of staff functions district-wide to correspond with the new 10-area field structure; restructured or eliminated staff positions to optimize sharing of existing knowledge, skills and abilities throughout the district structure.
- Facilitated creation of a new Office of School Safety and its strategies to aggressively address this component of the state-mandated improvement plan.

The Education Empowerment Plan was a comprehensive strategic plan designed to significantly increase student performance on the Pennsylvania System of Schools Assessment Test (PSSA) by the year 2004. Creation of a local version of the plan was legislatively mandated for districts in which more than 50% of the students score in the bottom quartile in math and reading. The Plan set forth nine goals addressing the following areas: high standards and expectations; accountability and assessment; intensive interventions for students not performing at the high standards; and enhancing organizational capacity to deliver services. The Education Empowerment Plan focused on 177 schools, including high schools and corresponding feeder elementary and middle schools.

- Worked directly with schools to: develop strategic plans to implement smaller class size; reconfigured supporting staff assignments; and identified programs utilizing innovative instructional methods in the areas of math, science, and reading.
- Oversaw compliance with outlined project deadlines and provided monthly progress briefings to the Board of Education.

- Facilitated development of the Education Empowerment Plan, which focuses on nine goals and includes a framework for continuing professional development of school staff.
- Facilitated development of comprehensive standardized graduation and promotion requirements for the School District of Philadelphia and for the Baltimore City Public School System, based on the analysis of student data.
- Developed and led Philadelphia's nationally recognized School-to-Career system, impacting over 125,000 students, 5,000 teachers, and 1,000 business and community partners.
- Facilitated the restructuring of 22 comprehensive Philadelphia high schools into 130 small learning communities.
- Led development of Philadelphia's system-wide plans for professional development, school improvement, and high school scheduling reform.
- Facilitated the restructuring of Philadelphia's large high schools into small, rigorous schools.
- Developed a strategic plan for aligning secondary education in Philadelphia, grades 6 – 12.
- Served as the lead consultant for Project 720 for the Pennsylvania Department of Education.

**Baltimore City Public School System  
Chief Academic Officer**

As Chief Academic Officer for the Baltimore City Public School System (BCPSS), designed, implemented and oversaw an extensive array of education reform strategies for a major urban system of almost 100,000 students. Responsible for all aspects of the educational program, Pre-Kindergarten through grade 12, including curriculum, research, assessment, teacher training, school closing and restructuring, professional and leadership development, and a wide variety of elementary and secondary reform issues. As Chief Academic Officer, I developed and implemented an array of strategies designed to improve academic achievement by ensuring effective delivery of curriculum and assessment instruments that meet the instructional needs of teachers and the learning needs of students. These strategies address included practices and differentiation of instruction, and provide educational specifications essential to successful implementation of high school reform and K-8 conversions.

- Implemented the Academic Coach Model in Baltimore City schools, resulting in significantly improved standardized reading and math test scores for thousands of students.
- Based on BCPSS Blue Print for High Schools, initiated the restructuring of Baltimore City high schools, creating smaller high schools as well as a high-tech, career-themed, citywide high school.

- Developed and implemented a plan to ensure the certification and re-certification of all Baltimore City high schools through the Middle States Association Commission on Secondary Schools.
- Oversaw the extensive process of school closure, rezoning and realignment for several Baltimore City schools.
- Developed and managed the BCPSS education budget in the amount of \$403 million.
- Served as the educational representative on the BCPSS Union Negotiation Team.

### **School District of Philadelphia**

#### **Executive Director, Office of Leadership and Learning**

A Cabinet position reporting directly to the Deputy Superintendent and the Chief Executive Officer. Responsibilities included:

- Supervision and accountability for the following offices: Curriculum and Instruction, Learning Technology Support Group, Pedagogical Library and Library Services, Teaching and Learning Network and Urban Systemic Program.
- Capacity-building for area superintendents and high school principals relative to school reform, organization of small learning communities and academies, scheduling, professional development, project-based learning and leadership development.
- Implementation of the state-mandated school district improvement plan.
- Development and implementation of the District's continuing professional education plan.
- Approval of curricula and instructional standards and materials.
- In Philadelphia, managed the annual grant and operating budget of \$75 million, and participated in raising over \$50 million in grants over a 6-year period.

### **Office of Education for Employment**

#### **Administrator, School-to-Career**

#### **Director, School-to-Career**

#### **Administrative Assistant**

- Facilitated development of cross-cutting competencies and their integration into the District's curriculum standards.
- Co-developed and led Philadelphia's nationally-recognized School-to-Career system that provided work-based learning opportunities for more than 3,000 students per year, trained over 5,000 teachers in project-based learning, and engaged over 1,000 business and community partners.
- Responsible for program development, implementation, and evaluation; budget management; and staff supervision.
- As Administrator, increased responsibilities included oversight of additional departments, including Special Education Transition Services, Service Learning, Vocational Education, Adult Education, GEAR-UP, and Cisco.

**Benjamin Franklin High School  
Academy Coordinator**

- Established the Academy for Fitness, Health Promotion, and Sports Education, which improved student attendance from 60% to 91% and improved grades and graduation rates from 64% to 97%. Program became a model for local and national replication.
- Developed standards of practice and supervised a program that served as the model for district-wide, work-based, learning efforts.

**Department Head and Athletic Director**

- Served as the instructional leader for the Physical and Health Education, Business, Special Education, and Music departments.
- First African-American female in the School District of Philadelphia to be appointed Athletic Director and Department Head of Health and Physical Education.
- Transformed athletics program into a co-curricular activity that employed athletics as a means of improving student achievement and attendance

**Dobbins, Washington and William Penn High Schools  
Teacher**

- Implemented innovative programs and instructional methods in secondary physical and health education classes.
- Selected to head various school leadership and instructional committees

**Consultant**

Providing technical assistance on School-to-Career, high school reform, school restructuring, and other reform issues to:

Camphor Memorial United Methodist Church Philadelphia	Communities in Schools –
Deliverance Evangelistic Church	Enon Tabernacle Baptist Church
Harambee Institute of Science and Technology	Lindback Foundation
Louisiana Department of Education	National Academy Foundation
New Birth International Christian Ministry Ministries	New Jerusalem International Christian
Pennsylvania Department of Education	Philadelphia Youth Network, Inc.
Philadelphia Association of Christian Schools	Thurgood Marshall/Gates Project
School District of Philadelphia	William Penn School District
The Mayor’s Fund for Philadelphia, Better Bike Share Partnership Diversity Training	

**Education**

- Ed.D. Sports Administration, Temple University, Philadelphia, PA, 1988
- Ed.M. Administration, Temple University, Philadelphia, PA, 1978
- B.S. Education, Temple University, Philadelphia, PA, 1973

### **Abby Kelly-Smith, Qualitative Specialist, TPMA**

#### **Project Role**

For this project, Abby will serve as the qualitative specialist, lending her expertise in qualitative analysis to support this project. Abby will assist with protocol development, needs assessment drafting, and equity instrument analysis.

#### **Professional Experience**

Abby is the Director of Evaluation at TPMA. Abby holds strong capabilities in education and workforce development program evaluation, strategic planning, and health policy analysis. She has developed utilization-focused program evaluation methodology for Department of Labor and Department of Education programs and focuses on providing useful results to clients for real-time program improvement. Abby's clients include institutions of higher education, Workforce Investment Boards, and health policy collaborative organizations in many states, including Indiana, Louisiana, New Hampshire, New York, Oregon, Pennsylvania, Texas, and West Virginia. As a former consultant to state Medicaid agencies and Departments of Insurance, Abby analyzed the impact of the Affordable Care Act on state governments, employers, and individuals and managed multiple aspects of large projects related to public insurance coverage changes. She also designed the evaluation framework for the Healthy Indiana Plan 2.0, Indiana's Medicaid expansion waiver.

#### **Project Examples**

- **Pennsylvania Department of Labor and Industry, WIF Evaluation, PA, 2016-2019** – Abby leads and oversees a four-year quasi-experimental evaluation of the USDOL WIF project, “Micro-Credentials: Opportunity through Stackable Achievements” on behalf of the Commonwealth of Pennsylvania. The evaluation of the project, involving seven community colleges and Workforce Development Boards throughout the state, includes an implementation and impacts evaluation, as well as a cost analysis, from 2016-2019.
- **Mountwest Community and Technical College, U.S. Department of Education Title III Grant Evaluation, WV, 2015-2019** – Leading a five-year, utilization-focused evaluation for the Department of Education-funded Attendance Pays program, incorporating qualitative methods and a focus on building institutional capacity to track and report student outcomes and use data in real time to drive policy and decision-making.
- **Linn-Benton Community College: USDOL Grant Evaluation, OR, 2014-2017** - Conducting a four-year quasi-experimental evaluation of Linn-Benton Community College's Trade Adjustment Assistance Community College and Career Training (TAACCCT) grant, which created online class offerings in medical coding, social media, office specialist, accounting, business administration, veterinary tech, and computed tomography.

#### **Education**

- **MPA, Health Policy Analysis**, School of Public and Environmental Affairs, Indiana University, Bloomington, IN
- **BA, Political Science and French**, Magna Cum Laude, DePauw University, Greencastle, IN

**Delores Abson, Data Gathering Support, NSA**

**Project Role**

For this project, Delores would serve as data gathering support, assisting Dr. Cassandra Jones with on-site data collection. Delores holds an Associate Degree in Computer Information Systems/Accounting from Pierce College in Philadelphia, PA.

**Professional Experience**

**IHG INC, ALPHARETTA, GA: FINANCIAL CONTROLS ANALYST**

- Financial reporting with volume analysis and trend reporting
- Assist in development of financial statements by program
- Investigation, analysis and resolution of significant changes in account balances
- Analyze assigned system reports to insure accuracy
- Research and resolve problems: insure the integrity of assigned system and data.
- Identifying control gaps / concerns and developing & documenting procedures
- Audit processes
- Address control concerns
- Create and update Sox maps
- Create and update procedures
- Quality Control on closed cases in Salesforce

**IHG INC, ALPHARETTA, GA – TRUEBRIDGE RESOURCES: FINANCIAL CONTROLS SPECIALIST**

- Financial reporting with volume analysis and trend reporting
- Assist in development of financial statements by program
- Investigation, analysis and resolution of significant changes in account balances
- Coordinate resolution of claim processing issues
- Analyze assigned system reports to insure accuracy
- Research and resolve problems: insure the integrity of assigned system and data.
- Identifying control gaps / concerns and developing & documenting procedures
- Address control concerns

**SOUTHEASTTRANS, INC ATLANTA, GA: RECONCILIATION BILLING SUPERVISOR**

- Manage end to end billing process for 550 providers for 4 state contracts (AR, DC, GA and TN) - (billing, printing reports, mailing) and ensure timely completion of billing
- Create monthly billing schedules and calendars to ensure timely processing of claims
- Managed staffing of 8 - 27 associates, which includes hiring, staff development and performance reviews
- Managed meetings and conference calls with providers and regional managers to resolve processing issues
- Validate delivery of system changes/enhancements with IT team and various departments (User Acceptance Testing)

## **Diana Barrett, Data Analysis Expert, TPMA**

### **Project Role**

Diana's expertise in data analysis will be useful in the secondary data analysis portion of this project. Diana will also assist with needs assessment development leveraging the findings from that data analysis.

### **Professional Experience**

Diana has over 10 years of experience in non-profit and higher education sectors. Her previous positions include Director of Education at a branch of a Swedish university in Croatia, where she was in charge of curriculum development and taught as a Senior Lecturer. She led numerous education and development programs around Europe and the Eastern United States. She worked with clients from higher education institutions, city and county governments, state and federal agencies, non-profit organizations, and foundations in the U.S. and abroad.

### **Project Examples**

- **Indianapolis Public Schools: Lilly Comprehensive Counseling Initiative, Indiana, 2017** – Comprehensive Counseling Initiative provided financial support to help schools pursue a counseling model to encompass social/emotional and academic success support, and college and career readiness. Activities to support these schools included strategic planning sessions, development of an action plan, feasibility studies, focus groups, surveys, needs assessments, logic model development, evaluation planning, and grant writing.
- **America for Bulgaria Foundation – Trust for Social Achievement (TSA), America for Bulgaria Foundation Evaluation, Bulgaria, 2016** – Evaluated the effectiveness and efficiency of Trust for Social Achievement's programs. This included an outcome analysis of the programs, sustainability analysis of TSA's grantees, cost analysis and organizational assessment of the foundation, as well as developing a quality rating system to be used throughout the evaluation process.
- **Civil Society Empowerment, National Foundation for Civil Society Development, Croatia, 2007-2012** – Provided supervision and support structure to non-profit organizations. Created and implemented long-term strategic plans and programs for expansion and employee retention. Provided legal and management assistance in establishing and restructuring non-profit organizations.

### **Education**

- **Doctor of Social Work**, Indiana University, Indianapolis, IN (anticipated 2018)
- **Juris Doctor (J.D.) and Master of Laws (LL.M.)**, University of J.J. Strossmayer School of Law, Croatia
- **Bachelor of Arts in Education, Leadership, and Developmental Community Youth Work**, Jonkoping University, Sweden

### **Kaley Schoeph, Project Manager, TPMA**

#### **Project Role**

Kaley will serve as the Project Manager for this project, facilitating collaboration and standardization of deliverables across the Team and with CSD. Kaley will help ensure that the project adheres to the timeline and will ensure all deliverables are high-quality.

#### **Professional Experience**

Kaley is a Senior Project Consultant at TPMA. She specializes in interpreting qualitative and quantitative data to produce substantial recommendations through program evaluation and implementation, labor market analysis, stakeholder engagement, and strategic planning. She has managed large-scale and consortium projects, strategic planning, implementation evaluation, and proposal and grant development.

Kaley is experienced in research and data analysis in several postsecondary institutions as well as focus group facilitation, survey design and analysis, and program evaluation. Kaley's previous experience in Institutional Research enabled her to refine these project management, data collection and analysis, and survey design skills to provide clients with direction on specific methodologies that allow them to ascertain data and information from stakeholders.

#### **Project Examples**

- **Pennsylvania Department of Labor and Industry, U.S. Department of Labor Workforce Innovation Grant, PA, 2016-2019** – TPMA was hired on behalf of the Commonwealth of Pennsylvania to evaluate the effectiveness of the WIF project, “Micro-credentials: Opportunity through Stackable Achievements.” The project, involving seven community colleges and Workforce Development boards throughout the state, will utilize an implementation evaluation, outcomes evaluation, and cost analysis.
- **Mountwest Community and Technical College, U.S. Department of Education Title III Grant Evaluation, WV, 2015-2019** – Leading a five-year, utilization-focused evaluation for the Department of Education-funded Attendance Pays program, incorporating qualitative methods and a focus on building institutional capacity to track and report student outcomes and use data in real time to drive policy and decision-making.
- **Valparaiso University, Lilly Endowment Evaluation, IN, 2015-2019** – Conducting an evaluation of a grant-funded program that attempts to keep talent in Indiana by matching students with apprenticeships and job opportunities. The analysis is measuring the effectiveness and impacts on participant employment rates.

#### **Education**

- **Master of Arts in Sociology and Institutional Research** from Ball State University
- **Bachelor of Science in Psychology and Sociology** from Ball State University

### **Aimee Wilkinson, Data Analysis Support, TPMA**

#### **Project Role**

For this project, Aimee will assist with data analysis when needed. Aimee's expertise in primary and secondary data analysis will be useful for this portion of the project.

#### **Professional Experience**

Aimee Wilkinson specializes in translating rigorous research into accessible language for a variety of different audiences, including institutions of higher education, nonprofits, government organizations, community stakeholders, and policymakers. Aimee has more than five years' experience analyzing both quantitative and qualitative data and working with organizations and communities seeking to make data-informed decisions about their policies and programs. She has strong skills in survey development and analysis, descriptive data analysis, desktop research and literature review. Aimee also has experience working with community stakeholders to broker data sharing agreements and facilitate discussions about shared priorities and program goals.

#### **Project Examples**

- **County of Berks, Disconnected Youth Study, PA, 2017** – Conducting a research study of disconnected youth (youth ages 16-24 who are unemployed and not enrolled in school) to determine the causes of disconnection, current services being utilized by these youth, and needs for additional services, to inform the County and Workforce Development Board on the most effective use of WIOA funding in future years.
- **KIDS COUNT® in Indiana Data Book, IN, 2015-2016** – Co-authored the production of the annual Data Book which equips community leaders, policymakers, youth workers, educators, and child advocates with the most current information about the well-being of Indiana's children and their families.
- **Central Indiana Community Foundation Evaluation (CICF), IN, 2013-2014** - Analyzed data on student outcomes as compared to the general population in order to evaluate the success of mentoring organizations funded by CICF.

#### **Education**

- **Bachelor of Arts, Psychology, Butler University**