



Sunshine Law Request
from the
Missouri Attorney General's Office



ATTORNEY GENERAL OF MISSOURI
ERIC SCHMITT

April 07, 2022

Custodian of Records
Clayton School District
#2 Mark Twain Circle
Clayton, MO 63105

Sent via email to nishapatel@claytonschools.net; sandramenchella@claytonschools.net

RE: Sunshine Law Request

Dear Dr. Patel:

I write to request copies of the following public records pursuant to Chapter 610 of the Missouri Revised Statutes:

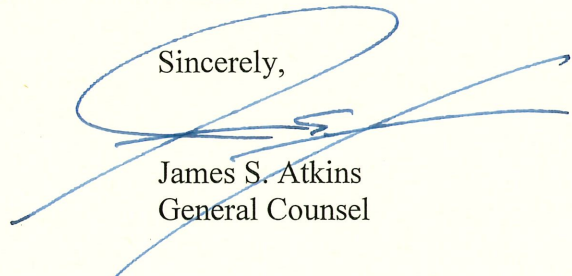
1. All contracts, including scope of work agreements, with any consulting company or entity (whether for profit, or not-for-profit) that provides justice, diversity, equity or inclusion training (or any similar training regardless of how titled or referenced) entered into by the Clayton School District during calendar years 2020, 2021 and 2022 including, but not limited to, any contract for services with Educational Equity Consultants.
2. All invoices, paid and unpaid, from Educational Equity Consultants, or any other consulting company or entity as described in request number one with which the district engaged, received by Clayton School District during calendar years 2020, 2021 and 2022.
3. All presentations and training materials provided to the district by Educational Equity Consultants, or any other consulting company or entity as described in request number one. As used in this request, "presentations and training materials" means any document – whether hard copy or electronic – provided or used during any portion of justice, diversity, equity or inclusion training including, but not limited to, Power Point presentations, charts, graphs, pictograms, articles or demonstrative exhibits.

I request that all responsive records be produced electronically, or be made available immediately for inspection.

This request seeks documents that are in the public interest because they are likely to contribute to a better understanding of the operations or activities of Clayton School District. In addition, this is not a request for commercial purposes. For these reasons, pursuant to § 610.026.1(1), RSMo, the Missouri Attorney General's Office requests a waiver of any fees associated with processing this request for records.

Thank you for your time and attention to this matter.

Sincerely,

A handwritten signature in blue ink, appearing to read 'James S. Atkins', is written over the typed name. The signature is fluid and stylized, with a large loop at the beginning and a long horizontal stroke at the end.

James S. Atkins
General Counsel



Responsive Documents

from the School District

Responses to AG Sunshine Request regarding Educational Equity Consultants.

1. Any and all contracts with Educational Equity Consultants.
[Invoice for parent presentations October 2019, Nov 2019, Feb 2020 \(RVW\)](#)
2. Any and all materials provided for use in the district by Educational Equity Consultants.
We do not have the slide decks they used.
3. Any and all contracts with similar companies that have provided equity, diversity, social justice, etc. (see the original request) training to the district.
[Just Communities - provided district-wide training on implicit bias](#)
[LGBTQIA+ Training and Discussion - 1/14](#)
[LGBTQIA+ Training and Discussion - 1/27](#)
[Midwest Consultants - 2021-2022 DLC Meetings](#)
[Jamie Welborn of Midwest Equity Consultants - May 2022](#)
4. Any and all materials provided by use by similar companies that have provided equity training to the district.

We do not have the slide decks other than these listed below:

[Board of Education Equity training Session 1](#)

[Board of Education Equity training Session 2](#)

Note to File 1 of 2:

Link and transcript below to **Board of Education Equity Training Session 1** mentioned in responsive letter from Clayton received in 05-20-2022 email.

<https://www.loom.com/share/7e9b877c52284eabab3de3534f33934a>

Hello everyone. And welcome to the first part of a series of professional learning events that are designed to help introduce you to the culture proficiency framework.

These particular asynchronous videos are designed to, uh, introduce you to this framework and think about the ways in which it can be embedded in all aspects of a school district.

My name is Jamie Wellborn. I am the president of the Midwest collaborative for cultural proficiency and schools. Um, and we are delighted to be able to work with you asynchronously.

And then later in 2022, uh, with you in person. So, um, just a little bit about, uh, me and, uh, my colleague, Dr.

Marshawn Warren. First of all, I am an assistant professor at St. Louis university. Uh, I teach specifically, uh, research and I helped prepare those, uh, planning to become principals and superintendents.

So, um, I spent my former years, uh, as a teacher and assistant principal in the Rockwood school district before going to the university, um, Marshawn and I have the privilege and honor of working with, uh, 23 school districts right now in the St Louis area.

And just a little bit about my background or history. This work around the cultural proficiency framework started for me. Uh, several years ago with my PhD work, I was specifically wanted to investigate, uh, the use and value of culturally competent educational practices for school principals. Um, and from there really was able to learn about this framework, learn about how it can be embedded in all aspects of the school district, and really work to wards, increasing equity, access, and inclusion, and opening doors for all students in a system.

So I'll pass it over now to Dr. Warren. Hello everyone. My name is Marshawn Warren and I currently serve Bellville district 2 0 1.

Uh, if the director of human resources and the director of diversity equity and inclusion, um, as, uh, Dr. Welborn mentioned, I work with her and I'm a training associate, um, for MTC P S and the center for culturally proficient educational practice.

Um, my background in this work, um, was also through my doctoral program where I wanted to investigate whether or not master's level, um, principal curriculum was truly culturally competent.

So through that process and working closely with Dr. Wilburn, um, I just naturally became involved in this work. And so I am definitely looking forward to working with you all, both asynchronously and in person are while our cultural proficiency sessions are personalized for the school district of Clayton.

Um, our professional learning outcomes always remained the same. And so throughout this training participants will learn from, and with others who are other leaders who are culturally different from themselves, they will experience cultural proficiency as both for personal and professional work.

You'll use the framework of cultural proficiency and addressing equity access and inclusion issues in your schools, including developing a strategic plan for implementing the cultural proficiency framework and embedding it in all aspects of the district and in schools.

And then finally use the tools of cultural proficiency to make intentional choices about the focus of your efforts as an educator, to serve all students, the learning cycle for our professional development

work and the cultural proficiency framework, we will orient you or introduce you into, um, different learning topics.

We'll reflect individually on our learning. You'll have an opportunity to discuss with your fellow school board members, what you have learned, and then from those discussions, of course, apply what you've learned or put your learning into action.

And then after you have put the learning into action, of course, you will have an opportunity to evaluate, and then you'll continue that same cycle.

So throughout, uh, this particular learning, you will have an opportunity to reflect, have dialogue with your fellow board members and then produce action.

So today's agenda. We have kind of broken this up into four different blocks. So block one, we'll talk about cultural proficiency in you.

Um, and in this block, we'll talk about core values. Our second block will learn and apply the tools of cultural proficiency.

So what is cultural proficiency and why? And then of course have a introduction to the four tools of cultural proficiency.

Our third block will apply the tools of cultural proficiency by collecting data on the continuum and deciding how to lead for change.

And then finally in block four, we'll lead with action and have some strategic planning. So where are we now? And where is it that we hope to go?

So because we're using the framework of cultural proficiency and specifically that word culture, we want to define it for you.

Um, and we're using, um, some very well-known scholars that have written and studied, uh, culture specifically in the realm of education.

So Loretta Hammond, uh, has written a book, culturally responsive teaching and the brain. And so she really defines culture as the way that every brain makes sense of the world.

That is why everyone, regardless of race or ethnicity has a culture now in her book. And this, this actually guides one of the learning strategies that Marshawn and I use in trainings.

Um, but she breaks culture down into surface, shallow and deep culture. And without getting into too much detail in this first, um, piece of it really, she, she uses a model of a tree and the surface level are the leaves, um, pieces of culture that really have a low impact on trust.

And so when you think about cultural differences that exist, um, think about the cultural differences that exist between, um, you and your family members, you and some of your friends, perhaps you and other board members.

Um, when you think about that surface level culture, what she says are these are things that, that people can usually observe by just being around you, um, but differences can exist.

And there's usually not a lot of trust that can be broken. And so, um, really that means reduced conflict as a result of culture.

Now, as you get down into the trunk of the tree and the roots of the tree, which, um, really correspond with that shallow and deep culture, the, the levels of trust can be broken in terms of the cultural conflicts that can exist, um, within those various pieces.

So again, I don't want to get too far down into the red, a Hammond specific work, but I wanted to just, uh, throw that model out there of really how, uh, intertwined and I would say level culture can be now the other two blue boxes that you see there are the authors of cultural proficiency.

And we'll talk a little bit more about that here in just a moment. The late Terrell Randy Lindsay pecans and Corey Robbins and Dolores Lindsey have really centered their work around the cultural identity.

So any cultural proficiency resource that you were to pick up, it would reference, I would say at least one, uh, perhaps more than one of these particular cultural identities.

So Terrell and Lindsey said when a person's cultural identity is constructive, race, ethnicity, gender, sexuality, social class, language ability, religion, beliefs, traditions, and behaviors are all considered.

Now the blue, the blue box below, uh, just brings in a couple more pieces. They call them characteristics in this particular definition, um, of human description.

So things such as age geography, ancestry, history, um, physical ability, and they even get into occupation and affiliation. So we wanted to just throw these out before we get into the culture proficiency framework is just take a look at some of the scholars that have written on culture in terms of education.

So here is just the reminder again. Um, I said that that the authors of culture proficiency have broken it down into nine, uh, cultural identities.

So this would be a great time for you to involve yourself or engage in that reflection, dialogue, and action process.

So as you think about who you are as a board member in the school district of Clayton, you all possess, or you hold these nine, uh, cultural identities.

And so the question we would just like you to reflect on is who are you or who am I, um, and how do I show up for others again, as a board member in the school district of Clayton.

So with, we'd like to just talk about one additional scholar here, as we enter into, uh, really introducing this framework to you.

So Lisa Delpit wrote a book called other people's children, and really the notion of the book is, um, that she talks about educating other people's children.

Um, specifically this quote we've pulled really, uh, focuses the efforts on why we would use culture proficiency in an educational setting.

So we've all seen over the years as many reform programs come and go in attempts to, uh, increase student achievement, increased student wellbeing, uh, that continuous school improvement model, um, where we've all been through, no child left behind and various reform programs.

And so this direct quote says, what should we really be doing? Um, the answer is I believe why not in a proliferation of new reform programs, but in some basic understandings of who we are and how we're connected and disconnected from one another.

So this ties in a little bit to the slide just prior to this is, um, you know, what cultural identities do we share?

How do those make us connected and disconnected from one another. But this also serves as a kind of a launchpad for the next few slides that you're going to see around our core values.

And those core values really lead to everything we do and say, not only as people, but also as educators. And I would say board members, community members, students, staff, administration in the school district of Clayton.

So core values of a culturally competent educator in order to be a great leader, you must clarify your values. And in order to clarify your values, you must look inward.

So before you can consciously start your journey of cultural proficiency with the intent to provide equitable outcomes for all students in your classroom school or school district, you need to know clearly who you are and what your core values are.

So as board members of the school district of Clayton, um, your core values, of course guide your leadership, um, and your role in the school district of Clayton to make decisions that are well-informed and in the best interest of your faculty, staff, students, and community.

So I want you to take a look at these 52 core values, um, and possibly take an opportunity to pause the video at this point and consider what you do or say that is in line with, um, these <inaudible> values in your role as a board member in the school district of Clayton.

So now that you've had time to think about your own personal core values and how you show up as a board member in the school district of Clayton, what, how those core values guide, um, our behaviors.

So the things that we say and do as board members, we want to shift now to thinking about the core values of the school district of Clayton.

So here, you'll see this QR code. It should take you directly to, uh, your school districts link of the organizational values.

And so at the beginning, I know Marshawn talked about how we personalize each and every training session. It's important that we take each school district where they are, what their vision and mission are, their core values, um, the, the strategic planning or the comprehensive school improvement plans that are already in place, and really demonstrate how this work can be embedded in what already exists within the school district.

Um, that's really important to us. And so this is one of the learning strategies that we used with the administration.

And now we would like you all to engage in a reflection, dialogue, and action process around these organizational core values.

So what we asked with our administrators, the, the school district Clayton's administrators is to participate in, uh, answering four questions related to the organizational values.

So what you all might do as a board of education is, um, divide up the core values and think about them, um, in relation to what do they actually mean?

And do we, as a school district of Clayton, do what we say we do, that's the whole purpose of our organizational values.

Um, and so, uh, of course, uh, because this is asynchronous, we won't be following the same protocol, but if you, as a board of education, find yourself wanting to, um, do the learning exercise just as the administrators did, here are the directions for that.

So this'll be a good time again, to possibly pause the video and think through the core values of the school district of Clayton answering these four questions.

So one, how do we define this core value? Again, this might be a great exercise as you think about, um, after your reflection, but having some dialogue with one another of how do we, as a board of education really define the particular core value.

The second question there are, what are some examples of how this core value value is overtly demonstrated in our district?

So this is where you might come up with some positive examples, um, ways in which these core values are impacting our students and our community.

Um, if Marshawn, I were to walk through your hallways and visit your classrooms and attend your, um, sporting or art events or music events, uh, we would be able to see these core values in what is, um, what is the culture within those particular areas?

So again, this column is just meant to list some examples of how those core values really show up in the school district.

Now, the third question you see, there is actually the opposite. So we ask you to reflect is this core value actually covert or hidden?

So if so, we ask you to think about what are the unarticulated contradictions or identity comes to this value. So this is where you might come up with some non-examples in our training and trainings.

I know that we always use, um, certain examples, uh, just to kind of get you thinking around this. Um, but perhaps diversity, if that's one of the core values, are there ways that diversity really shows up right, that are not hidden, but what we're asking with the cohort value is, um, is there places where, uh, diversity may not be very overt where we don't see that diversity, that would actually be an example of how diversity could operate as a hidden value.

Um, the next piece of this, the last question there is how might we use this information as we plan for increasing equity access and inclusion for all students?

So again, this would be a great time for the board, the board members to come together, thinking about what does this core value mean specifically in terms of opening doors for students in the school district of Clayton, who simply are not thriving?

What is it that we might do not only as a board of education, but as specifically as you think about, um, your guidance or governance around policies and practices, those types of things that, uh, we think about increasing equity, access and inclusion for all of our students in the school district of Clayton.

So why cultural proficiency? So first and foremost, there are demographic differences in educators and school and students. Secondly, those differences produced conflict would have to be managed appropriately.

Some students are not thriving in our schools and classroom. There are educational disparities, there's systemic oppression, and the framework provides tools for change, growth and improvement. Additionally, this framework supports equity, access and inclusion. And then finally, there are also other elements that are specific to the school district of Clayton that could be supported by the cultural proficiency framework.

So cultural proficiency is a mindset. It's a worldview, it's a perspective, a mental model and a journey. Finally, cultural proficiency is a lens to view and experience our world in education reflection, dialogue, and action is key to, um, progressing through the framework of cultural proficiency and the four tools.

And so you will hear that refer to, um, throughout these sessions as the RDA process, Because this is an introduction today of the culture proficiency framework.

We wanted to put the authors that have come before us around this work and give you just a little bit of history.

So, first of all, in the top left corner TLC, see where it says CCPE P that is the center for culturally proficient educational practice out in California.

So we wanted to give you that link because within that, um, website, uh, you will find a whole host of resources in addition to what we've provided for you today.

Um, the Midwest collaborative is actually an affiliate of the center for closer proficient practice. Um, the QR code there that you can scan on the right is actually a manuscript from Dr.

Terry Cross that you will see on the far left there, Dr. Cross in 1989, he and his colleagues conducted a research study.

They wanted to really look at the degree to which, uh, minority children with severe mental disabilities were receiving access to healthcare, specifically mental health care.

And so from that study, the findings show that there were stark disparities between, um, race and ethnicity as it relates to receiving access to that care.

So from there again, in 1989, he created the culture proficiency framework. So this framework actually started in the healthcare field now in the early nineties, just a couple of years later after reading the manuscript, Randy Lindsey and Ray Terrell, the next two individuals that you see there

from left to right, uh, called Terry Cross and wanted to, to know how much they could pay them to bring that culture proficiency framework into education, Terry Cross said, go forth and do no harm. And so, um, that is part of what Marshawn and I, um, our mission is to make sure that we are providing resources to educators across this nation who are interested in using this framework, uh, to help increase again, equity access and inclusion in our school systems.

So the, the two ladies there that you see could containery Robinson, Dolores, Lindsey, they have also been, um, he authors in this work, if you were to, if you go to the CCPE P website, again, you'll find a whole host of, um, resources, articles, books that have been written, uh, by those that you see here. And we recognize we would not be able to do this work if it weren't for all of these scholars as well. So what is cultural proficiency? Proficiency is the highest level of competence, the personal values and behaviors of individuals and the organizations policies, practices that provide opportunities for interactions amongst students, educators, and community members.

So if you'll see here to the left is the conceptual framework for culturally proficient practices. And the interesting fact about this framework is that it is read from the bottom up.

So you'll see the bottom left, um, are the barriers to cultural proficiency. And there are four barriers to cultural proficiency, these barriers, service, personal professional, and institutional impediments to moral and just serviced to a diverse society.

You'll see also that the barriers of cultural proficiency and through the, with the orange arrow right above it lead to or provide for unhealthy practices.

So cultural destructiveness, incapacity, and blindness within your school community on the bottom, right? You'll see the guiding principles of cultural proficiency.

And this is the second tool for cultural proficiency. You'll also notice that we kind of cross this area of ethical tension, that blue area in the middle.

So in order for us to navigate from the barriers to assuming the guiding principles are, are a tool to, um, you have to kind of cross that area of ethical tension.

And so the guiding principles, those are the values and belief statements that the cultural proficiency framework is built on. And you'll also notice with the orange arrow, the guiding principles are those values and beliefs statements of this framework inform the healthy practices that are present within the school district of Clayton.

So cultural pre competence, cultural competence, and then of course, cultural proficiency finally, um, in the center there where we talk about the unhealthy practices and the healthy practices, um, and you cross that area of ethical tension or managing the dynamics of difference.

Um, as you navigate from unhealthy to healthy, this center area here is called tool known as two or three, or the continuum of cultural proficiency.

And so this provides the opportunity to identify what's working and not working and make the best of that. And, um, of course use the opportunity to make changes within the school district of Clayton.

And then finally at the top tool for the essential elements for cultural proficient practices and the service to standards for personal and professional values and behaviors, as well as organizational policies and practices, you'll notice that the essential elements, um, listed into a four start with action verbs.

So assessing, valuing, managing, adapting, and institutionalizing. So again, um, the essential elements, service standards for personal and professional values and behaviors, as well as organizational policies and practices.

So one of the questions that we always get is, so that's a conceptual framework. How do we put it into practice?

What does this look like day to day, month to month, year to year in a school system? So this particular graphic that you see is actually part of a book that's coming out here January 4th. Um, it really breaks down what teams do to actually apply each one of the four tools. So the circle that you see there in the middle represents the four tools of cultural proficiency.

So we're not going to take the time on the video to read what each of the teams do for ease in applying each one of the tools.

So we'd like you to maybe pause the video and kind of read through those yourself, as you will notice in our asynchronous and even our face-to-face work that we do, we will actually be practicing this meaning, applying the tools, um, given kind of what you see in the white boxes there.

So again, pause the video, take a moment just to read how teams apply the tools to increase equity, access and inclusion.

So, um, we know that we just ask you to pause for that particular application slide, but now we'd like to engage you in a reflection, dialogue and action process.

So as Dr. Warren broke down each of the four tools of cultural proficiency in the framework, and you had an opportunity to read how teams apply each one of those four tools, we'd like you to, to type, take some time to reflect, but also if you have the opportunity to talk with other board members about, um, what did you hear as you, you heard about this conceptual framework for the first time, what resonated with you as a board member in the school district of Clayton?

And then finally, what questions do you have at the end of this video? We will actually give you both a website or, sorry, excuse me, an email address and a phone number.

And if you want to ask those questions prior to our face-to-face, uh, Marshawn, and I would be happy to answer any of those for you for clarification, um, or for a deeper understanding of what those tools are.

So, um, another question again, is I know we mentioned where we're working in 23 school districts and how is this exactly going to work in the school district of Clayton?

So again, this is very personalized. And so as we work with the administrators, um, we will be looking at, in what ways you all want this work embedded in your school system and Marshawn, and I will be facilitating conversations to build the capacity of the administrators and others.

Um, if identified to embed it in the practices, the policies, the behaviors, uh, that exist within individuals in Clayton, so that we can make sure that we are moving towards continuous school improvement and really opening the doors for the school, uh, the students in the school district of Clayton.

So some other implementation ideas, just to give you an idea of other work that Marshawn and I are, uh, invested in, uh, we've been working with districts, uh, schools anywhere from, you know, just this month to over five years in creating district level equity action plans.

Uh, so looking at policies, procedures, looking at the vision and mission, and perhaps even the school improvement goals and, uh, looking for ways to embed this work in that work that, that already exists.

Um, we're working with individual school buildings that have really looked at some of their practices and policies and identified, uh, they've conducted a data collection and, and I don't necessarily mean that quantitative data that, um, we typically look at, but, uh, personal stories, um, personal, um, examples of practices, policies, or behaviors, those things that they hear people say and do that really relate to, uh, helping students along their journey in the school district and making sure that we are reaching our vision and missions of the school district.

Uh, you'll see a whole host of other, uh, uh, ideas, their curriculum rewriting. Uh, we've worked with a district who is currently currently, uh, building teacher cultural competencies.

So, uh, they they've taken their evaluation tool and really look to see how might we embed the, not only the language of culture proficiency, but if we were to say, um, you know, all of our administrators, all of our teachers are culturally competent in the school district of Clayton. That's exactly some of the work that this, this framework can provide. Um, so again, if you have any questions about these Marshawn and I will be happy to have these, some of these discussions during, um, our face-to-face or again, if you want to email us or, um, uh, send a text message, call us that's appropriate as well.

So now moving into block four, I know we didn't announce along the way when we were moving into the various blocks, but, uh, we always like to end our sessions with a reflection question to have people reflect on what is it that we kind of learned during the session and how might we use that in moving forward.

This is where the action piece of the RDA process really comes to life. So a few questions, again, you may stop and do some reflection, um, around what are your vision and mission statements say that you do as the school district of Clayton?

Um, to what degree do you believe, uh, you do, or w we do as a school district? Do what we say. We do, uh, the third question there, where are we now, and really, where do we want to go with this work?

Uh, as you just noticed in that implementation slide, the possibilities are endless. Um, at the end of the day, what Marshawn and I want to do is build the capacity of the people working in the school district of Clayton, so that you don't need us anymore at a certain point.

Um, and so we will talk along the way about, um, the, the language that we use, the processes that we use so that we are intentionally building, uh, the capacity for this work to not only be implemented, but sustained over time.

Um, so that we truly see the change that we want to see so that we can say that all of our students in the school district of Clayton are thriving.

So again, take some time to reflect. Um, it would be great if you could get together as a school board and talk about, you know, some of your re your learning around this and how you see this operating as a board of education.

So the journey to cultural proficiency is not a place in which we will arrive. It is the journey of educating our youth so that all students thrive.

So it's very important to remember that cultural proficiency is actually a journey. It's not a place where you should expect to be in five to 10 years because our society, our school community is dynamic and ever-changing.

So you want to remember, again, that cultural proficiency is a journey, um, and you should not expect to arrive there.

You should be continually growing and learning. So as promised, please feel free to contact us with any questions that you have about today's session.

Of course, we know it's asynchronous, um, but we wanted to, we wanted to give you our email address as well as a phone number there, if you wish to text us.

Um, we really would like to know in what ways that this asynchronous session has been helpful. So if you wouldn't mind, again, we won't text back unless you want us to.

Um, but we would love to know how this has been helpful to you all as a board of education. Um, so again, we want to thank you for your time for listening to us today.

We hope you've. We have provided you a little bit about, uh, the introduction really to culture proficiency, and we look forward to seeing you in January.

Thank you.

Note to File 2 of 2:

Link and transcript below to **Board of Education Equity Training Session 2** mentioned in responsive letter from Clayton received in 05-20-2022 email.

<https://www.loom.com/share/95d42cac96f9489981ea57fbbb8fa7ac>

Hello, and welcome to session two of your asynchronous learning around the cultural proficiency framework, Dr. Welborn and I are here with you today to talk about tool two and two, three relighting, relying on the guiding principles as well as the cultural proficiency continuum.

So again, welcome to session. Two of your asynchronous learning here is where we are headed. We began our work where we discussed, uh, core values and introducing you all to cultural proficiency. We'll be moving forward for session two, talking about the guiding principles and about the cultural proficiency continuum. Um, we will move from there to discuss the barriers and a little more work around tool three, which is a continuum.

And then finally, we will end with the essential elements, equity action planning, and culturally proficient coaching. I won't read all of these learning outcomes to you.

However, it is important for you to remember that we do utilize the RDA process, which is reflection, dialogue, and action.

And for today's asynchronous learning, we will use the tools of cultural proficiency to make intentional choices about the focus of your efforts as a school board member, as well as educators to serve all students.

So we've divided our agenda today into three blocks. Our first one, uh, cultural proficiency in you. So we'll discuss core values of culturally competent school leaders.

In our second block, we will learn and apply the tools of cultural proficiency. Um, taking a look at tool two, which is the guiding principles of cultural proficiency and then tool three, which is the cultural proficiency continuum.

And then finally, block three, we will have some action planning. So we'll consider where we are now and where we want to go.

So in the first session of our asynchronous work, we had to reflect on your top core values as a person and as a school board member.

So this time, what we want you to do is think about them through a different lens. Uh, some of the work that we did with administrators earlier, um, last month was to really think about what does being a culturally competent school leader look like.

What would a culturally competent school leader really value and how would that guide their actions and behaviors? So a culturally competent school leader is effective in cross-cultural situations that affect their students, the communities they serve and the educators and staff members in their schools.

So if you think about your role as being a school board member for the school district of Clayton, think about what core values really lead you to be effective in cross-cultural situations.

The second piece of that there that you'll see is they are committed to serving all students at high levels, through knowing, valuing and using cultural backgrounds to examine change and implement policies, practices, and behaviors, those things that we say and do to open doors for all students to thrive.

So again, we're asking you as school board members to think about what would be the top core values of a culturally competent school board member.

So this would be a great time to, again, pause the video, take a look at the 52 core values and sort them into the three categories, uh, most important for a culturally competent school board member.

Those that are somewhat important for a culturally competent school board member. And then finally those that are not really important at all for a culturally competent school board member.

So again, those 52 core values here might be a good opportunity to hit pause on the video. So once you've really sorted those, what we'd like you to do is take your top five values that you say any school board member would be culturally competent if they held these core values in high regard.

And so once you've identified those top five values, we would like to, uh, ask you to engage with your fellow school board members and decide on just one.

So take some time to discuss those top five values that you all, um, decided upon that are most important for a culturally competent school board member.

And again, narrow it to one once you've done that. What we'd like you to do is think about what daily behaviors, what a culturally competent school board member, um, do that really align to that particular core value.

So again, these would be behaviors, those things that you say and do a school board members that would identify you really as a culturally competent school board member.

All right. So this will be another great time for you to pause the video and discuss with your fellow school board members, how to lead with your core in the school district of Clayton.

So our quote here leaders take every opportunity to show others by their example, that they are deeply committed to the values and aspirations they communicate.

So again, take some time, pause this video and discuss leading with your core with your fellow members. All right, welcome back.

So we are now going to take a close look at tool two, which are the guiding principles of cultural proficiency.

So the guiding principles are the belief statements that educators can adopt to move practices and behaviors from the left or negative side of the continuum to the right or positive side.

So if you remember from our last asynchronous learning session, we talked about reading this cultural proficiency framework from the bottom up and the bottom left talks about those barriers of cultural proficiency, which are the negative behaviors, unhealthy practices.

However, today we're going to focus first on tool two. So we're going to cross that area of ethical tension, and we're going to look at the guiding principles.

So there are nine guiding principles of cultural proficiency and those guiding principles perform a moral framework for conducting oneself and organization in an ethical fashion.

By believing these nine statements, you will also see that this orange arrow points up to the right side of the continuum, which we will talk about briefly, but these belief statements inform the healthy practices that take place.

So it's cultural pre competence, cultural competence and cultural proficiency. Alright, so tool two again, the guiding principles. So these are the positive, equitable, productive, healthy behaviors, policies, and practices.

All right. So here again are the nine guiding principles. So for the sake of our asynchronous learning and giving you an opportunity to hear the principles, I will read, read each one of them to you, as you will navigate from this into, um, sometimes I'll work with your fellow colleagues around assuming and understanding this language.

So first culture is a predominant force in society. People are served in varying degrees by the dominant culture. People have individual and group identities.

Diversity within cultures is best and significant. Each cultural group has unique cultural needs. The family as defined by each culture is the primary system of support in the education of children.

People who are not part of the dominant culture have to at least be by cultural school systems must recognize that marginalized populations have to be at least by cultural.

And this status creates a distinct set of issues to which the system must be equipped to respond through culturally proficient educational practices, inherent and cross-cultural interactions are social and communication dynamics that must be acknowledged adjusted to and accepted.

So what we want you to do is consider these two questions and then pause the video so that you can have time to discuss them with your colleagues.

So first, what does this guiding principle or each of these guiding principles mean to you as board members? And then second, what do these guiding principles relate to?

Or how did these guiding principles relate to what we are trying to do in opening doors for all students in the school district of Clayton?

So at this time we're going to move into tool three. I want to speak about this tool because tool two, guiding principles and tool three, the continuum as Dr.

Warren pointed out are intertwined with one another. They really operate, uh, together. And so the continuum of cultural proficiency helps teams identify policies, practices, and behaviors that produce an equities and deny access and then create opportunities to change them.

So when we get together at the end of January in a face-to-face session, we're actually going to engage in some dialogue, as well as data collection around the cultural proficiency continuum.

You can see here in the framework that there's a left side, really it's called an unhealthy, uh, side. And there's also the right side that, that really informs all of those healthy practices, procedures, and policies.

So for today's purposes, um, we're really going to look at just the right side, but what we want you to know about the culture proficiency continuum is it really provides educators, the opportunity to identify policies, practices, and procedures that may not be impacting their students in the positive way that they intend them to.

And so this sometimes is where we can see those, um, academic gaps, um, other disparities in education, perhaps it's discrepancies in certain data pieces, it's those policies, practices, and procedures that if we can identify how we might open the doors for certain students who are, are not thriving, that we can really rely on this continuum to see the great picture.

So here, you'll see, along the cultural proficiency continuum, there are six points on the continuum, cultural destructiveness, incapacity, and blindness are on the left side.

When we get together in January, we will explore these with a little bit more depth, but for today's purposes, we're going to focus in on the side.

That's really about transformation. So when we think about creating a culturally competent system or culturally competent school district, we really have to rely on, um, being able to celebrate what we're already doing.

That's opening doors for the students who aren't thriving. Um, and so those particular areas fall into three categories, cultural pre competence, cultural competence, and cultural proficiency.

So this might be a good opportunity to just pause the video and read what is actually in this continuum. Um, again, you read this continuum from left to right, the barriers tool.

One really do inform those three boxes on the left and the guiding principles. As we explore just earlier, really inform all of the policies, practices, and procedures that are already existing within the school district of Clayton that are pre competent, competent and proficient.

So as I move to the next slides, what we're going to do is go through each one and provide some examples for you of what culturally pre competent practices culturally competent, as well as culturally proficient practices look and sound like.

So to begin cultural pre competence. So the key word here is really beginning to know what we don't know in culturally pre competent behaviors.

Oftentimes you will see people talking about the issue, um, looking at data what's missing from being pre competent is the action that actually addresses that issue or helps to narrow those academic or educational gaps.

So if we go back just a little bit to what Dr. Warren mentioned that, uh, differing worldviews cultural pre competence fits right up against that differing worldview.

And so, um, while these practices policies, even behaviors are healthy, they produce equity, uh, within a school system. It's important just to mention that you're not quite there yet.

You're not to that point of cultural competence. So let me explain just a little bit more about that using some of these examples.

So short-term professional development or PD is event based and not really data-driven. And so if you were to look to your district's professional development plan, we would want to make sure that data is really driving that professional development plan.

If it's not, this is really a culturally pre competent again, professional development is good. It is what actually happens with the learning around that professional development that moves it from pre competent up to cultural competence.

The second one that you'll see there is episodic events, such as women's history month, black history month international night. Again, these are not things that should, should be taken away.

Um, but what we want to make sure is the students that are attending our school system, who want to make sure that they see people like and different from themselves throughout the year, we want to make sure that they feel celebrated and recognized value throughout the year and not just one particular month during the year.

So again, taking that from pre competent to competent would be, um, those students, those community members, again, feeling valued, um, seeing themselves in the curriculum, uh, and resources that are presented within the district as well.

The next one, there is begin to recognize issues of disproportionality, such as gifted student identification, uh, discipline data, even members of certain clubs.

So as you think about the school district of Clayton and, and those processes that exist, the key word here that keeps this one in the pre competent category is beginning to recognize.

You'll notice that there's not action, but to that in terms of changing policies practices, that would help open the for students in some of these areas, such as the gifted program, such as disciplines, such as members of certain clubs, here's something that someone might say that's pretty competent as well.

We are trying to teach the kids who used to go to school here. Um, again, taking that, uh, it's good that we are still teaching the kids, but taking it to pre-con or to competence would mean that we, we begin to think about our policies and practices and change them if necessary for the, for the students that are currently attending the school are full system.

The next one is reading a book or attending a presentation about an ethnicity and even a cultural identity, different from your own to learn about your students.

So this is a really popular one. One we see all the time such as book clubs or book studies, or, um, people attending certain professional development events.

Those are all really great. They are pre competent unless the new learning that's occurring from the new reading, the new Twitter followers, the, uh, or followings, the, um, the, the new knowledge you gain from a presentation it's pre competent until it's actually put into action and impacts the practices that we see either as of leading a school building or even teaching with inside the classroom here, you'll also see microaggressions present here.

Um, and these are those seemingly isolated comments, but if repeated over time can become harmful. And so, um, again, why some people may ask why is this in the cultural pre competence area?

In what ways could microaggressions be, um, producing equity or producing? Remember the key word here of cultural pre competence is we're beginning to know what we don't know.

Unfortunately, some microaggressions when people are asking questions to get to know somebody, um, without that, that relationship formed prior to it may actually become a microaggression, but it could have a benefit for the person that's trying to gain knowledge around a certain cultural identity. So that's why that one actually appears in cultural pre competence when we get together. Um, you'll notice that that microaggressions also fit with the cultural blindness category, um, which is up against that ethical tension line and differing worldview line as well.

So at this point, I want to move to where we want to be. If we were to say, you know, this is the meets category, this is where, what we're aiming for.

Cultural competence, actually not cultural proficiency is where we're aiming for. So cultural competence is where we start doing. And speaking up a key word here is change or action.

So some examples of cultural competence, our students and visitors can see images like and different from them. I would say throughout the year.

And I would say through all aspects of the school district, another opportunity, or another example here is the school is using dis-aggregated data to drive decision-making.

So they're not just looking at it. They're not just beginning to realize what the data looks like, but they're actually using that this, uh, segregated data to make changes, whether it's with policies or practices or even individual behaviors.

The next example, there is, uh, access data gathered and analyzed for developing strategies, for inclusion, including, but not limited to gifted advanced placements and sports.

And so the key words there, again, I said, change and action. So not only is that access data gathered, but it's also analyzed for developing strategies.

So that's where you see the change. We're not just gathering it, analyzing it, talking about it, but we push to the next level of action.

Um, this is something you may hear someone say, I noticed voices of our families who practice Islam are not present.

We cannot make a decision until we engage them. So this would be a school administrator stopping, um, stopping a meeting because they realize that everyone's voice is not in the room and making a decision could actually cause more harm than good.

And so that would be a culturally competent, um, behavior, finally differentiating instruction or assessment to effectively support all learners. That would be something that is culturally competent.

Now I want to move to the very last one here before we wrap up today. So if we move past where we are intending to be meaning, uh, developing a culturally competent education system, um, we land in this category of cultural proficiency.

So I want to just, um, read some of these because I think it really speaks to what culture proficiency is.

Now there's a key word here for cultural proficiency and that is advocacy. And so not only are you changing practices to help meet the needs of the students that attend the school district of Clayton, but you take it a step further.

You begin to advocate based upon the things that you say and do for social justice for doing what's right for students, especially those students who are not thriving in your system.

So culture proficiency is really lifelong learning about self and others. So a practice would be involving yourself or adopting the mindset, um, that this is a process that it's never going to be over. So one of the things that Dr. Warren and I often talk about is we aren't culturally, culturally proficient. We can't ever work in a place that will become culturally proficient.

Now I know that may sound kind of strange coming from two experts that, that do this work around culture proficiency all across the nation, but it's important to realize that cultural proficiency is a process.

It's not something that will ever be over and that we check the box and the reasons are very simple. Um, we can't know everything there is to know about everybody.

And we know our school communities are continually changing. And so we, as an education system, want to make sure that we have tools to critically look at.

Um, and I would just use the bottom when they're, for example, we learn how to surface examine challenge and change if necessary, personal and organizational behaviors, policies, and practices that really speaks to the heart of what culture proficiency it is.

Um, it's really a lens by which we can educate, I would say, successfully educate all students that attend our school district.

All right. So as we think about action planning for the remainder of 2122, um, we want you to take some time to reflect on what you know about the district, the school or the different departments, um, within your schools related to equity, access and inclusion.

So, given your role, think about what might be a leverage area of your practice or leadership in which you could examine, um, for raising equity and opening doors for Clayton students.

Secondly, how might you begin to use the language of the guiding principles of cultural proficiency and the reflection, dialogue action process to increase equity and access for Clayton students?

Third, where do you want to go during the 2122 school year? What would equity look like sound like or be like in your leverage area?

And then finally, what is one action you can take as a school leader to get there? So we, again want to thank you for your time today.

Um, we are eager to be with you all at the end of January, so that we can have some conversations around this culture proficiency framework and how you all might use the tools of cultural proficiency and your particular role as school board members in the school district of Clayton.

So again, we have given you our email address there. If you want to email us with any questions we know, uh, it's, it's a couple months before we will see you.

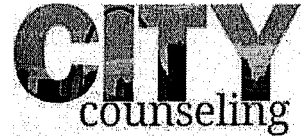
So we want to give you the opportunity to engage with us asynchronously, uh, past just watching this video. So again, you have an email address there as well as my phone number.

If you, um, are willing, please, uh, send us questions and, or tell us the ways in which today has been helpful to you.

So thank you all very much. We appreciate your time and we look forward to seeing you soon.

Ado pay kulk

From City Counseling
4507 B Laclede Ave
Saint Louis, MO 63108



Invoice

To Cameron Poole

Invoice #1067
Issue Date 01/16/2022

Client Cameron Poole
cameronpoole@claytonschools.net

PAID

Provider Amy P. Carmichael, MEd,
MFT
Tax ID: 845183878

FEB 14 2022

(314) 669-1277
amy@citycounseling.com

School District of Clayton

Date	Description	Amount
01/14/2022	Professional Services/Training	\$875

Total **\$875**
Make payments to: City Counseling

Notes

School District of Clayton LGBTQIA training on 1/4/22 815am-1130am
PO #2201619
Make Payments to City Counseling 4507B LaClede Ave, Saint Louis, MO 63108

RECEIVED
JAN 17 2022
BUSINESS OFFICE

224421

SCHOOL DISTRICT OF CLAYTON
2 Mark Twain Circle
Clayton, MO 63105-1613

Date
10/24/2019

Amount:
\$2,362.50

Pay to the order of:
EDUCATIONAL EQUITY CONSULTANTS LLC
SUITE 500A
8420 DELMAR BLVD
ST LOUIS, MO 63124

TWO THOUSAND THREE HUNDRED SIXTY
TWO AND 50/100 DOLLARS

NON-NEGOTIABLE

Date:	Invoice No.:	PO:	Account:	Description:	Amount:
08/30/2019	1717		100-2213-6319-50	Professional Development program - Courageous Conversations on October 26 at Glenridge	2,362.50
			100-2213-6319-50		

Check No. 224421

\$ 2,362.50

Educational Equity Consultants, LLC

**8420 Delmar Boulevard, Suite 500A
Saint Louis, MO 63124**

Date	Invoice #
8/30/2019	1717

Bill To
Glenridge Elementary School Attn: Dr. Beth Scott 7447 Wellington Way Clayton, MO 63105

314-997-6500

P.O. No.	Terms
	Due At Time Of Service

Description	Amount
Professional Development Program - Courageous Conversations: Staying Curious about our Community - October 28, 2019, November 25, 2019 and February 4, 2020 - Presentations will include the communities of Glenridge, Meramec and Captain Elementary Schools - Two Facilitators	2,362.50
Total \$2,362.50	

PAID
OCT 24 2019
By: _____

*OK to pay
JEE
10/24/19*

314-997-6500

REQUEST FOR PURCHASE

SCHOOL DISTRICT OF CLAYTON
2 MARK TWAIN CIRCLE
CLAYTON MO 63105

Req # : 2001674
Req Date : 10/15/19
Need By :
Req Type : P PURCHASE
Requestor: JULIE ENGELHARD

APPROVED BY _____

Vendor : 008699
EDUCATIONAL EQUITY CONSULTANTS
SUITE 500A
8420 DELMAR BLVD
ST LOUIS MO 63124

Ship To :
MAINTENANCE
CLAYTON, MO 63105

Line	Qty	Description	UoM	Unit Cost	Extended	ASN#	Budget Id
1	1	Professional Development program - Courageous Conversations on October 26 at Glenridge	EA	787.50	787.50	4350401	100-2213-6319-4040-4-46100-!
2	1	Professional Development program - Courageous Conversations on November 25 at Meramec	EA	787.50	787.50	5350401	100-2213-6319-5000-4-46100-!
3	1	Professional Development program - Courageous Conversations on February 4 at Captain	EA	787.50	787.50	3350401	100-2213-6319-4020-4-46100-!

TOTAL 2362.50

* * * * *

Not due until service - service all ID follow

Administrator's Signature: _____

Date _____

JJ 10/16

Purchase Order



THE SCHOOL DISTRICT OF CLAYTON
 2 MARK TWAIN CIRCLE
 CLAYTON MO 63105

PO Number	Date
2001674	10/17/2019

Phone: 314-854-6024
 Fax: 314-854-6095
 Federal Tax ID: 43-6000775
 MO Sales Tax ID: 12600121

VENDOR: 008699

EDUCATIONAL EQUITY CONSULTANTS LLC
 SUITE 500A
 8420 DELMAR BLVD
 ST LOUIS MO 63124

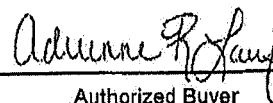
SHIP TO:
 MAINTENANCE
 305 NORTH GAY AVENUE
 CLAYTON, MO 63105

Fax: --

REQUESTED BY: Julia Engelhard

Do not overship or substitute without prior school district approval.
 Total invoices are not to exceed 10% of PO.
 Purchase order number must appear on all documents relating to this order.
Send all invoices to invoices@claytonschools.net or mail to above address.

DESCRIPTION	ASN	UOM	QTY	UNIT PRICE	EXT AMOUNT
Professional Development program - Courageous Conversations on October 26 at Glenridge	4350401	EA	1	787.50	787.50
Professional Development program - Courageous Conversations on November 25 at Meramec	5350401	EA	1	787.50	787.50
Professional Development program - Courageous Conversations on February 4 at Captain	3350401	EA	1	787.50	787.50
<i>For internal use:</i>				Subtotal:	2,362.50
				Freight:	0.00
				TOTAL:	\$2,362.50


 Authorized Buyer

Purchase Order



THE SCHOOL DISTRICT OF CLAYTON
2 MARK TWAIN CIRCLE
CLAYTON MO 63105

PO Number	Date
2001874	10/17/2019

Phone: 314-854-6024
Fax: 314-854-6095
Federal Tax ID: 43-6000775
MO Sales Tax ID: 12600121

VENDOR: 008699

EDUCATIONAL EQUITY CONSULTANTS LLC
SUITE 500A
8420 DELMAR BLVD
ST LOUIS MO 63124

SHIP TO:
MAINTENANCE
305 NORTH GAY AVENUE
CLAYTON, MO 63105

Fax: - -

REQUESTED BY: Julia Engelhard

Do not overship or substitute without prior school district approval.
Total invoices are not to exceed 10% of PO.
Purchase order number must appear on all documents relating to this order.
Send all invoices to invoices@claytonschools.net or mail to above address.

DESCRIPTION	ASN	UOM	QTY	UNIT PRICE	EXT AMOUNT
Professional Development program - Courageous Conversations on October 26 at Glenridge	4350401	EA	1	787.50	787.50
Professional Development program - Courageous Conversations on November 25 at Meramec	5350401	EA	1	787.50	787.50
Professional Development program - Courageous Conversations on February 4 at Captain	3350401	EA	1	787.50	787.50
				Subtotal:	2,362.50
				Freight:	0.00
				TOTAL:	\$2,362.50

For internal use:


Authorized Buyer

Katie M. Heiden-Rootes, PhD, LMFT

108 N. Clay Ave, Ste 200

Kirkwood, MO

khr.lmft@gmail.com

Date: 1/27/22
Billed to: School District of Clayton, Clayton, Missouri, 63105
Services provided: Training
Cost: \$175 per hour
Provider: Katie Heiden-Rootes, PhD, Licensed Marital & Family Therapist
NPI #1205077187, Tax ID #82-2430303

Date of Service	Time	Amount Due	Date Payment Received	Payment Method	Amount Received
Prep Time	1 hour	\$ 175.00			
1/25/22	1.5 hours	\$ 262.50			

	total	\$437.50		total paid	\$0.00
--	-------	----------	--	------------	--------

total due \$437.50

Payment due upon receipt.

REQUEST FOR PURCHASE

SCHOOL DISTRICT OF CLAYTON
2 MARK TWAIN CIRCLE
CLAYTON MO 63105

Req # : 2201716
Req Date : 11/17/21
Need By : 05/31/22
Req Type : P PURCHASE
Requestor: SANDRAMENCHELLA

APPROVED BY _____

Vendor :013786
JAIME E. WELBORN
JWE EDUCATION CONSULTING
241 DOGWOOD MEADOW COURT
ST. PETERS MO 63376

Ship To :
MAINTENANCE
CLAYTON, MO 63105

Line	Qty	Description	UoM	Unit Cost	Extended	ASN#	Budget Id
1	1	Professional services for asynchronous equity sessions and Board Retreat on Jnuary 31, 2022.	EA	2000.00	2000.00	7370001	100-2311-6319-1000-1-00000-700

TOTAL 2000.00

OK to pay \$1,000.00
Hold balance until end of year or final invoice.

S. Menckell R
11/17/21

5/12/22 -
OK to close out P.O.
of \$1,000.00. No further
invoices. See attached
Email.

11/17/21 - Emailed 'invoices' to pay
\$1,000. Bal due 5/31/22.

Administrator's Signature: S. Menckell R 5/12/22 Date _____

Did not do may 2022
training due to time
constraints.

20201206



Jaime E. Welborn, Ph.D.

President/Certified Training Associate

JWE Education Consulting, LLC

DBA – Midwest Collaborative for Cultural Proficiency in Schools

241 Dogwood Meadow Court

Saint Peters, MO 63376



***Cultural Proficiency
Professional Services Proposal***

Submitted to:

Nisha Patel, Superintendent

Clayton School District

October 24, 2021

Dear Dr. Patel:

Thank you for contacting JWE Education Consulting, LLC, hereunder, MCCPS, regarding the facilitation of Cultural Proficiency work during the 2021-2022 school year with the Board of Education. We are happy to provide our expertise in Cultural Proficiency Leadership and Culturally Proficient Coaching by facilitating discussions intended to lead individuals and your district toward culturally proficient educational practices.

As we discussed, we propose MCCPS will provide six asynchronous sessions of 20 minutes each plus a (2) hour face-to-face Board Retreat for professional learning. The proposed details of the professional learning sessions are included on Appendix A. The fee for overhead, planning, preparation, and contact time with the attendees of the sessions is \$2,000.00.

Each session will allow participants to:

- View *Cultural Proficiency* as a shared journey for educating Clayton School District's students;
- Experience *Cultural Proficiency* as personal and professional work;
- Use the *Framework of Cultural Proficiency* as a guide in addressing equity and access gap issues through strategic action planning; and
- Use the *Tools of Cultural Proficiency* to build professional capital for changing conversations through *Culturally Proficient Coaching*.

Thank you,

Jaime E. Welborn, Ph.D.

Jaime E. Welborn, Ph.D.

President/Certified Training Associate

JWE Education Consulting, LLC

DBA - Midwest Collaborative for Cultural Proficiency in Schools

241 Dogwood Meadow Court

Saint Peters, MO 63376



Cultural Proficiency
INVOICE (PROPOSAL)

Thank you for contacting JWE Education Consulting, LLC, hereunder, MCCPS, regarding the facilitation of Cultural Proficiency work during the 2021-2022 school year with the Board of Education. We are happy to provide our expertise in Cultural Proficiency Leadership and Culturally Proficient Coaching by facilitating discussions intended to lead individuals and your district toward culturally proficient educational practices.

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Expenses		
Contact Time • Professional Services • Planning and Preparation Time • Curriculum & Resources • Overhead	4 hours	\$2,000.00
Travel		
Mileage	-	\$0
Car Rental	-	\$0
Hotel	-	\$0
Airfare	-	\$0
Total		\$2,000.00

Please remit payment to JWE Education Consulting, LLC, 241 Dogwood Meadow Court, Saint Peters, MO 63376.

APPENDIX A

MEMORANDUM OF UNDERSTANDING (MOU)*

*This Memorandum of Understanding is entered into by JWE Education Consulting, LLC and Clayton School District on this 16th day of November, 2021.

DESCRIPTION OF VENDOR/FACILITATORS

Midwest Collaborative for Cultural Proficiency in Schools

Midwest Collaborative for Cultural Proficiency in Schools is a proud affiliate center for The Center for Culturally Proficient Educational Practice. The Center for Culturally Proficient Educational Practice (CCPEP) is located in North County San Diego, CA as a collaborative partnership among the Southern California Professional Development Federation, and Co-Founders, Delores and Randall Lindsey.

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

Jaime E. Welborn, Ph.D.

Jaime E. Welborn, President of JWE Education Consulting, LLC and Executive Director of Midwest Collaborative for Cultural Proficiency (DBA), is a former teacher and school administrator. With 16 years experience in education, she currently serves as Assistant Professor in Education Leadership. She received her certification as a Senior Training Associate from the Center for Culturally Proficient Educational Practice (CCPEP) in 2019. Since 2016, Jaime has worked in numerous schools and districts providing face-to-face and virtual professional learning for educators, including administrators, teachers, and support staff, focused on equity, access, and inclusion. She received a B.S. in Elementary Education from Southern Illinois University, M.A. in Educational Administration from Southern Illinois University, and a Ph.D. in Educational Leadership from Saint Louis University.

Marshaun Warren, Ph.D.

Dr. Warren is a consultant and co-facilitator for Midwest Collaborative for Cultural Proficiency in Schools. She will receive her certification as a Training Associate from the Center for Culturally Proficient Educational Practice (CCPEP) in 2021. Marshaun has over 17 years experience in public education as a teacher, assistant principal, associate principal, and coordinator of administrative services. She currently serves as Director of Human Resources, and Director of Diversity, Equity, and Inclusion. She has extensive experience in improving staff and student

relations, applying school law, and helping all stakeholders feel part of the educational team. She received a B.S. in Elementary Education from Southern Illinois University, M.A. in Educational Administration from Lindenwood University, an Ed.S. from Lindenwood University, and a Ph.D. in Educational Leadership from Saint Louis University.

DESCRIPTION OF CURRICULUM

JWE Education Consulting, LLC will provide a curriculum, resources, and 4-hours of facilitated professional development to Clayton School District's Board of Education. The curriculum and resources include:

- Participant access to intellectual property created by JWE Education Consulting, LLC for the outlined services;
 - Slides Decks
 - Electronic Documents/Resources
- Cultural Proficiency Learning Kit (Beads, Flipbook, and Core Values Cards); and

It is recommended that all participants purchase a copy of *Culturally Proficient Coaching*, 2nd Edition (2020) and *Leading through the Lens of Cultural Proficiency* (2021).

Intellectual Property

JWE Education Consulting, LLC hereby grants Clayton School District Administrators a license to use certain intellectual property owned by MCCPS related to the identified curriculum and professional services, as shall be identified by JWE Education Consulting, LLC, for Clayton School District's use in facilitating sessions, as further set forth in this Agreement (the intellectual property to be licensed by LLC to Clayton School District, the "Licensed Content"). The parties hereby acknowledge and agree that LLC will continue to own all rights, title, and interest, including all rights of copyright, trademark, and trade secrets, in any, and all original written materials or other fixed and tangible forms of expression, in any and all media, currently owned by LLC, with respect to the professional development, curriculum, and professional services created for Clayton School District.

DESCRIPTION OF PROFESSIONAL SERVICES

JWE Education Consulting, LLC will provide professional services by facilitating the 4-hours of professional development sessions for administration.

The professional services and deliverables include:

- Training to use the curriculum (outlined above), using learning strategies to apply the Tools of Cultural Proficiency;
- Intermittent leadership planning/support between sessions
- Support for data collection of Clayton School District policies, practices, procedures, and behaviors along the Cultural Proficiency Continuum for transformational change;

- Support in building the capacity of Clayton School District leaders to change conversations in effort of “opening doors” for students through increased equity, access, and inclusion using the *Culturally Proficient Coaching* model.

Materials

JWE Education Consulting, LLC will provide materials, technology applications, and electronic copies of documents necessary for engaging in the culturally proficient learning strategies. This does not include paper copies. If hardcopies of the learning guide or other handouts are preferred, the school district is asked to cover this cost.

*PROPOSED TERMS OF PROFESSIONAL SERVICES

Sessions #1-3 (October, November, December / Three 20-minute asynchronous sessions)

Key Concepts: Introduction to Cultural Proficiency
 What is Cultural Proficiency? Why Cultural Proficiency?
 Core Values, Culture, Identity
 Barriers to Cultural Proficiency
 Guiding Principles of Cultural Proficiency
 Cultural Proficiency Continuum

Objectives:

- Participants will engage in reflection and dialogue regarding Cultural Proficiency and its application to their personal and professional lives as educators.
- Participants will engage in culturally proficient learning strategies to discuss the Barriers in relation to negative, unproductive, and inequitable policies, practices, and behaviors present in our society, schools, and classrooms; then, use the Cultural Proficiency Continuum to develop a list of practices and behaviors relevant to their roles and schools.
- Participants will engage in culturally proficient learning strategies to discuss the Guiding Principles in relation to positive, productive, and equitable policies, practices, and behaviors present in our society, schools, and classrooms; then, use the Cultural Proficiency Continuum to develop a list of practices and behaviors relevant to their roles and schools.

Deliverables:

- Knowledge and learning strategies of the Cultural Proficiency Framework; practice and Behavior Data Collection
- Core Values and Guiding Principles of Cultural Proficiency Knowledge and Learning Strategies to apply the Tools of Cultural Proficiency in daily practice
- Barriers of Cultural Proficiency Knowledge and Learning Strategies to apply the Tools of Cultural Proficiency in daily practice. Practice and Behavior Data Collection

*Sessions #4 – 7 (Three 20-minute asynchronous sessions + 2 hours January 31st)

Key Concepts: Introduction to the *Culturally Proficient Coaching* Model
 Continuum of Cultural Proficiency
 Identification of Leadership Role Focus Area
 Essential Elements of Cultural Proficiency; Action Planning Goals
 Leading Change Towards Equity, Access, and Inclusion

Transformational Action Planning

Objectives:

- Participants will engage in culturally proficient learning strategies as they apply the Essential Elements of Cultural Proficiency as actions for increased awareness and change towards increased equity, access, and inclusion.
- Participants will use the Essential Elements to build and practice Culturally Proficient Coaching strategies to help breakthrough conversations designed to increase equity, access, and inclusion for all students.

Deliverables:

- Drafted Action Plan for Transformational Change
- Culturally Proficient Coaching Model

COST OF CURRICULUM AND PROFESSIONAL SERVICES

\$2,000.00 Total

TERMS OF PAYMENT

LLC will send one invoice for half of the fees (\$1,000.00) following the first learning session at the end of October 2021, and the other half at the conclusion of the professional learning in May 2022, totaling of \$2,000.00.

LOCATION

All sessions will be conducted on-site in the school district or virtually in accordance with health guidelines of the CDC and the state and county health departments. JWE Education Consulting, LLC consultants will follow the suggested location of the school district at the time of services unless health restrictions prevent them from doing so. The outlined professional services in this agreement will be delivered asynchronously, except for the session on January 31st, which will be conducted on on-site.

INSURANCE

JWE Education Consulting, LLC agrees to maintain, or cause to be maintained, at all times during the term hereof general liability insurance for occurrences during the term hereof with annual limits of not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate. Nothing herein shall be construed as a waiver of Sovereign Immunity or Governmental Immunity by whatever name as set forth in Mo. Rev. Stat. § 537.600 et seq.

INDEMNIFICATION

JWE Education Consulting, LLC agrees to indemnify, hold harmless and defend the District, its governing board, officers, employees and agents from and against every claim or demand which may be made by any person, firm, or corporation, or any other entity (the "Indemnified Parties") arising from or caused by the negligent or willful misconduct of JWE Education Consulting, LLC or any of its officers, employees, subcontractors, agents, or representatives in the performance of this MOU. Nothing in this agreement shall be deemed to constitute a waiver of the sovereign

immunity of the State of Missouri. Notwithstanding anything contained herein to the contrary, JWE Education Consulting, LLC, its officers, subcontractors, agents or representatives shall not be liable to the Indemnified Parties for any negligent or willful misconduct of an Indemnified Party.

CANCELLATION POLICY

Should either party need to cancel, it is mutually agreed upon and understood that no fees/expense will be invoiced or paid for future services.

TRAVEL

Travel costs are not included in this proposal.

IN WITNESS WHEREOF, the parties have signed this MOU below as of the ___ day of ___, 2021.

Clayton School District

By: *[Signature]*

Name: Nisha Patel

Title: Superintendent

Date: 11/16/21

JWE Education Consulting, LLC

By: *[Signature]*

Name: Jaime Welborn

Title: President

Date: 11/16/2021



Re: Invoice for Board of Education services

1 message

Wed, May 11, 2022 at 4:47 PM

Jaime Welborn <info@midwestccps.org>
To: Sandy Menchella <sandramenchella@claytonschools.net>

ZZ01716

Hi Sandy,

Since we did not do the board retreat, there will not be an additional invoice. You can close that one. I will send an invoice tonight or tomorrow for the books from yesterday.

Thank you,

Jaime

Sent from my iPhone

On May 11, 2022, at 12:21 PM, Sandy Menchella <sandramenchella@claytonschools.net> wrote:

Hello Jaime,

Thank you for sending me the final invoice for your work with our district leadership team. I have that in to be processed for you for payment.

Now I see I have an outstanding invoice for the services you provided to our Board of Education. Per the contract, this cost would be a total of \$2,000. I see we have paid \$1,000 on that contract, will there be a final invoice for this contract? I know you did not do the board retreat, so am not sure if that factors into the final billing.

Please advise.

Thank you!
Sandy Menchella

--

*Sandy Menchella
Executive Assistant to Superintendent/Board of Education
School District of Clayton, #2 Mark Twain Circle, Clayton, MO 63105
P: 314-854-6017*

NOTE: This electronic mail transmission from the School District of Clayton, including any attachments, is confidential. It is not intended for transmission to, or receipt by, any person other than the named recipient. If you are not an intended recipient, you have received this e-mail in error and are prohibited from reading, copying, printing, distributing or disclosing any of the information contained in or with this communication. If you have received this electronic mail transmission in error, please delete it from your system without copying it, and notify the sender by reply e-mail, so that our records can be corrected. Improper retention or distribution of this communication and any attachment(s) to this communication could subject you to legal action under pertinent federal and state statutes, and result in civil and criminal penalties.

SCHOOL DISTRICT OF CLAYTON
2 Mark Twain Circle
Clayton, MO 63105-1613

227350

Date
01/07/2021

Amount:
\$11,250.00

Pay to the order of:
JUST COMMUNITIES CENTRAL COAST
JUST COMMUNITIES
1528 CHAPALA STREET SUITE #308
SANTA BARBARA, CA 93101

ELEVEN THOUSAND TWO HUNDRED FIFTY
AND 00/100 DOLLARS

NON-NEGOTIABLE

Date:	Invoice No.:	PO:	Account:	Description:	Amount:
08/27/2020	1712	2100751	100-2213-6319-10	5.5 hour implicit bias training workshop with District Leadership on 7/30/20	7,312.50
09/10/2020	1717	2100751	100-2213-6319-10	5.25 hour implicit bias training workshop with District Leadership on 9/4/2020	3,937.50

Check No. 227350

\$ 11,250.00

INVOICE 1712

8/27/2020

PO 2100751
OK to pay
Jae
12/22/20



Transforming communities. Advancing justice

To:
School District of Clayton 2 Mark Twain Circle Clayton, MO 63105

Send Payment To:
Just Communities 1528 Chapala St. Ste 308 Santa Barbara, CA 93101 T: 805.966.2063 info@justcommunitiescc.org / www.justcommunitiescc.org TIN: 27-1540620

Description	Amount
July 7, 2020 5.5-hour on-line workshop for District Leadership Team <i>495</i>	4,125.00
August 17, 2020 4.25-hour on-line workshop for District faculty, staff, and administration <i>637.50</i>	3,187.50
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>PAID</p> <p>JAN 07 2021</p> <p>SCHOOL DISTRICT OF CLAYTON</p> </div>	
Make all checks payable to: "Just Communities"	Total \$7,312.50

Just Communities Central Coast advances justice by building leadership, fostering change, and dismantling all forms of prejudice discrimination and oppression. Just Communities was established in 2001 as The National conference for Community and Justice (NCCJ) of California's Central Coast and is a founding member of the National Federation for Just Communities.

INVOICE 1717

9/10/2020

PO 2100751
OK to pay
Jae
12/22/20



Transforming communities. Advancing justice

To:
School District of Clayton 2 Mark Twain Circle Clayton, MO 63105

Send Payment To:
Just Communities 1528 Chapala St. Ste 308 Santa Barbara, CA 93101 T: 805.966.2063 info@justcommunitiescc.org / www.justcommunitiescc.org TIN: 27-1540620

Date of Service	9/4/2020
-----------------	----------

Description	Amount
September 4, 2020 5.25-hour on-line workshop for District Leadership Team	3,937.50

PAID
JAN 07 2021
SCHOOL DISTRICT OF CLAYTON

Make all checks payable to: "Just Communities"	Total	\$3,937.50
	Payments/Credits	\$0.00
	Balance Due	\$3,937.50

Just Communities Central Coast advances justice by building leadership, fostering change, and dismantling all forms of prejudice discrimination and oppression. Just Communities was established in 2001 as The National conference for Community and Justice (NCCJ) of California's Central Coast and is a founding member of the National Federation for Just Communities.



Re: Implicit bias training - quotes

1 message

Julie Engelhard <julieengelhard@claytonschools.net>

Mon, Dec 21, 2020 at 10:34 AM

To: Adrienne Lauf <adriennelauf@claytonschools.net>

Cc: Deanna Allen <deannaallen@claytonschools.net>, Brent Bell <brentbell@claytonschools.net>

Title II funds can be used for ALL District PD.

On Mon, Dec 21, 2020 at 9:58 AM Adrienne Lauf <adriennelauf@claytonschools.net> wrote:

If that's permissible under Title II (I'm not sure who can be trained with those funds - i.e. if it is limited to certified staff), then I am ok with Deanna updating the PO.

Thanks

Adrienne

On Mon, Dec 21, 2020 at 9:50 AM Julie Engelhard <julieengelhard@claytonschools.net> wrote:

Oh, it's not small! \$3,937.50 divided into five Title II accounts as follows:

1350200 - \$787.50

2350200 - \$878.50

3350200 - \$787.50

4350200 - \$787.50

5350200 - \$787.50

Julie

On Mon, Dec 21, 2020 at 9:42 AM Adrienne Lauf <adriennelauf@claytonschools.net> wrote:

How much was the additional training? And where would it be charged to? I think Deanna will need to weigh in here with regard to the existing PO.

Thanks

Adrienne

On Mon, Dec 21, 2020 at 9:27 AM Julie Engelhard <julieengelhard@claytonschools.net> wrote:

Hi Adrienne,

I just got an invoice from Just Communities, the organization that did the implicit bias training. Milena and Robyn had me do a PO (2100751) for the quoted training for teachers and DLC. They then added classified staff but didn't tell me. Do we "add" the classified staff training to the existing PO or should I enter a new PO and complete an illegal purchase form?

Julie

----- Forwarded message -----

From: **Robyn Wiens** <robynwiens@claytonschools.net>

Date: Mon, Dec 21, 2020 at 9:13 AM

Subject: Fwd: Implicit bias training - quotes

To: Julie Engelhard <julieengelhard@claytonschools.net>

Hi Julie-

Just Communities worked with the DLC (7/30), the certificated teachers (8/17), and classified staff (9/4).

Attached was the original quote - which covered just the DLC and certificated teachers.

RVW

----- Forwarded message -----

From: **Robyn Wiens** <robynwiens@claytonschools.net>

Date: Wed, Jul 29, 2020 at 9:44 AM
Subject: Re: Implicit bias training - quotes
To: Milena Garganigo <milenagarganigo@claytonschools.net>, Missy Moxon-Rust <MissyMoxonRust@claytonschools.net>
Cc: Julie Engelhard <julieengelhard@claytonschools.net>

Here you go.
Thanks!
RVW

On Wed, Jul 29, 2020 at 9:00 AM Milena Garganigo <milenagarganigo@claytonschools.net> wrote:
Sorry. I forgot.
If you can send the contract to Missy - she will take care of it for you.

On Wed, Jul 29, 2020 at 8:54 AM Julie Engelhard <julieengelhard@claytonschools.net> wrote:
Before selecting Just Communities for Implicit Bias training, did you get quotes or info from any other providers? If not, I can do it. Just didn't want to do that if you already had done it. Need to do a quote log for our PO.

----- Forwarded message -----

From: **Adrienne Lauf** <adriennelauf@claytonschools.net>
Date: Wed, Jul 29, 2020, 8:36 AM
Subject: Implicit bias training - quotes
To: Julie Engelhard <julieengelhard@claytonschools.net>

Hi Julie,

On the implicit bias training - I know that vendor is unique and Robyn knows what the training is, but it really isn't a sole source since there are many implicit bias trainings available from other companies. To proceed we really need to document pricing from 3 vendors.

Thanks

Adrienne

--
Adrienne Lauf
Accountant/Internal Auditor
School District of Clayton
314-854-6026

--
Milena

Dr. Milena Garganigo
Assistant Superintendent of Teaching and Learning
School District of Clayton
314-854-6000

--
Dr. Robyn Wiens, Ed.D.
Assistant Superintendent of Student Services
School District of Clayton
#2 Mark Twain Circle
Clayton, MO 63105
(314) 854-6023
robynwiens@claytonschools.net
she | her | hers

Purchase Order



THE SCHOOL DISTRICT OF CLAYTON
2 MARK TWAIN CIRCLE
CLAYTON MO 63105

PO Number	Date
2100751	08/05/2020

Phone: 314-854-6024

Fax: 314-854-6095

Federal Tax ID: 43-6000775

MO Sales Tax ID: 12600121

VENDOR: 013346

JUST COMMUNITIES CENTRAL COAST
JUST COMMUNITIES
1528 CHAPALA STREET SUITE #308
SANTA BARBARA CA 93101

SHIP TO:
MAINTENANCE
305 NORTH GAY AVENUE
CLAYTON, MO 63105

Fax: --

REQUESTED BY: Julia Engelhard

Do not overship or substitute without prior school district approval.
Total invoices are not to exceed 10% of PO.
Purchase order number must appear on all documents relating to this order.
Send all invoices to invoices@claytonschools.net or mail to above address.

DESCRIPTION	ASN	UOM	QTY	UNIT PRICE	EXT AMOUNT
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	1350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	2350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	3350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	4350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	5350200	EA	1	825.00	825.00
4.0 hour online implicit bias workshop for faculty, staff and administration	1350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	2350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	3350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	4350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	5350200	EA	1	600.00	600.00
<i>For internal use:</i>				Subtotal:	7,125.00
				Freight:	0.00
				TOTAL:	\$7,125.00

Adrienne R. Lauf
Authorized Buyer

QUOTE SUMMARY LOG

Please attach this form to your requisition for purchases which require 3 quotes per District policy. Quotes may be written proposals, catalog pages or phone quotes. Purchases greater than the quote range illustrated on the Purchasing Paw are required to be publicly posted. Please contact the Business Office for assistance.

SCHOOL: Administration - District Wide use

DATE: 7/28/20

NAME OF PERSON SOLICITING QUOTATIONS

Robyn Wiens

DESCRIPTION OF ITEM	Implicit Bias training for School District of Clayton									
	BID TYPE P=Phone W=Website C=Catalog O=Other	PLEASE PROVIDE CONTACT NAME & PHONE NUMBER FOR PHONE QUOTES or ATTACH DOCUMENTATION	QUANTITY	COST PER UNIT	FREIGHT	OTHER	TOTAL COST	NOTES		
1	Just Communities 1528 Chapala St., Ste. 308 Santa Barbara, CA 93101	O (proposal) Proposal attached.	1				\$ 7,125.00			
2							\$ -			
3							\$ -			
4							\$ -			
5							\$ -			
6							\$ -			

Low quote accepted? Y / N If No, then please provide reason.

Please provide reason if less than 3 quotes were obtained.

Robyn Wiens was a guest participant when another district engaged in the same training. She found the training to be of exceptionally high quality and felt that the content was uniquely suited to our needs and aligned quite well with our learning goals. As anti-bias training is a niche "product," it would be difficult to make direct comparisons.



Carmel Saad Consulting



**Proposal to
The School District of Clayton**

Just Communities and Carmel Saad Consulting (JC/CSC) are pleased to present this proposal for Implicit Bias training to the School District of Clayton:

PROCESS GOALS & OBJECTIVES

The goal of the proposed process is to better equip the School District of Clayton to meet the needs of their diverse student and family population by providing a common language for talking about, framework for understanding, and evidence-based strategies for addressing implicit bias. Specifically, Just Communities/Carmel Saad Consulting will provide:

- A 5.5-hour virtual Implicit Bias workshop to the School District of Clayton's District Leadership Committee (DLC) on Thursday, July 30, 2020 (specific time TBD).
- A 4-hour virtual workshop to the School District's full faculty, staff, and administration on Monday, August 17th (specific time TBD).

A sample agenda for the 5.5-hour interactive workshop with the DLC includes:

- The Science of Bias
- Explicit vs. Implicit Bias
- The impact of implicit bias on different social groups (e.g. race, gender, sexual orientation, etc.)
- The impact of implicit bias in different sectors (e.g. education, law enforcement, business, etc.) with a focus on healthcare
- Exploring one's own implicit biases
- Learning and practicing evidence-based strategies for addressing implicit bias at the individual level
- Learning and practicing evidence-based strategies for addressing implicit bias at the institutional level (learning and practicing the strategies)
- Next steps

Prior to the workshop with the DLC, Just Communities will work with key District leaders to customize the workshop for the School District of Clayton. This would include getting student achievement data disaggregated by race/ethnicity to ensure the data portion of the workshop is as relevant as possible.

In addition, we will work to co-create a scenario or two that are also relevant to the ways implicit bias may play out in the District.

After the workshop with the DLC, we will work with a small team of DLC members to determine how best to further customize the program for the 4-hour session with faculty, staff and administration.

OUR APPROACH TO IMPLICIT BIAS WORK

Much research today on anti-bias training demonstrates that knowledge-based interventions are more effective in impacting outcomes (Devine, Forscher, Austin, & Cox, 2012; Forscher & Devine, 2018). Using a combination of research, storytelling, and engaging activities, we aim to motivate individuals to create a more inclusive and equitable environment in their institutions. We do this by highlighting the research that walks participants through what we know about bias.

Implicit bias is hidden prejudice. Human brains gravitate toward these biases, and we often internalize our society's stereotypes, whether we know it or not. We absorb these biases from societal messages in our childhood, including from family, friends, and media (Devos, 2008). Even though we absorb them early in life, we carry them with us throughout our lives. Thus, our brains reflect society's preferences, and these preferences affect how we treat others. But we often do not know we have them or how they impact our behavior. Thus, they have the power to undermine our best intentions toward social justice.

People are often unaware that they have implicit biases or how, specifically, they can affect behavior. We therefore cover a wide range of media and research examples of how implicit biases, no matter how subtle, can contribute to larger disparities in the workplace, in the classroom, in healthcare, in both the nonprofit and for-profit sector, as well as in the broader community (Carlana, 2017; Dovidio, Kawakami, & Gaertner, 2002; Green et al., 2007; Greenwald, Poehlman, Uhlmann, & Banaji, 2009; Heins et al., 2006; Jost et al., 2009; McConnell & Leibold, 2001). We take participants through various examples of how implicit bias affects behavior in various sectors. We even facilitate an activity similar to the tests of bias that give participants a sense of what their biases are. We then show participants how they can attenuate the effect of implicit biases on behavior by becoming aware of them. Once we realize what our biases are and how they affect behavior, we can mitigate their impact (Devine, Forscher, Austin, & Cox, 2012). Lastly, we empower them with five evidence-based tools on how to disrupt the impact of bias on their behavior.

We know that trainings are more likely to be successful if they incorporate the understanding that decisions do not necessarily occur because of explicitly 'racist' thoughts, but rather because of well-documented, pernicious stereotypes that operate largely outside of conscious awareness and control (Spencer, Charbonneau, & Glaser, 2016, p. 50). If we increase this awareness, we can help individuals align their behavior with their more conscious intentions of how to treat others.

Our work explores the impact of bias at multiple levels: the intrapersonal (how bias lives inside each of us), the interpersonal or group level (how bias impacts interactions between people or groups of people), the organizational level (how bias plays out within organizations and affects organizational processes, structure, demographics, culture, and outcomes), and the institutional/societal (how bias plays out within our society's institutions such as our educational, healthcare, criminal justice systems, media, etc.). We also help participants explore the interactions between these levels. In sum, the implicit bias workshops will help participants not only understand how bias operates and how it impacts their own thoughts, feelings, and behaviors, but also how it impacts the K-12 school

system. Participants will have an opportunity to explore the ways in which bias impacts a range of functions on their campus including teaching and learning, curriculum and pedagogy, student-teacher relationships, family engagement, campus climate and culture, and more.

We will also provide concrete strategies for effecting change at the organizational level within participants’ functional areas and beyond. For example, research shows that implicit bias is more likely to be activated under certain organizational conditions, including conditions that create lack of time, high levels of fatigue, stress and distraction, and low levels of motivation to change. The workshops will help people identify where these conditions are present in their organizations, why they are present, and what they can do to change these conditions. Similarly, participants will also explore where they have formal or informal power and influence within their functional areas and how they can use that power and influence to effect change in culture, policies, practices, and other aspects of organizational life.

Our approach emphasizes that bias is a natural habit of the brain but that there are things we can do to disrupt its effects on behavior. We know that shame and blame demotivates participants. Instead, we rely on research of how bias leads to significant disparities in various sectors, review how the brain gravitates toward biases in the first place, give participants an opportunity to reflect on bias in their own lives, and then empower them with evidence-based strategies shown to be effective in disrupting the effects of bias on behavior toward others.

BUDGET

Cost of services:

Service	Cost
5.5-hour on-line workshop for District Leadership Team	\$4,125.00
4-hour on-line workshop for District faculty, staff, and administration	\$3,000.00
Total	\$7,125.00

QUALIFICATIONS AND EXPERTISE

Together, Just Communities and Carmel Saad Consulting:

- Are grounded in the latest research in multiple fields including implicit and explicit bias, DEI, organization development, and systems change.
- Can customize not only our content, but also the evaluation and assessment tools.
- Have over 41 years of combined expertise in the field.
- Have worked across sectors with a diverse array of organizations and professionals.
- Have produced measurable results with existing clients, demonstrating that a well-executed anti-bias and equity initiative can improve outcomes.

JUST COMMUNITIES QUALIFICATIONS AND EXPERTISE

Just Communities is a nonprofit organization based in Santa Barbara. Just Communities envisions an equitable and inclusive Central Coast where all people are connected and respected; where all people have value and voice. Our mission is to advance justice by building leadership, fostering change, and dismantling all forms of prejudice, discrimination, and oppression.

Just Communities offers cultural proficiency training to organizational leaders, education seminars for the general public, leadership training institutes for students and teachers, and customized consultation to local agencies for organizational change initiatives centered around issues of diversity, equity and inclusion. Just Communities consciously works with people from a diverse cross-section of the community along the lines of race, income, gender, sexual orientation, age, ability, and religious affiliation.

Our expertise in diversity, equity and inclusion (DEI) uniquely positions us to serve people and organizations in the education, health care, non-profit, government, and business sectors. The breadth of our vision statement to "ensure that all people are connected and respected" and that they have "value and voice" does not limit our service to a single constituency. Whether we are training health care providers on cultural proficiency, facilitating a diverse collaboration of service providers to address youth violence, or empowering at-risk teens as leaders in their schools, Just Communities bridges differences among those of diverse backgrounds and cultures to strengthen the local community and advance social justice.

Just Communities has provided DEI training, consultation and coaching services for close to 20 years.

Jarrold Schwartz is the Founding Executive Director of Just Communities. Jarrod is an educator and consultant with more than 29 years of experience working with schools, nonprofit organizations, businesses, government, and communities. Jarrod's unique approach draws upon the fields of social justice and organization development to foster inclusive, multi-stakeholder processes that result in community and social change. Jarrod holds a Master's Degree in Organization Development from American University and the NTL Institute for Applied Behavioral Science. He is an Associate of the A.K. Rice Institute for the Study of Social Systems and Adjunct Faculty Member for Antioch University. Jarrod is a past board member of the Grex Center for the Study of Authority Dynamics of Social Systems, PUEBLO, and a past Commissioner for the Santa Barbara Human Relations Commission. His personal and professional mission is to foster social change and build community through transformative educational experiences for individuals, groups, organizations, and communities. Jarrod lives in Santa Barbara with his twin daughters Alix Peyton & Sydney Michelle.

CARMEL SAAD CONSULTING QUALIFICATIONS AND EXPERTISE

Dr. Carmel Saad is an Associate Professor of Psychology at Westmont College in Santa Barbara. She earned her bachelor's degree in psychology from UC Santa Barbara. She earned her Ph.D. in social and personality psychology at the University of California, Davis. Her work focuses on cultural competence, diversity, multicultural awareness, and bias. Her team aims to understand how to disrupt the impact of bias on behavior toward others to reduce disparities in real-world outcomes. She has adopted an evidence-based framework to help those in academic, law enforcement, healthcare, for-profit and nonprofit organizational contexts combat the effects of prejudice in their work.

Dr. Saad founded Carmel Saad Consulting in 2016, and through this private consulting firm, she and her team have helped organizations across a wide variety of sectors address racial disparities in outcomes in their fields. Her team facilitates sessions to help leaders and organizations better support underrepresented community members and mitigate the impact of bias in constructive ways. She works to understand organizations' specific needs before training them on how to address these needs in an evidence-based way.

Throughout the design and implementation of their trainings, Dr. Saad and her team rely heavily on prejudice and discrimination research to demonstrate how biases can have serious consequences on behavior at an individual level and can contribute to larger disparities at a systemic level. They use a multifaceted prejudice attenuation and prevention program that frames the idea of prejudice as a habit that can be broken (Devine, Forscher, Austin, & Cox, 2012). They expand awareness of prejudice and its outcomes, focusing on how certain biases can lead individuals to unwittingly perpetuate discrimination. They equip participants with evidence-based strategies to disrupt the effects of bias on behavior and mitigate its impact on real-world outcomes. They give participants an opportunity to discuss and practice the strategies within the context of their own roles within their organizations. Moreover, Dr. Saad and her team often empirically assess the effectiveness of their anti-bias training programs.

**Just Communities
Client List (partial):**

- Pepperdine University
- University of California, Santa Barbara
- Santa Barbara City College
- Santa Barbara Unified School District
- Santa Barbara Police Department
- RHM Design
- CALM
- Deckers Brands
- Santa Barbara Museum of Contemporary Arts
- Santa Barbara Natural History Museum
- Museum of Tolerance
- Tri-Counties Regional Center
- Oxnard School District
- Cottage Hospital
- County of Santa Barbara
- Santa Maria Bonita School District

**Carmel Saad Consulting
Client List (partial):**

- University of California, Santa Barbara
- Santa Barbara City College
- Sacramento State University
- Westmont College
- Fuller Theological Seminary
- County of Santa Barbara Probation Office
- Santa Barbara Police Department
- Carpinteria/Summerland Fire Department
- Cottage Hospital
- Vizient, Inc.
- Santa Barbara Foundation
- Santa Barbara Rotary Club
- Family Services Agency
- AppFolio, Inc.
- Leading from Within Emerging Leaders Program

**Just Communities/Carmel Saad Consulting
Joint Client List:**

- University of California Office of the President & California State University Systems
- Santa Barbara Unified School District

- Santa Barbara County Education Office
- County of Santa Barbara Probation Office
- County of Santa Barbara Housing Authority
- County of Santa Barbara Employee University
- Ventura County School Board's Association
- Social Justice Fund for Ventura County
- Santa Barbara Police Department
- University of California, Santa Barbara Associated Students
- Deckers Brands

Purchase Order



THE SCHOOL DISTRICT OF CLAYTON
2 MARK TWAIN CIRCLE
CLAYTON MO 63105

PO Number	Date
2100751	08/05/2020

Phone: 314-854-6024
Fax: 314-854-6095
Federal Tax ID: 43-6000775
MO Sales Tax ID: 12600121

VENDOR: 013346

JUST COMMUNITIES CENTRAL COAST
JUST COMMUNITIES
1528 CHAPALA STREET SUITE #308
SANTA BARBARA CA 93101

SHIP TO:
MAINTENANCE
305 NORTH GAY AVENUE
CLAYTON, MO 63105

Fax: --

REQUESTED BY: Julia Engelhard

Do not overshrip or substitute without prior school district approval.
Total invoices are not to exceed 10% of PO.
Purchase order number must appear on all documents relating to this order.
Send all invoices to invoices@claytonschools.net or mail to above address.

DESCRIPTION	ASN	UOM	QTY	UNIT PRICE	EXT AMOUNT
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	1350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	2350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	3350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	4350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	5350200	EA	1	825.00	825.00
4.0 hour online implicit bias workshop for faculty, staff and administration	1350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	2350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	3350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	4350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	5350200	EA	1	600.00	600.00
<i>For internal use:</i>				Subtotal:	7,125.00
				Freight:	0.00
				TOTAL:	\$7,125.00

Adrienne R. Lang
Authorized Buyer

Purchase Order



THE SCHOOL DISTRICT OF CLAYTON
2 MARK TWAIN CIRCLE
CLAYTON MO 63105

PO Number	Date
2100751	08/05/2020

Phone: 314-854-6024
Fax: 314-854-6095
Federal Tax ID: 43-6000775
MO Sales Tax ID: 12600121

VENDOR: 013346

JUST COMMUNITIES CENTRAL COAST
JUST COMMUNITIES
1528 CHAPALA STREET SUITE #308
SANTA BARBARA CA 93101

SHIP TO:
MAINTENANCE
305 NORTH GAY AVENUE
CLAYTON, MO 63105

Fax: - -

REQUESTED BY: Julia Engelhard

Do not overshoot or substitute without prior school district approval.
Total invoices are not to exceed 10% of PO.
Purchase order number must appear on all documents relating to this order.
Send all invoices to invoices@claytonschools.net or mail to above address.

DESCRIPTION	ASN	UOM	QTY	UNIT PRICE	EXT AMOUNT
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	1350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	2350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	3350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	4350200	EA	1	825.00	825.00
5.5 hour implicit bias training workshop with District Leadership on 7/30/20	5350200	EA	1	825.00	825.00
4.0 hour online implicit bias workshop for faculty, staff and administration	1350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	2350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	3350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	4350200	EA	1	600.00	600.00
4.0 hour online implicit bias workshop for faculty, staff and administration	5350200	EA	1	600.00	600.00
5.25 hour implicit bias training workshop with District Leadership on 9/4/2020	1350200	EA	1	787.50	787.50
5.25 hour implicit bias training workshop with District Leadership on 9/4/2020	2350200	EA	1	878.50	878.50
5.25 hour implicit bias training workshop with District Leadership on 9/4/2020	3350200	EA	1	787.50	787.50
<i>For internal use:</i>				Subtotal:	11,153.50
				Freight:	0.00
				TOTAL:	\$11,153.50

Adrienne R. Lang
Authorized Buyer

Purchase Order



THE SCHOOL DISTRICT OF CLAYTON
2 MARK TWAIN CIRCLE
CLAYTON MO 63105

PO Number	Date
2100751	08/05/2020

VENDOR: 013346

Phone: 314-854-6024
Fax: 314-854-6095
Federal Tax ID: 43-6000775
MO Sales Tax ID: 12600121

JUST COMMUNITIES CENTRAL COAST
JUST COMMUNITIES
1528 CHAPALA STREET SUITE #308
SANTA BARBARA CA 93101

SHIP TO:
MAINTENANCE
305 NORTH GAY AVENUE
CLAYTON, MO 63105

Fax: --

REQUESTED BY: Julia Engelhard

Do not overship or substitute without prior school district approval.
Total invoices are not to exceed 10% of PO.
Purchase order number must appear on all documents relating to this order.
Send all invoices to invoices@claytonschools.net or mail to above address.

DESCRIPTION	ASN	UOM	QTY	UNIT PRICE	EXT AMOUNT
5.25 hour implicit bias training workshop with District Leadership on 9/4/2020	4350200	EA	1	787.50	787.50
5.25 hour implicit bias training workshop with District Leadership on 9/4/2020	5350200	EA	1	787.50	787.50
<i>For internal use:</i>				Subtotal:	
				Freight:	
				TOTAL:	See Page 1

Adrienne R. Lang
Authorized Buyer

Purchase Order



THE SCHOOL DISTRICT OF CLAYTON
 2 MARK TWAIN CIRCLE
 CLAYTON MO 63105

PO Number	Date
2201759	11/29/2021

Phone: 314-854-6024
 Fax: 314-854-6095
 Federal Tax ID: 43-6000775
 MO Sales Tax ID: 12600121

VENDOR: 013786

MIDWEST COLLABORATIVE FOR CULTURAL PROFICIENCY
 IN SCHOOLS
 241 DOGWOOD MEADOW COURT
 ST. PETERS MO 63376

SHIP TO:
 MAINTENANCE
 305 NORTH GAY AVENUE
 CLAYTON, MO 63105

Fax: - -

REQUESTED BY: Mary Jo Gruber

Do not overship or substitute without prior school district approval.
 Total invoices are not to exceed 10% of PO.
 Purchase order number must appear on all documents relating to this order.
Send all invoices to invoices@claytonschools.net or mail to above address.

DESCRIPTION	ASN	UOM	QTY	UNIT PRICE	EXT AMOUNT
FACILIATING CULTUAL PROFICIENCY WORK - 21 HOURS	1394000	EA	1	2,100.00	2,100.00
FACILIATING CULTUAL PROFICIENCY WORK - 21 HOURS	2394000	EA	1	2,100.00	2,100.00
FACILIATING CULTUAL PROFICIENCY WORK - 21 HOURS	3394000	EA	1	2,100.00	2,100.00
FACILIATING CULTUAL PROFICIENCY WORK - 21 HOURS	4394000	EA	1	2,100.00	2,100.00
FACILIATING CULTUAL PROFICIENCY WORK - 21 HOURS	5394000	EA	1	2,100.00	2,100.00
<i>For internal use:</i>				Subtotal:	10,500.00
<i>Confirmation of order only - do not send</i>				Freight:	0.00
				TOTAL:	\$10,500.00

Adrienne R. Lang

 Authorized Buyer



Jaime E. Welborn, Ph.D.

President/Certified Training Associate

JWE Education Consulting, LLC

DBA - Midwest Collaborative for Cultural Proficiency in Schools

241 Dogwood Meadow Court

Saint Peters, MO 63376

PAID
DEC 10 2021
SCHOOL DISTRICT OF CLAYTON

Cultural Proficiency Professional Services
INVOICE



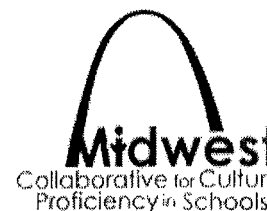
Thank you for contacting JWE Education Consulting, LLC, hereunder, MCCPS, regarding the facilitation of Cultural Proficiency work during the 2021-2022 school year. We are happy to provide our expertise in Cultural Proficiency Leadership by facilitating discussions intended to lead individuals and your district toward Cultural Proficiency.

As we discussed, we propose MCCPS will provide twenty-one (21) hours of professional learning to your selected administration beginning on October 17, 2021. The proposed details of the twenty-one (21) hours are included on Appendix A. The fee for the first half of overhead, planning, preparation, and contact time with the attendees of the sessions is \$5,250.00.

Expenses		
Contact Time <ul style="list-style-type: none"> • Professional Services • Planning and Preparation Time • Curriculum & Resources • Overhead 	10.5 Hours	\$5,250.00
Travel		
Mileage	-	\$0
Car Rental	-	\$0
Hotel	-	\$0
Airfare	-	\$0
Total		\$5,250.00

Please remit payment to JWE Education Consulting, LLC, 241 Dogwood Meadow Court, Saint Peters, MO 63376.

Jaime E. Welborn, Ph.D.
 President/Certified Training Associate
JWE Education Consulting, LLC
 DBA – Midwest Collaborative for Cultural Proficiency in Schools
 241 Dogwood Meadow Court
 Saint Peters, MO 63376



Cultural Proficiency Professional Services
INVOICE, May 3, 2022

Thank you for contacting JWE Education Consulting, LLC, hereunder, MCCPS, regarding the facilitation of Cultural Proficiency work during the 2021-2022 school year. We are happy to provide our expertise in Cultural Proficiency Leadership by facilitating discussions intended to lead individuals and your district toward Cultural Proficiency.

As we discussed, we propose MCCPS will provide twenty-one (21) hours of professional learning to your selected administration beginning on October 17, 2021. The proposed details of the twenty-one (21) hours are included on Appendix A. The fee for the second half of overhead, planning, preparation, and contact time with the attendees of the sessions is \$5,250.00.

Expenses		
Contact Time <ul style="list-style-type: none"> • Professional Services • Planning and Preparation Time • Curriculum & Resources • Overhead 	10.5 Hours	\$5,250.00
Travel		
Mileage	-	\$0
Car Rental	-	\$0
Hotel	-	\$0
Airfare	-	\$0
Total		\$5,250.00

Please remit payment to JWE Education Consulting, LLC, 241 Dogwood Meadow Court, Saint Peters, MO 63376.

Jaime E. Welborn, Ph.D.

President/Certified Training Associate

JWE Education Consulting, LLC

DBA – Midwest Collaborative for Cultural Proficiency in Schools

241 Dogwood Meadow Court

Saint Peters, MO 63376



*Cultural Proficiency
Professional Services Proposal*



Submitted to:

Cameron Poole, Director of Equity and Inclusion

The School District of Clayton

July 30, 2021

Dear Mr. Poole:

Thank you for contacting JWE Education Consulting, LLC, hereunder, MCCPS, regarding the facilitation of Cultural Proficiency work during the 2021-2022 school year. We are happy to provide our expertise in Cultural Proficiency Leadership and Culturally Proficient Coaching by facilitating discussions intended to lead individuals and your district toward culturally proficient educational practices.

As we discussed, we propose MCCPS will provide twenty-one (21) hours of professional learning to your selected administration beginning on October 17, 2021. The proposed details of the twenty-one (21) hours are included on Appendix A. The fee for overhead, planning, preparation, and contact time with the attendees of the sessions is \$10,500.00.

Each session will allow participants to:

- View *Cultural Proficiency* as a shared journey for educating the School District of Clayton's students;
- Experience *Cultural Proficiency* as personal and professional work;
- Use the *Framework of Cultural Proficiency* as a guide in addressing equity and access gap issues through strategic action planning; and
- Use the *Tools of Cultural Proficiency* to build professional capital for changing conversations through *Culturally Proficient Coaching*.

Thank you,

Jaime E. Welborn, Ph.D.



Jaime E. Welborn, Ph.D.

President/Certified Training Associate

JWE Education Consulting, LLC

DBA – Midwest Collaborative for Cultural Proficiency in Schools

241 Dogwood Meadow Court

Saint Peters, MO 63376

Cultural Proficiency
INVOICE (PROPOSAL)

Thank you for contacting JWE Education Consulting, LLC, hereunder, MCCPS, regarding the facilitation of Cultural Proficiency work during the 2021-2022 school year. We are happy to provide our expertise in Cultural Proficiency Leadership by facilitating discussions intended to lead individuals and your district toward Cultural Proficiency.

As we discussed, we propose MCCPS will provide twenty-one (21) hours of professional learning to your selected administration beginning on October 17, 2021. The proposed details of the twenty-one (21) hours are included on Appendix A. The fee for overhead, planning, preparation, and contact time with the attendees of the sessions is \$10,500.00.

Expenses		
Contact Time <ul style="list-style-type: none"> • Professional Services • Planning and Preparation Time • Curriculum & Resources • Overhead 	21 Hours	\$10,500.00
Travel		
Mileage	-	\$0
Car Rental	-	\$0
Hotel	-	\$0
Airfare	-	\$0
Total		\$10,500.00

Please remit payment to JWE Education Consulting, LLC, 241 Dogwood Meadow Court, Saint Peters, MO 63376.

APPENDIX A

MEMORANDUM OF UNDERSTANDING (MOU)*

*This Memorandum of Understanding is entered into by JWE Education Consulting, LLC and Clayton School District on this ___ day of _____, 2021.

DESCRIPTION OF VENDOR/FACILITATORS

Midwest Collaborative for Cultural Proficiency in Schools

Midwest Collaborative for Cultural Proficiency in Schools is a proud affiliate center for The Center for Culturally Proficient Educational Practice. The Center for Culturally Proficient Educational Practice (CCPEP) is located in North County San Diego, CA as a collaborative partnership among the Southern California Professional Development Federation, and Co-Founders, Delores and Randall Lindsey.

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

Jaime E. Welborn, Ph.D.

Jaime E. Welborn, President of JWE Education Consulting, LLC and Executive Director of Midwest Collaborative for Cultural Proficiency (DBA), is a former teacher and school administrator. With 16 years experience in education, she currently serves as Assistant Professor in Education Leadership. She received her certification as a Senior Training Associate from the Center for Culturally Proficient Educational Practice (CCPEP) in 2019. Since 2016, Jaime has worked in numerous schools and districts providing face-to-face and virtual professional learning for educators, including administrators, teachers, and support staff, focused on equity, access, and inclusion. She received a B.S. in Elementary Education from Southern Illinois University, M.A. in Educational Administration from Southern Illinois University, and a Ph.D. in Educational Leadership from Saint Louis University.

Marshaun Warren, Ph.D.

Dr. Warren is a consultant and co-facilitator for Midwest Collaborative for Cultural Proficiency in Schools. She will receive her certification as a Training Associate from the Center for Culturally Proficient Educational Practice (CCPEP) in 2021. Marshaun has over 17 years experience in public education as a teacher, assistant principal, associate principal, and coordinator of administrative services. She currently serves as Director of Human Resources, and Director of Diversity, Equity, and Inclusion. She has extensive experience in improving staff and student relations, applying school law, and helping all stakeholders feel part of the educational team. She received a B.S. in Elementary Education from Southern Illinois University, M.A. in Educational

Administration from Lindenwood University, an Ed.S. from Lindenwood University, and a Ph.D. in Educational Leadership from Saint Louis University.

DESCRIPTION OF CURRICULUM

JWE Education Consulting, LLC will provide a curriculum, resources, and 21-hours of facilitated professional development to the School District of Clayton's administrators. This Memorandum of Understanding limits curriculum distribution to 25 educators. The curriculum and resources include:

- Participant access to intellectual property created by JWE Education Consulting, LLC for the outlined services;
 - Slides Decks
 - Electronic Documents/Resources
- Cultural Proficiency Learning Kit (Beads, Flipbook, and Core Values Cards); and

It is recommended that all participants purchase a copy of *Culturally Proficient Coaching*, 2nd Edition (2020) and *Leading Change through the Lens of Cultural Proficiency* (2022).

Intellectual Property

JWE Education Consulting, LLC hereby grants the School District of Clayton Administrators a license to use certain intellectual property owned by MCCPS related to the identified curriculum and professional services, as shall be identified by JWE Education Consulting, LLC, for the School District of Clayton's use in facilitating sessions, as further set forth in this Agreement (the intellectual property to be licensed by LLC to the School District of Clayton, the "Licensed Content"). The parties hereby acknowledge and agree that LLC will continue to own all rights, title, and interest, including all rights of copyright, trademark, and trade secrets, in any, and all original written materials or other fixed and tangible forms of expression, in any and all media, currently owned by LLC, with respect to the professional development, curriculum, and professional services created for the School District of Clayton.

DESCRIPTION OF PROFESSIONAL SERVICES

JWE Education Consulting, LLC will provide professional services by facilitating the 21-hours of professional development sessions for administration.

The professional services and deliverables include:

- Training to use the curriculum (outlined above), using learning strategies to apply the Tools of Cultural Proficiency;
- Intermittent leadership planning/support between sessions
- Support for data collection of the School District of Clayton's policies, practices, procedures, and behaviors along the Cultural Proficiency Continuum for transformational change;

- Support in building the capacity of the School District of Clayton leaders to change conversations in effort of “opening doors” for students through increased equity, access, and inclusion using the *Culturally Proficient Coaching* model.

Materials

JWE Education Consulting, LLC will provide materials, technology applications, and electronic copies of documents necessary for engaging in the culturally proficient learning strategies. This does not include paper copies. If hardcopies of the learning guide or other handouts are preferred, the school district is asked to cover this cost.

***PROPOSED TERMS OF PROFESSIONAL SERVICES**

Session #1 (Date TBD / 6 hours)

Key Concepts: Introduction to Cultural Proficiency
 What is Cultural Proficiency? Why Cultural Proficiency?
 Core Values, Culture, Identity
 Barriers to Cultural Proficiency
 Guiding Principles of Cultural Proficiency
 Cultural Proficiency Continuum

Objectives:

- Participants will engage in reflection and dialogue regarding Cultural Proficiency and its application to their personal and professional lives as educators.
- Participants will engage in culturally proficient learning strategies to discuss the Barriers in relation to negative, unproductive, and inequitable policies, practices, and behaviors present in our society, schools, and classrooms; then, use the Cultural Proficiency Continuum to develop a list of practices and behaviors relevant to their roles and schools.
- Participants will engage in culturally proficient learning strategies to discuss the Guiding Principles in relation to positive, productive, and equitable policies, practices, and behaviors present in our society, schools, and classrooms; then, use the Cultural Proficiency Continuum to develop a list of practices and behaviors relevant to their roles and schools.

Deliverables:

- Knowledge and learning strategies of the Cultural Proficiency Framework; practice and Behavior Data Collection
- Core Values and Guiding Principles of Cultural Proficiency Knowledge and Learning Strategies to apply the Tools of Cultural Proficiency in daily practice
- Barriers of Cultural Proficiency Knowledge and Learning Strategies to apply the Tools of Cultural Proficiency in daily practice. Practice and Behavior Data Collection

***Sessions #2 – 6 (15 hours - dates, session duration and frequency TBD)**

Key Concepts: Introduction to the *Culturally Proficient Coaching* Model
 Continuum of Cultural Proficiency
 Identification of Leadership Role Focus Area
 Essential Elements of Cultural Proficiency; Action Planning Goals
 Leading Change Towards Equity, Access, and Inclusion

Transformational Action Planning

Objectives:

- Participants will engage in culturally proficient learning strategies as they apply the Essential Elements of Cultural Proficiency as actions for increased awareness and change towards increased equity, access, and inclusion.
- Participants will use the Essential Elements to build and practice Culturally Proficient Coaching strategies to help breakthrough conversations designed to increase equity, access, and inclusion for all students.

Deliverables:

- Drafted Action Plan for Transformational Change
- Culturally Proficient Coaching Model

*Details (number of sessions, dates, times, duration) to be decided and agreed upon by both parties.

COST OF CURRICULUM AND PROFESSIONAL SERVICES

\$10,500.00 Total

TERMS OF PAYMENT

LLC will send one invoice for half of the fees (\$5,250.00) following the first learning session on a date to be determined, and the other half at the conclusion of the twenty-one (21) hours, totaling of \$10,500.00.

LOCATION

All sessions will be conducted on-site in the school district or virtually in accordance with health guidelines of the CDC and the state and county health departments. JWE Education Consulting, LLC consultants will follow the suggested location of the school district at the time of services unless health restrictions prevent them from doing so. The outlined professional services in this agreement will be delivered on-site.

INSURANCE

JWE Education Consulting, LLC agrees to maintain, or cause to be maintained, at all times during the term hereof general liability insurance for occurrences during the term hereof with annual limits of not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate. Nothing herein shall be construed as a waiver of Sovereign Immunity or Governmental Immunity by whatever name as set forth in Mo. Rev. Stat. § 537.600 et seq.

INDEMNIFICATION

JWE Education Consulting, LLC agrees to indemnify, hold harmless and defend the District, its governing board, officers, employees and agents from and against every claim or demand which may be made by any person, firm, or corporation, or any other entity (the "Indemnified Parties") arising from or caused by the negligent or willful misconduct of JWE Education Consulting, LLC or any of its officers, employees, subcontractors, agents, or representatives in the performance of this MOU. Nothing in this agreement shall be deemed to constitute a waiver of the sovereign immunity of the State of Missouri. Notwithstanding anything contained herein to the contrary, JWE Education Consulting, LLC, its officers, subcontractors, agents or representatives shall not be liable to the Indemnified Parties for any negligent or willful misconduct of an Indemnified Party.

CANCELLATION POLICY

Should either party need to cancel, it is mutually agreed upon and understood that no fees/expense will be invoiced or paid for future services.

TRAVEL

Travel costs are not included in this proposal.

IN WITNESS WHEREOF, the parties have signed this MOU below as of the ___ day of ____, 2021.

The School District of Clayton

JWE Education Consulting, LLC

By: _____

By: _____

Name: _____

Name: _____

Title: _____

Title: _____

Date: _____

Date: _____