

Educational Consulting Services Response to RFP

Prepared for Tuxedo Union Free School District

March 2018



Letter from Our CEO

Dear Ms. Teed:

Thank you for the opportunity to respond to the solicitation for Educational Consulting Services. We are confident that we have the experience, knowledge, and capability to support and execute on your vision for Tuxedo Union Free School District.

In 2010, I founded Education Elements because I believed that learning could be personalized for every student. I wanted to help schools rethink the structure of schooling and the way technology could strengthen instruction and streamline operations. Since then, Education Elements has worked with more than 600 schools and 125 district and charter networks across the United States, including four Race-to-the-Top winners and 20% of the League of Innovative Schools districts. Through this work we have supported more than 35,000 teachers and 550,000 students. As such we have a greater breadth and depth experience than any other school design consulting firm.

As our list of schools, districts, and networks has grown, so has the set of challenges and the diversity of solutions. We have grown from supporting districts with blended learning to helping them design, implement, and support personalized learning models, to now working with districts to solve their most pressing challenges -- including curriculum adoption, leadership development, and strategy development.

Our consulting team has deep and broad expertise, as well as a willingness to move fluidly between the roles of expert, guide, and facilitator. Our approach is a collaborative one – we honor the goals, priorities, and vision of every leader with whom we work – and help them to hone, articulate, and make those visions a reality. We recognize the unique needs of each district, and we work with each district's leadership to develop visions and strategic plans in the context of their goals and community.

We sincerely thank you for the opportunity to describe in further detail how we can support Tuxedo UFSD. We look forward to the opportunity to serve you.

Anthony Kim
CEO & Founder
anthony@edelements.com

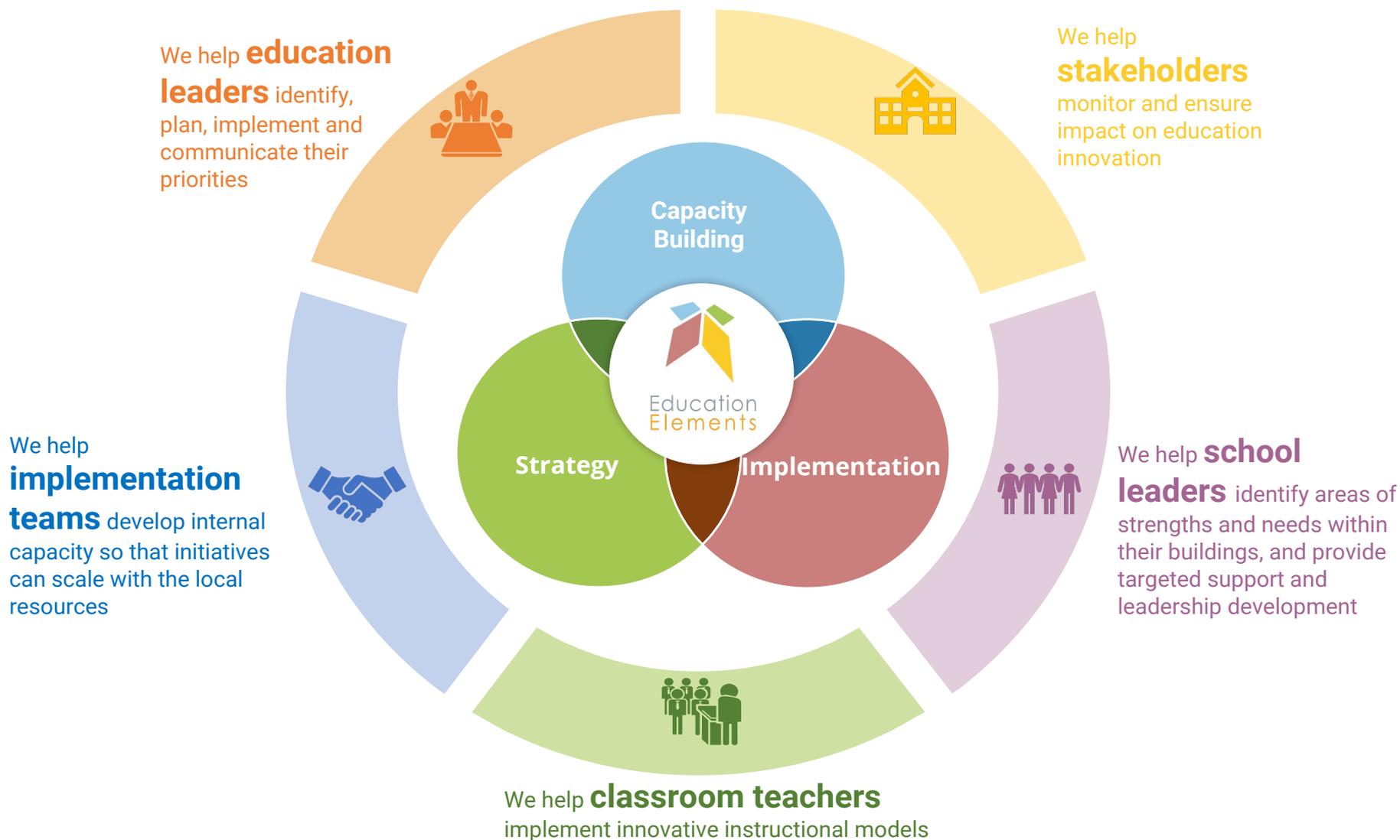
Our Understanding

- Tuxedo Union Free School District (Tuxedo UFSD) located in southern Orange County, approximately 35 miles north of New York City, educates roughly 250 students across 2 schools: George Grant Mason School (K-6) and George F. Baker High School (7-12).
- Over the past several years, Tuxedo UFSD has experienced significant enrollment decline due to:
 - Greenwood Lake Union Free School District's decision to end its 30+ year relationship of sending its high school students to the George F. Baker High School; and
 - 20+ year stalled development of the Tuxedo Farms residential community
- Tuxedo UFSD is interested in exploring various options for providing a comprehensive education in an efficient and cost-effective manner for students in grades 9-12, including:
 - Redesigning George F. Baker High School to continue to serve 9-12 students
 - Sending 9-12 students to a neighboring school
 - Other options not specified
- Education Elements is uniquely qualified to guide school and district leaders in this decision. We have worked with over 120 districts across the country to support their efforts with school and district transformation. We will tailor our established methodologies to match the needs of your district.



Our Company & Team

A trusted advisor, Education Elements helps education leaders solve their biggest challenges



Our Scope

Education Elements is a mission-driven company that believes every student deserves equal-access to a high-quality education. Since 2010 we have served over 125 districts across the country. Much of our work leading systemic organizational change has been supporting districts in designing and implementing personalized learning initiatives. We also support districts with strategic planning, competency based education, leadership development, and curriculum adoption. We take the time to understand the unique challenges school and district leaders face and then tailor the Education Elements approach to satisfy the exact needs of the districts we support.



34
states + DC



125+
districts



600+
schools



34,000
teachers



545,000
students

Our Team

Every member of our consulting team has a deep background in education, strategic planning, and change management. Our team is passionate and mission-driven and includes former teachers, coaches, principals, school board members, and consultants – all of whom are committed to improving student outcomes. The following individuals will support Tuxedo UFSD:

Angela Chubb, Managing Partner

Angela leads Education Elements' service delivery and growth efforts across New York state. Angela joined Education Elements in 2012 and has served a variety of capacities, including overseeing both the Service Delivery and Growth Teams. Prior to Education Elements, Angela was the Senior Vice President at Leeds Global where she worked as an international education consultant. Her work included advising the government of Abu Dhabi on the design and implementation of comprehensive school system reforms, including the adoption of world-class standards, the implementation of new instructional methods and approaches, and the transition to a bi-literate curriculum. In addition, she supervised the design and delivery of professional development services to 800+ school leaders across the United Arab Emirates, resulting in the successful implementation of the country's groundbreaking New School Model. As Vice President and Executive Director of Achievement Services for Edison Learning, Angela supervised 60 schools and principals along the east coast. She was the founding principal and CEO of an award-winning K-12 Charter school with over 1000 enrolled students. She lives in Kansas.



David Irwin, Managing Partner

David joined Education Elements as a Managing Partner in May 2017. Prior to joining Education Elements, David spent 14 years at Gartner Inc., the world's leading IT research and advisory firm and for the past 8 years led Gartner's K-12 education, partnering with school boards, superintendents, chief academic officers and chief information officers, and supporting mission-critical transformational initiatives. David's past and recent clients include: NYC Department of Education, Houston Independent School District, The Bill & Melinda Gates Foundation, Broward County Public Schools, Louisiana Department of Education, Arlington Public Schools, Dallas Independent School District, Fulton County Schools and Buffalo Public Schools. David has extensive expertise helping K-12 districts develop and implement strategic plans over the past 15 years. In addition to David's work at Education Elements, he was recently elected and sworn in as a Board Member for the Madison Public Schools (NJ).



Our Team



Janice Vargo, Associate Partner

Janice supports Education Elements' service delivery and growth efforts across New York state. While at Education Elements she has supported a diverse group of districts in their district transformation, including Fulton County Schools (GA); Horry County Schools (SC); Lexington School District One (SC); Racine Unified School District (WI); District of Columbia Public Schools (DC); Hartford Public Schools (CT); and Piedmont City Schools (AL), among others. Prior to Education Elements, Janice was a Senior Consultant for UPD Consulting where she supported state education agencies, K-12 school districts, and nonprofits on a variety of policy and technology projects. Janice began her career at a Cristo Rey high school in Cleveland, Ohio. She holds a master's degree in Public Policy from the Harvard Kennedy School of Government and a bachelor's degree in American Studies and Spanish from the University of Notre Dame. She lives in Maryland.



Dana Britt, Senior Design Principal

Dana is a Senior Design Principal on the Design and Implementation Team. She started her career as a 9th grade English teacher at Ballou High School in DC Public Schools. Wanting to enact change on a larger scale, she joined the DC Public Schools' district office, first as the Coordinator of Blended Learning and later as the Manager of Technology Integration. In those roles, she supported the district-level rollout of blended learning across 111 schools and built up a particular expertise in designing district-wide professional development and selecting, purchasing, and adopting new digital content and tools. While working for DCPS, Dana designed an annual, two day summer professional development conference featuring district supported providers and teacher presenters attended by hundreds of DCPS educators. At Education Elements, Dana supports school and district transformation at Fulton County Schools (GA), Syracuse City School District (NY), Marion Central School District (NY), and Waterloo Central School District (NY). Dana lives in Washington, DC.

Our Team



Marcus Cortez, Design Principal

At Education Elements, Marcus has supported school and district transformation at the Enlarged City School District of Middletown (NY), North Rose-Wolcott CSD (NY), Wake County Public Schools (NC), and Charleston County School District (SC). Marcus began his education career as a Teach For America Corps Member and middle school humanities teacher in Glendale, Arizona. During this time, he supported teachers through on-site professional development and through various coaching roles with TFA. After 3 years in Glendale, Marcus moved to Washington D.C. and continued working as a lead teacher with KIPP. While there, he implemented blended learning principles within his own classroom and witnessed its powerful impact on student achievement and self-ownership. Most recently, Marcus worked with ASHLIN Management where he helped clients increase organizational efficiency and performance. Marcus holds a B.S. in International Affairs from Georgetown University and a M.Ed in Secondary Education from Arizona State University. He is originally from Southern California and now lives in Washington, DC.



Gabby Hewitt, Design Principal

Gabby began teaching in the classroom as an 8th grade U.S. History Teacher, first in Prince George's County, Maryland, and later with KIPP DC. In her first year in the classroom, she was selected to receive the *Maryland Association of Teacher Educators* Distinguished Teacher Candidate award. During that time, Gabby also wrote the countywide history curriculum for middle schools and assisted the Prince George's County Social Studies Department with the rollout and integration of the Common Core State Standards. Gabby led teams as both the Social Studies Department Chair and Eighth Grade Level Chairperson before leaving the classroom to train and manage the development of resident teachers in her charter network. As the Manager of Professional Development for the Capital Teaching Residency program with KIPP DC, she developed skills in planning and facilitating adult professional development, project management, and effective teaching evaluation models. Gabby holds a B.S. in Political Science and a B.A. in Mass Communication from Louisiana State University. She earned her M.S. in Educational Studies from Johns Hopkins University. Born and raised in New Orleans, Gabby currently lives in the Washington, DC area.



Our Experience

Our Experience - Previous Engagements



The Challenge The Metropolitan School District of Warren Township (MSD Warren) in Indiana serves approximately 12,300 students across 18 PK-12 school sites. In 2012, MSD Warren Township won \$28.5M Race to the Top grant. Despite some initial success implementing their plans, MSD Warren struggled with how to successfully use their technology to personalize instruction for students, as well as to define and communicate their belief system to stakeholders.

Our Work Through Education Elements' workshops and support, MSD Warren clarified their vision, determined a rollout strategy, and began redesigning the high school to better reflect and support their profile of a graduate. Education Elements collaborated with MSD Warren to determine barriers to change and innovation at the high school level through staff and student interviews, surveys and classroom observations.

Learn More Read about and watch a video on [MSD Warren's story](#). Read more about their district transformation in this [case study](#) from the Lexington Institute.

The Challenge The Enlarged City School District of Middletown (Middletown) in New York serves 7,300 across 7 schools. Middletown challenged to support its high needs students; the majority of students come from poverty. Middletown wanted to close the achievement gap between white and minority students, as well as lower their dropout rate.

Our Work In 2013, Education Elements and Middletown partnered to begin training elementary school teachers to blend instruction as a way to personalize learning for students. Over a four-year period we trained all teachers in the district, while simultaneously working with district leadership to create and implement a transformation plan for the high school that included training and implementation of an OER system.

Learn More Read about and watch a video on [Middletown's story](#). Read more about their transformation: [op-ed](#), [video](#), and [article](#).

Our Experience - Previous Engagements



Where the future is present.

The Challenge Hartford Public Schools received a grant from the Nellie Mae Foundations to support two of their high schools as they moved to become more student-centered. One school was a large, comprehensive high school, while the second was a magnet school focused on journalism and media. Hartford was challenged to provide a vision, roadmap, and support for these schools.

Our Work We worked with school leadership teams and teachers to design, implement, and support blended learning models that met the unique needs of high school teachers.

Learn More Follow the work on Twitter at [#HartfordBL](#) and read about one of the Hartford superheroes [here](#).



The Challenge Fulton County Schools (FSC) in Georgia wanted to move all schools to a personalized learning model. As a district serving over 96,500 students across 105 schools, Fulton needed help creating a vision and framework for action, then turning their plans into reality at the school level. Additionally, as a charter school district, FCS needed a process that would strike the appropriate balance between centralized support and school-level decision making.

Our Work We worked with their leadership team to define a vision and three-year roadmap. We then created a process to engage school communities in school redesign. Over a two-year period, all schools -- include 18 high schools -- have gone through our redesign process.

Learn More Read about and watch a video on [Fulton's story](#). View [testimonials](#) from school leaders about their work with us.



References

References



Fulton County Schools (GA)

Engagement Timeline: 2015- Present

Amy Barger, Assistant Superintendent of Learning & Teaching
Barger@fultonschools.org



Metropolitan School District of Warren Township (IN)

Engagement Timeline: 2015 - Present

Ryan Russell, Assistant Superintendent
russell@warren.k12.in.us



Enlarged City School District of Middletown, New York (NY)

Engagement Timeline: 2013 - Present

Amy Creeden, Interim Assistant Superintendent for Instruction
ACreeden@ecsdn.org



Hartford Public Schools (CT)

Engagement Timeline: 2014 - Present

Paul Griswold, Instructional Coach for Blended Learning
GRISP001@hartfordschools.org

Where the future is present.



Project Overview

Overview of Proposed Approach

	Key Objectives	Deliverables
Project Initiation	Set the foundation for a successful engagement that is delivered on time and within budget, and achieves Tuxedo UFSD's objectives	Project Plan
Align on Vision & Values	Align the core Tuxedo UFSD team on a core vision and values that will be used to guide the high school decision process	District Vision & Engagement Plan
Engage Community	Ensure high school decision reflects aspirations of the community	Engagement Summary
Design Future State	Using an inclusive design thinking process, create bold and achievable plans for grades 9-12 at Tuxedo UFSD	Design Process, Final recommendation for grades 9-12
Create Roadmap	Recommend concrete and actionable high school decision; create communications materials to ensure the plan is readily accessible to diverse stakeholders	Actionable Roadmap & Communications Materials
Executive Briefing	Present final report, recommendations, and roadmap to Tuxedo UFSD stakeholders	Final Report including Vision, Recommendations, and Roadmap

Engagement Schedule



 Project Initiation  Project Kickoff Meeting

 Align on Vision & Values

 Visioning Workshop

 Engage Community

  
Interviews & Focus Groups

 Design Future State

 Design Workshop

 Create Roadmap



Executive Briefing

 Executive Presentation

KEY

 Phase

 Onsite

Detailed Approach

Project Initiation

Objectives: Set the foundation for a successful engagement that is delivered on time and within budget, and achieves Tuxedo UFSD's objectives

Activities performed by Education Elements:

- Hold a kickoff meeting to ensure understanding of the project objectives, scope, schedule, and milestones, roles, responsibilities and required resources
- Discuss anticipated risks and mitigation plans, based on lessons learned from past experience
- Gather any relevant background material and data
- Outline workshop and interview / focus group needs
- Finalize project schedule and schedule workshops, interviews, and focus groups

Tuxedo UFSD responsibilities:

- Ensure attendance at kickoff meeting by project sponsor, project manager and other key stakeholders, as determined prior to kickoff
- Identify key stakeholders for interviews and workshops
- Provide documentation as requested

Touchpoints:

- Weekly calls with core team
- 1 in-person kickoff meeting

Deliverables:

- Kickoff meeting materials
- Draft project plan (including interview schedule)

Timeframe:

- April-May 2018
- ~1-2 Weeks

Detailed Approach

Phase 1: Align on Vision & Values

Objectives: Align the core Tuxedo UFSD team on a core vision and values that will be used to guide the high school decision process

Activities performed by Education Elements:

- Review pertinent Tuxedo UFSD data and programs, including student outcomes data, program offerings and evaluations, and budget
- Provide context and background knowledge to key stakeholders on high school structures and instructional practices
- Prepare and facilitate workshop with Tuxedo UFSD stakeholders to ensure alignment on the vision and values for the future of Tuxedo UFSD
- Refine and validate vision and values with Tuxedo UFSD stakeholders
- Draft, refine, and validate robust and inclusive student, community and staff engagement process

Tuxedo UFSD responsibilities:

- Provide pertinent Tuxedo UFSD data and programs
- Ensure attendance at workshops by project sponsor, core team, and advisory team
- Validate engagement process

Touchpoints:

- Weekly calls with core team
- 1 in-person visioning workshop with advisory team

Deliverables:

- Draft vision and values statement
- Community and staff engagement process
- Executive project update

Timeframe:

- May-June 2018
- ~3 Weeks

Detailed Approach

Phase 2: Engage Community

Objectives: Ensure high school decision reflects aspirations of the community

Activities performed by Education Elements:

- Conduct up to 30 individual/group interviews with instructional, technology, administrative, board, and community stakeholders (parents, students, business leaders, etc.)
- With support from Tuxedo UFSD, survey key stakeholders (through use of online survey tools) and conduct up to 2 teacher, principal, and student focus group community sessions

Tuxedo UFSD responsibilities:

- Provide all relevant previously completed community engagement data and analyses
- Identify interviewees and focus groups and schedule
- Support survey deployment
- Review and provide comment on community engagement findings

Touchpoints:

- Weekly calls with core team
- Focus groups and interviews (3)

Deliverables:

- Summary and analysis of interviews, focus groups, and survey results
- Revised vision and values statement
- Executive project update

Timeframe:

- June 2018
- ~4 Weeks

Detailed Approach

Phase 3: Design Future State

Objectives: Using an inclusive design thinking process, create bold and achievable plans for grades 9-12 at Tuxedo UFSD

Activities performed by Education Elements:

- Conduct design workshops during which the advisory team will reflect on stakeholder engagement report, and identify initiatives, programs, and other focus areas in which to invest to meet the district's stated vision
- Synthesize information from design workshops to create prototypes for grades 9-12
- Refine prototype per feedback from advisory team to make final recommendation

Tuxedo UFSD responsibilities:

- Ensure attendance at workshops by project sponsor, core team, and advisory team
- Provide timely feedback to prototypes

Touchpoints:

- Weekly calls with core team
- Design workshop (1) with advisory team

Deliverables:

- Final recommendation for grades 9-12
- Executive project update

Timeframe:

- July 2018
- ~3-4 Weeks

Detailed Approach

Phase 4: Create Roadmap

Objectives: Recommend concrete and actionable high school decision; create communications materials to ensure the plan is readily accessible to diverse stakeholders

Activities performed by Education Elements:

- Synthesize information gleaned during design workshops and subsequent feedback on prototypes and final recommendation
- Create roadmap and communications materials

Tuxedo UFSD responsibilities:

- Provide timely feedback to recommendations and roadmap
- Identify any additional stakeholders that need to be consulted or informed about deliverables before finalized

Touchpoints:

- Weekly calls with core team

Deliverables:

- Actionable Roadmap
- Communications Materials
- Executive project update

Timeframe:

- July-Aug 2018
- ~4-6 Weeks

Detailed Approach

Executive Briefing

Objectives: Present final report, recommendations, and roadmap to Tuxedo UFSD stakeholders

Activities performed by Education Elements:

- Present the final report to Tuxedo UFSD stakeholders that includes:
 - Recommendations
 - Actionable initiatives
 - Dependencies / sequences
 - Budget
 - Risks / implications

Tuxedo UFSD responsibilities:

- Coordinate logistics of executive briefing
- Provide feedback, , as needed, as team prepares for briefing

Touchpoints:

- Calls as needed with core team to prepare for briefing (1)
- Executive Briefing

Deliverables:

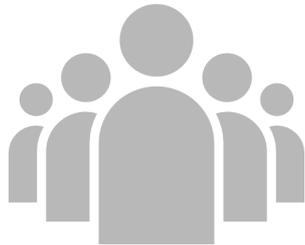
- Final Report

Timeframe:

- Sept 2018
- ~1-2 week

Project Teams

Education Elements has created an organization structure for this engagement that ensures high-level sponsorship and quality assurance, strong day-to-day project management, a focused team of project consultants, and deep subject matter expertise. Additionally, we request that Tuxedo UFSD identify team members to serve in the roles listed below to ensure optimal engagement and efficient communication.



QUALITY ASSURANCE

Managing Partner/COO
Provide high-level oversight to the project and become more heavily involved should any issue resolution be necessary

ENGAGEMENT MANAGER

Partner
Responsible for day-to-day management of project; ensures timely high-quality deliverables

PROJECT TEAM

Design Principals
Provides day-to-day consulting support for project tasks, and subject matter expertise



SPONSOR

Signs off on major deliverables
Project updates, participates in Advisory Group



CORE TEAM

~1-3 people
Manages planning, logistics, comms
Weekly Calls Workshops



ADVISORY TEAM

~10 people
Participates in designing and refining major deliverables
Workshops



COMMUNITY

30+ people
Representatives from community to provide input into recommendation
Surveys, Interviews, Focus Groups

Project Budget

Based on the scope described in this SOW, Education Elements' fixed professional fee is \$150,000 and is exclusive of all applicable taxes. Travel and other project related expenses are included in our fees.



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Education Elements
Learners of Today. Ready for Tomorrow.



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