

Technical Assistance Agreement
for Comprehensive Educational Assistance (CEP)

by and between

**Intercultural Development Research Association
(IDRA EAC-South)**

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Dr. Paula N. Johnson, IDRA EAC-South Director • paula.johnson@idra.org

and

Alexandria City Public Schools

1340 Braddock Place, Alexandria, Virginia 22314
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The IDRA EAC-South (“EAC-South”) enters into an agreement to provide technical assistance and training to **Alexandria City Public Schools** School System (“the Division” or “ACPS”). The information presented below represents what the EAC-South and the Division will undertake to produce the outcomes described below.

The information presented below represents what the EAC-South and the Division will undertake to produce the desired outcomes also described below.

Division Name: **Alexandria City Public Schools**

Division Contact: Kennetra Wood, Executive Director of Equity & Alternative Programs

Email: kennetra.wood@acps.k12.va.us

IDRA EAC-South Contact: Terrence Wilson, terrence.wilson@idra.org

Reference Name of the Activity: **ACPS Strategic Plan 2025: Equity for All**

- **Phase I:** Equity Audit - Review & Develop Recommendations
- **Phase II:** Board Review and Policy Revision (*Refine and adopt revised policies*)
- **Phase III:** Action Planning, Implementation & Capacity Building (*Develop 5-year outlook and plan for re-evaluation*)

Estimated Time Period (as EAC funding permits): December 1, 2020 – September 30, 2022

DOJ or OCR Referral: Yes No

I. Contextual Analysis of Need and Impact on Target Beneficiaries:

Alexandria City Public Schools adopted a five-year strategic plan focusing on eliminating racial disparities. Policies will either support or undermine the success of the strategic plan. Previous School Board policies may not align or provide appropriate guidance to support the current vision, mission, and core values of the division.

The purpose of this project is to review the current School Board policies to ensure that each aligns, guides, and supports [educational equity](#) by specifically:

- Identifying the root causes of disparities in ACPS
- Focusing on the most marginalized populations for the purpose of ensuring equity for all
- Uncovering policies that thwart the success of historically marginalized groups
- Dismantling current systems in place that are barriers to student success

The Alexandria City School Board requested technical assistance. The ACPS Department of Student Services and Equity and the School Board are authorized to support the work. The EAC-South will engage in an equity audit that includes analysis of ACPS School Board policies and feedback from stakeholder communities.

The students, families, staff, and ultimately the entire City of Alexandria will benefit from reviewing ACPS policies through an equity lens. IDRA will serve the Alexandria City School Board which ultimately will elicit equitable practices for all of Alexandria's staff, students, and families. The Department of Student Services and Equity will collaborate with the Director of Policy & Board Initiatives to support the oversight of this project. As of September 30, 2020, ACPS has an enrollment of 15,588 students (ACPS Fast Facts). Student demographics are as follows: 5.5% Asian, 25.8% African American, 36.9% Hispanic, 28.1% White, <1% Native Hawaiian/Pacific Islander, <1% Native American, and 3.3% identifying as Multi-racial. There are also 132 native languages ACPS recognizes and 145 different countries of births. To continue, 63.7% of students within ACPS are eligible for free or reduced meals, 31.1% of students require English Language Services, and 10.2% of students receive special education services.

Partner(s) that may contribute personnel, financial support, in-kind support, and/or facilities include:

- ACPS's Department of Family and Community Engagement (FACE)
- ACPS Partners
- Unified Planning Team (ACPS, DCHS, AHD)
- PTAC
- MSAN, Social Justice, & other student groups
- City of Alexandria's Equity Officer
- EAA
- TAG Advisory, SEAC, & other parent groups
- ARHA community and churches w/Alexandria residents

II. Outline of Technical Assistance (agreed upon strategy and concise summary of major activities to complete the project):

A. Implementation Plan and Major Activities

Collaborative activities of the IDRA EAC-South and the Division include the following:

ACPS hopes to establish a connection with IDRA EAC-South that would empower the division to achieve the vision, mission, and goals set forth from our Strategic Plan 2025: Equity for All through:

- Reviewing and aligning ACPS data to support the need for policy alignment to our strategic plan goals
- Reviewing previous division focus group data and conducting diverse focus groups during pivotal phases of the process

- Creating a crosswalk of ACPS data, policies, and strategic plan goals
- Ensuring our School Board policies are aligned and support the work of our strategic plan
- Analyzing the implementation of ACPS School Board policies to actualize our strategic plan
- Providing the School Board with a series of written reports and presentations (*formative and summative reporting*) that address the alignment and actualization of our strategic plan and School Board policies with specific recommendations for revisions, additions, and/or deletions to policies
- Preparing the School Board to present the findings to the school community and to make the case for why equity matters.

B. Collaborative Change Strategy and Capacity-Building Solution

This technical assistance will result in revisions and adoptions to School Board policies that impact numerous practices and programs of school and division level educators and administrators. In order to achieve our mission, the EAC-South will support ACPS in designing and implementing a multitiered approach that includes naming, addressing, and redressing staff behaviors, processes, and policies.

C. Expected Project Outcomes

Short-Term

- The EAC-South will create a series of reports and presentations to the School Board.

Medium-Term

- The School Board will prioritize policies recommended for revision for the purpose of increasing educational equity in ACPS.

Long-Term

- Equitable policy revisions will reduce disparities and inequities in ACPS. Additionally, implementation of these policies should improve school climate in the division for all students, staff, and families, particularly those from marginalized communities.
- EAC-South staff will create a final summative report (per the series of reports) that can be utilized by the School Board to guide revision to School Board policies.

D. Outputs (deliverables/products, including any surveys, training materials, PowerPoints, data reviews, policies, procedures, and practices, etc.):

- Community meetings and focus groups to elicit perspectives of students, families, and staff relative to the goal conducted
- A series of written reports that provide the School Board with the findings from the community outreach
- A series of reports and presentations identifying the policies that are not in alignment with the strategic plan
- A review of best practices relative to equity-focused policy review (a rubric for future policy design)
- Exemplars of policies to guide and support the vision and mission of the School Board

As a result of the comprehensive technical assistance activities described above, the Division will increase its capacity to foster and maintain an equity-centered education system that supports all students, staff, and families through the use of continuous mapping of ACPS data with Division policies and strategic plan goals.

During the 2021-22 school year:

- Teachers, staff, and administrators will increase their knowledge, awareness, understanding, and appreciation for diversity and inclusion within the schools and communities that sustain them.
- Teachers, staff, and administrators will continue changing their behaviors and practices to better reflect their understanding and appreciation for diversity and inclusion within the school community and begin implementing practices consistent with such learning; and
- The Division will begin implementing revisions to its School Board policies at its discretion to consider and adopt any equity-based recommendation(s) from the IDRA EAC-South as described above.

Should the Division revise and adopt a comprehensive equity-based Board policies and fully implement those policies with fidelity, the Division can expect to make progress towards its goals of fostering positive and inclusive school climates and addressing inequities among student groups, particularly those from marginalized communities.

III. Commitment of Resources and Support:

The Division shall take all steps necessary to ensure that the EAC-South and its consultants are able to conduct and complete its work outlined in this agreement. This shall include but not be limited to: making information and data, if collected and available, as requested by the EAC-South; making relevant administrators, teachers, students, parents, and staff available as needed for meetings, trainings, interviews, and surveys; developing a mutually agreeable schedule in consultation with the EAC-South to conduct any meetings, interviews, surveys, and trainings as necessary; and making the school facilities available for visits by the EAC-South as necessary. Contingent upon continued funding, the EAC-South will assist the division in the design, dissemination, and evaluation of annual surveys.

- A. The IDRA EAC-South will provide the following resources and support in connection with this CEP at no charge to the Division up to **50 total days of service (a value of \$3,000/day, or up to a total of \$150,000) for training and technical assistance**. Please note that any described activities to be performed after September 30, 2022 are contingent upon funding from the U.S. Department of Education.

Staff: The EAC-South and its consultant(s) will design a plan to maximize assistance in the least amount of time.

Technical assistance provided may include: onsite and virtual meetings; training sessions; document and data reviews; interviews, surveys, group forums with leadership, administration, teachers, students, and parents; survey development; assessing results of activities and planning future activities; supporting campus leadership teams in data gathering and review; and aligning the scope of work with campus/division calendar and activities for the duration of the agreement contingent upon continuation of EAC grant funding.

Consultant Support: EAC-South will provide ancillary in-office support to its service delivery to ensure the delivery of obligated commitments.

Materials: IDRA EAC-South will provide a limited number of electronic materials necessary to conduct the training and technical assistance. The Division will be responsible for printing materials beyond the electronic training materials provided by EAC-South as needed.

B. The Division will provide the following resources in support of the CEP:

Staff: Dr. Gregory C. Hutchings, Jr., Superintendent

Key division and school administrators, teachers, and relevant office staff

Staff time:

1. Number of training hours: as needed
2. Number of training days: as needed
3. Number of technical assistance days: as needed for planning, assessing implementation effectiveness, interviews, survey development and administration, observations, training and support.

Substitute(s) pay as needed: The Division will bear all costs.

Other costs: **No other costs are expected** for the EAC-South and/or its consultants to complete the work outlined above while IDRA receives funding from the United States Department of Education. Future travel costs will be negotiated between IDRA and the Division contingent upon continued funding. The IDRA EAC-South grant is a five-year grant that ends September 30, 2022. Costs after that date are subject to EAC continuation.

Meeting space: (Appropriate to the activity)

As needed for activities, meetings, and trainings with the appropriate audiovisual equipment.

Access to data and participants: (Describe the data that will be used to show impact.)

The Division agrees to provide access to the EAC-South the student and staff data necessary to complete this activity with the understanding that the EAC-South has no right or privileges to use such data or share the data without permission of the Division. It is also understood that the IDRA EAC-South will not use the Division's name in connection with the data, aside from private, internal reports and federal reporting requirements, unless the division gives the EAC-South permission to do so.

IV. Please use the following space to describe your commitment to the completion and the success of this activity.

The Alexandria City Public Schools Superintendent, Dr. Gregory C. Hutchings, Jr., gives their assurances that the Division is unconditionally committed to the completion of each task and obligation required of it under the terms of this Agreement and required to ensure the success of this activity.

The EAC-South and the Division agree that when and if either party fails to deliver on its commitment as noted above, the expected outcomes and desired results will be altered and must be re-negotiated and agreed

upon by both parties before the CEP can continue. If either party finds it necessary to terminate the CEP for any reason, no penalty of any sort will fall to either party. Any extension of the CEP beyond the conditions presented above must be negotiated. **The final and ultimate decision to continue the CEP beyond the conditions presented above rests solely and entirely with the EAC-South director and IDRA.**

Signatures:

IDRA EAC-South

Authorized Representative

Paula N. Johnson, Ph.D., Director

Dr. Gregory C. Hutchings, Jr., Superintendent
Alexandria City Public Schools

Date

Date

Celina Moreno, J.D.
IDRA President & CEO

Date